

Taylors Elementary School

“Empowering Leaders for Today and Tomorrow”



School Portfolio

**Guided Self-Study Report utilizing AdvancED and SC SDE Protocols
Scope of Action Plan: 2018-2019 through 2022-2023**

Annual Update for 2021

Kindergarten – Fifth Grade

Rhonda Rhodes, Principal

809 Reid School Road ~ Taylors, SC 29687 Phone: 864-355-7450

Web Site: www.greenville.k12.sc.us/taylorse/

The School District of Greenville County

Dr. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Taylor's 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	<i>W Burke Royster</i>	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Rhonda R. Rhodes	<i>Rhonda R Rhodes</i>	4/13/21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Sarah Williams	<i>S Williams</i>	3/5/2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

<i>Lisa Owen</i>	<i>Lisa Owen</i>	3-8-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 809 Reid School Road, Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-7450

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Rhonda Rhodes
2. Teacher	Carly Hudson
3. Parent/Guardian	Christin Pulliam
4. Community Member	Susan Easterling
5. Paraprofessional	Elaine Boykin
6. School Improvement Council Member	Sarah Williams
7. Read to Succeed Reading Coach	Lisa Owen
8. School Read To Succeed Literacy Leadership Team Lead	Lisa Owen
9. School Read To Succeed Literacy Leadership Team Member	Stephanie Martin

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

School Literacy Leadership Team for Read to Succeed – Lisa Owen, Rhonda Rhodes, Terri Wheeler-Hawkins, Monica Brackett, Stephanie Martin, Anne Smeaton, Anne Wilson, Sarah Poole

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

X **Academic Assistance, PreK–3**

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

X **Academic Assistance, Grades 4–12**

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

X **Parent Involvement**

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

X **Staff Development**

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

X **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

X **Innovation**

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

X **Collaboration**

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

X **Developmental Screening**

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

X Half-Day Child Development

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

X Developmentally Appropriate Curriculum for PreK–3

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

X Parenting and Family Literacy

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

X Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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Introduction

PURPOSE

The purpose of the self-study is twofold:

- ❖ To **improve the effectiveness** of Taylors Elementary School
- ❖ To **provide assurance to the public regarding the educational quality of our school** by obtaining reaffirmation of our accreditation from AdvancED

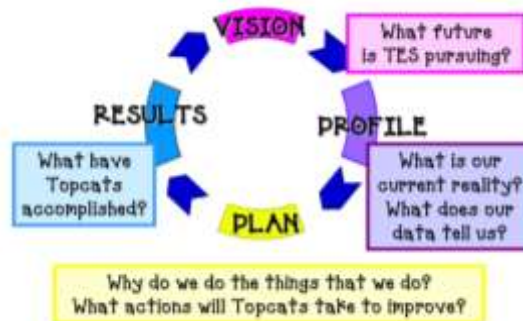
Our School Strategic Plan was developed to document changes and progress our school has made while working to continuously improve everything we do. This document provides an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our plan describes our school and includes actual evidence of our work. It describes who we are, our school vision, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. This document describes how we build and utilize our plan for the purpose of increasing student learning—our ultimate goal.

OVERVIEW OF THE SELF-STUDY PROCESS and STAKEHOLDER INVOLVEMENT

The principal and other members of the School Leadership Team remain central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process in its entirety. This committee meets monthly and serves as the decision-making authority on reports, policies and procedures. All stakeholders, including staff, PTA Executive Board and School Improvement Council (SIC) have roles and responsibilities. Representatives from this team serve as resource persons and provide support and input for all stakeholders at PTA Executive Board meetings and SIC meetings.

Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community.



Knowing how essential this process is to our continuing success, stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in a comprehensive editing process and taking part in the kinds of discussions that the self-study process is designed to facilitate. As a result of our shared experiences, we continue to learn how best to add value to the lives of our students and enrich our community. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

School Portfolio Team Members, Roles, and Committees

Executive Summary

Rhonda Rhodes- Principal
Terri Wheeler-Hawkins – Assistant Principal
Monica Brackett- Instructional Coach

School Profile

Rhonda Rhodes- Principal
Monica Brackett- Instructional Coach
Terri Wheeler-Hawkins- Assistant Principal
Betsy Crowe- Resource Teacher
Carly Hudson- Teacher
Sara Duncan- Teacher
Laura Parra- Attendance Clerk
Chrissy Faasse- Music Teacher
Anna Claire Butler- Guidance Counselor

Mission/Vision/Beliefs

Rhonda Rhodes- Principal
Terri Wheeler-Hawkins- Assistant Principal
Monica Brackett- Instructional Coach

Data Analysis/Needs Assessment

Rhonda Rhodes- Principal
Terri Wheeler-Hawkins- Assistant Principal
Monica Brackett- Instructional Coach
All Classroom Teachers

Action Plan

Rhonda Rhodes- Principal
Terri Wheeler-Hawkins- Assistant Principal
Monica Brackett- Instructional Coach
All Classroom Teachers

Professional Development Plan

Rhonda Rhodes- Principal
Monica Brackett- Instructional Coach
Terri Wheeler-Hawkins- Assistant Principal
All Classroom Teachers

Executive Summary

The Executive Summary looks at student achievement data, teacher and administrator quality data, school climate data, significant school challenges, and significant awards, results or accomplishments over the past three years.

Student Achievement Findings

Academic goals are the foundation for the delivery of instruction within the classroom. At Taylors Elementary, we take the necessary steps to ensure that all students are learning at their potential. After careful review of our demographic data, survey results, and student achievement data, an effective strategic plan for students achievement, including goals and objectives, was created. TE 21 Benchmark data is carefully analyzed for gains in reading, math, and science. Staff development activities, which include the Framework for Balanced Literacy, The Leader in Me implementation, and our continual development for effective PLC's, are all focused on meeting students' various academic needs.

- ❖ Student attendance remains steady at around 95.6%.
- ❖ 57.8% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2018-2019 with an increase from 55% during 2017-2018.
- ❖ 55% of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2018-2019 with a significant increase from 47.3% during 2017-2018.
- ❖ 78.5% of fourth grade students met and/or exceeded standard on SC PASS Science during 2018-2019 with a significant increase from 64.2% during 2017-2018.
- ❖ 86.1% of fifth grade students met and/or exceeded standard on SC PASS Social Studies during 2018-2019 with a significant increase from 73.8% during 2017-2018.
- ❖ Our enrollment has decreased slightly over the last couple of years. Our ethnicity enrollment remains steady for all subgroups. Over the last five years the FARMS student numbers also remain steady.
- ❖ Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained consistent over the last three years.
- ❖ Taylors' second grade students are higher than the district expectation of 50% on both the COGAT and the ITBS/Iowa at 56% in reading, 52% in math, and 57% on COGAT.
- ❖ Two 2nd grade students qualified for the Charles Towne Center

Steps for Continuous Improvement

- ❖ Continue to examine and monitor student progress and results as identified through standardized testing and TE 21 Mastery Connect Benchmarking
- ❖ Continue to work extensively with our Special Education team to create a strong model for delivery of services including inclusive services. Continue to work with Special Education District Support Team to implement curriculum to meet the individual needs of all special education students.
- ❖ Continue to support Literacy Mentors and grow Learning Labs
- ❖ Continued training and implementation of the primary and intermediate Framework for Balanced Literacy, including Fountas & Pinnell benchmarking with fidelity.
- ❖ Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices and the continued use of effective instructional strategies in the classroom.

- ❖ Utilize district support staff to support planning
- ❖ A plan for purposeful, differentiated and meaningful staff development.

Summarized Finding for Teacher and Administrator Quality

- ❖ 100% of Taylors Elementary administration and staff are highly qualified
- ❖ The average teacher attendance is on the rise from 94.6% in 2014-2015 to 97.4% in 2017-2018.
- ❖ The Leadership Team with input from the staff has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program.
- ❖ Mrs. Rhodes, our Principal, is South Carolina National Distinguished Elementary Principal of the Year
- ❖ Mrs. Rhodes is the Past President of the SCASA Elementary Division and serves on SCASA Executive Board
- ❖ Mrs. Rhodes serves as a Principal Mentor for Greenville County Schools.
- ❖ Two district trained Literacy Mentors
- ❖ Professional development focus is in the area of Balanced Literacy – Language and Word Study and Reader’s Workshop

Needs Assessment for Teacher and Administrator Quality

- ❖ Continue to fund a computer lab instructor through local funds
- ❖ Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities
- ❖ Provide training in the SAMR method
- ❖ Continue to provide training in the area of Balanced Literacy

Significant School Challenges

- ❖ COVID shut down of schools in March 2020 impacted many program implementations as well as impacted student learning. Transitioning to Elearning overnight had significant impacts on students, teachers, and other educational personnel.
- ❖ Over the last five years Taylors Elementary has experienced several changes in leadership positions. We have had three different Assistant Principals.
- ❖ Higher need for students to receive Mental Health Services; as a result, Taylors Elementary employs a full-time Mental Health Counselor, however, this position has changed three times in five years. The current caseload qualifies for a 2nd full-time Mental Health Counselor.
- ❖ Many two working parent families have difficult time attending school events or being actively involved in their child’s education.
- ❖ Achievement Gap between disabled and non-disabled in ELA and Math

Significant Awards, Results, Accomplishments

- ❖ RAMP (Recognized ASCA Model Program) Award
- ❖ Leader in Me School
- ❖ National Distinguished Principal
- ❖ South Carolina First Steps Triple P Practitioner of the Year
- ❖ Two Top 10 District Teachers of the Year
- ❖ Four Discovery Educator Lead Learners
- ❖ Four Google Certified Educators who serve as Adjunct Trainers in our school and across GCS

- ❖ SeeSaw Ambassador
- ❖ One teacher participating in the LEAD Institute for GCS Schools
- ❖ Six Teacher ADEPT Evaluators on Staff for GCS
- ❖ Three National Board Certified Educators
- ❖ South Carolina Green Steps School
- ❖ Safe Kids School Award Winner
- ❖ PTA OAK Leaf Award – Recognition of Membership
- ❖ PEP Literacy Grant Recipient
- ❖ Golden Apple Winners
- ❖ State Level Geography Bee participant
- ❖ Healthy Schools Live Well School
- ❖ SC Honors Choir member
- ❖ Terrific Kids
- ❖ Three teachers selected as South Carolina Life Changers
- ❖ Multiple Donor's Choose teacher winners
- ❖ PTA Awarded \$20,000 Kaboom and Dr. Pepper Playground Grant

Taylors Elementary School Profile

Taylors Elementary is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. Our mission – Empowering Leaders Today and Tomorrow- promoted within our learning community by teachers who are committed to student-centered instruction and the individual needs of each student.

Our primary goal of raising student achievement is facilitated by our highly-qualified professional teaching staff. The faculty provides learning experiences that engage students in a creative, rigorous, standards-based curriculum. Instruction is driven by research-based best practices and data analysis to ensure that every student has access to individualized instructional strategies. Additionally, each faculty member participates in a variety of professional development opportunities through conferences, literature reviews, graduate courses, and district facilitated trainings.

In a concentrated effort to develop world class skills, we offer a variety of after school and enrichment programs designed to enhance the academic and social skills of students. As an official Leader In Me school, we focus on school-wide leadership skills and equip our students with the success skills needed to excel in school and beyond our K-12 structure. Students also have ample opportunities to participate in groups such as, Art, Chorus, Green Team, Student Ambassadors, Girls on the Run and a Boys Run Hard Group. All students have Chromebooks to take home to assist in their learning. We have a Coding and a Project Lead the Way Robotics Club. Personalized learning is a continued goal to meet the needs of all learners at Taylors Elementary.

As a National RAMP (Recognized ASCA Model Program) our school counseling department provides a comprehensive model program. Additionally, this department has partnered with Greenville Mentoring to train mentors and pair them with students who need additional support. The Watch DOGS (Dads of Great

Students) program provides positive male role models who volunteer to assist in overall school operations. Also, we have combined our Life Savers framework with the Seven Habits of Leader In Me to reinforce good citizenship by outlining the school's expectations for good behavior and the consequences for disregarding them. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention. Finally, we partner with Greenville County Mental Health to provide a full time Mental Health Counselor housed within our school to serve our students and families of Taylors Elementary.

Raising student achievement is our primary goal. We are utilizing PLCs and data teams to create common assessments and use data to drive instruction. We continue to grow in the area of Balanced Literacy as a means to support and accelerate every child at Taylors Elementary School with the addition of two literacy mentors to continue on-site training. Literacy team has provided after school literacy training and sponsored a Family Reading Day: One Author, One School. Each student will go home with 10 free books to prevent a summer slide in reading ability.

Ultimately, our goal in continuous improvement is for children to understand what is expected and to be able to chart their own growth. Children are setting goals and reflecting on their academic improvement. We believe that, as children understand where they are headed academically, they will become empowered to work towards goals. As we enter our third year as a Leader In Me school, students are using data notebooks for WIGS (Wildly Important Goals) to track academic and personal achievements.

One initiative to address struggling kindergarteners and first through third graders is the addition of Response to Intervention (RTI). We identify students at risk for poor learning outcomes, provide research-based interventions and monitor student progress. During the 2020-21 school year students in grades K-3 were served by two RTI reading teachers and a literacy coach. Benchmark scores drastically improved with the interventions. With three certified Special Education Resource teachers, we provide both inclusion and resource services to students identified with learning disabilities and/or special needs. We also have four self-contained classrooms who serve students who are mainstreamed to the maximum ability of each learner.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and sharing ideas with colleagues at faculty meetings and in-services. Summer Academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers also attend the Upstate Technology Conference to learn new ideas, and fulfill technology proficiency requirements.

In October 2018, our school went through a Technology Refresh program. Fifty-two laptops were ordered for teachers and six desktops for office staff. We ordered 60 Chromebooks for additional classroom use bringing our total to 350 chromebooks. Classrooms were also given multiple iPads for student use. TechKnow Tuesdays were designed to enhance instructional technology and these sessions are led by our district, principal, and staff of Taylors Elementary. We currently have three adjunct Google Instructors for our district who are classroom teachers at Taylors, in addition to four Discovery Education Digital Leadership Corps teachers on site. We also have a Black Magic Studio in our library to project our morning news show school wide. Technology is enhancing our assessments and providing a higher level of engagement for student learning at Taylors

Quality teacher leadership is nurtured and encouraged at our school. Our design of staff development includes the structure of our Wednesdays. Our Faculty Council and Committees meets on the first Wednesday of each month to guide decision making for our school and serve as an advisory team to our administration. From the transformation of traditional teacher meetings to FBI Meetings, Focus on Better Instruction, teachers lead

with best practices and presentations from our professional book study. The third Wednesday allows PLC's to create, design and analyze assessment for student learning. Actions Teams meet on the final Wednesday for discussion of student leadership and next steps of implementation.

Our school counseling department has partnered with Greenville Mentoring to provide training to interested mentors and currently paired twelve volunteers to students who benefit from this support. Additionally, our Watch DOGS (Dads of Great Students) program continues to grow and encourage positive male role models to spend a day volunteering in overall school operations for the day. This year we have been fortunate enough to have a full time mental health counselor placed in our building 5 days a weeks to provide services to students and families through Greenville County Mental Health.

In a concentrated effort to make "every minute count" at Taylors, we participate in the Universal Breakfast Program, providing a free, healthy, and nutritious breakfast to all students. Additionally, we have formed some early morning peer-mentoring groups, and opened our computer lab for students to enhance their mathematical skills with the Compass Learning program in grades second through fifth. We have several after school programs for enrichment: Art, Chorus, Green Team, and Student Lighthouse. We have also partnered with the Greenville Hospital System and have five trained Girls on the Run (GOTR) Coaches and twenty-four girls who have joined the GOTR program. These girls will culminate their participation with a 5K Run in May. Run Hard is a boys running group serving eighteen boys in 2nd-5th grade. There are two coding/robotics clubs that meet after school. One club is for grades 2-3, and the other is for grades 4-5. These groups meet twice a month.

Taylors Elementary is fortunate to have a strong partnership with our PTA. In the 17-18 year, our PTA wrote and received a \$20K Kaboom and Dr. Pepper Playground Grant, Additionally, four members participated in the national PTA Conference. To further promote academic success, PTA events are curriculum-based. Past PTA honors include SC PTA Outstanding Unit of the Year, SC PTA Principal of the Year, SC PTA Support Staff of the Year, and SC PTA Enrichment Programs of the Year. The current PTA is eager to regain the recognitions. In addition, School Improvement Council (SIC) takes an active interest in the everyday workings of the school. Parental involvement is encouraged and celebrated with many opportunities to participate in school life. The SIC is working to enhance the Watchdog Program in order to encourage positive male role model participation within the school.

To facilitate academic motivation, we have now created "Wig Wednesdays". Students are visited by Goal Patrol to celebrate academic growth as indicated by their WIG goals.

A language proficiency assessment is administered in the Spring to ELL students in kindergarten through fifth grade. Students take four sub test in reading, writing, listening, and speaking. The combined scores give each student a language proficiency level for use by the ESOL and classroom teacher to ensure students are receiving accommodations as needed. Students are also provided a reading curriculum program called Lexia to help meet students where they are. In addition, students new to the country are provided access to the Rosetta Stone program to assist with language acquisition.

Since the inception of state testing, teaching standards through rigorous instruction is a priority. Strategies for addressing higher level thinking skills are embedded throughout school-wide Professional Development to promote critical thinking, problem-solving, and evaluation. Additionally, substitutes are provided for teachers quarterly to analyze TE21 Data and use results to guide daily instruction. These results provide data with a strong correlation to student performance on SC Ready ELA/Math and SC PASS Science. As a means to provide extra incentive, rubrics were designed for students and teachers to evaluate effort on the TE21 Benchmarks. We also had a student led Academic Pep Rally for test motivation in May. Alternative assessment techniques

are embedded throughout the curriculum. Teachers incorporate scoring guides for evaluation purposes. Rubrics are utilized to guide students through activities and projects, as well as to assess their work. Fountas and Pinnell Benchmarks are given to all grade levels to assess reading levels, areas of strength, and specific areas of weakness. Early childhood grades, K5-3rd, use FastBridge, a district literacy assessment that allows for monitoring of student growth. Data teams utilize formative assessment to guide and direct the instructional delivery and academic achievement of all students. Teams meet after school to create common assessments, analyze the results, and devise a plan to achieve and excel student mastery of learning standards.

Although we are delighted with the progress we have made in recent years, we are eager to meet the challenges of the future, especially in the areas of increased student achievement and technology. Our faculty is excited about the wonderful possibilities that lie before us in the years to come. As a Leader In Me school, our community has embraced the belief that all students are leaders and prepared to meet the Profile of SC Graduate. It is a time of growth and commitment to “Empower Leaders for Today and Tomorrow”. Greatness starts here!

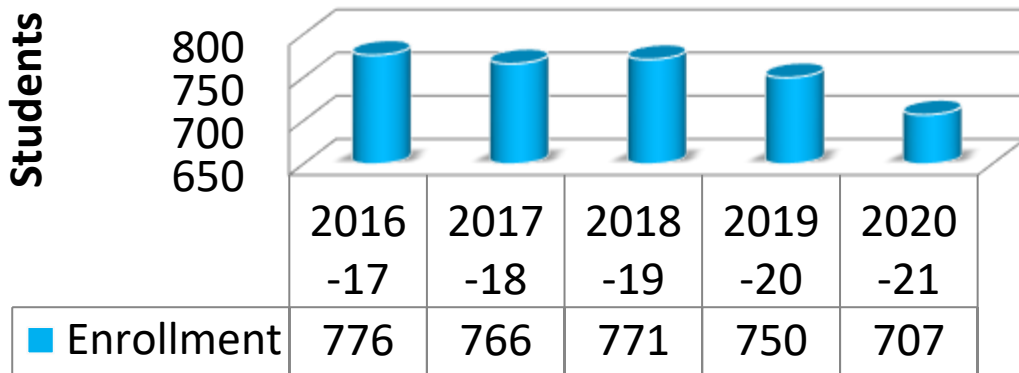
Demographic Discussion of the School Community

Taylor's Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylor's Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year. The walls are multi-faceted and windows face various directions. The architectural design is symbolic of the learning community within: a many-faceted instructional program for diverse student needs, solid academic offerings, students of many nationalities viewing the world through different windows of opportunity, and a supportive school climate.

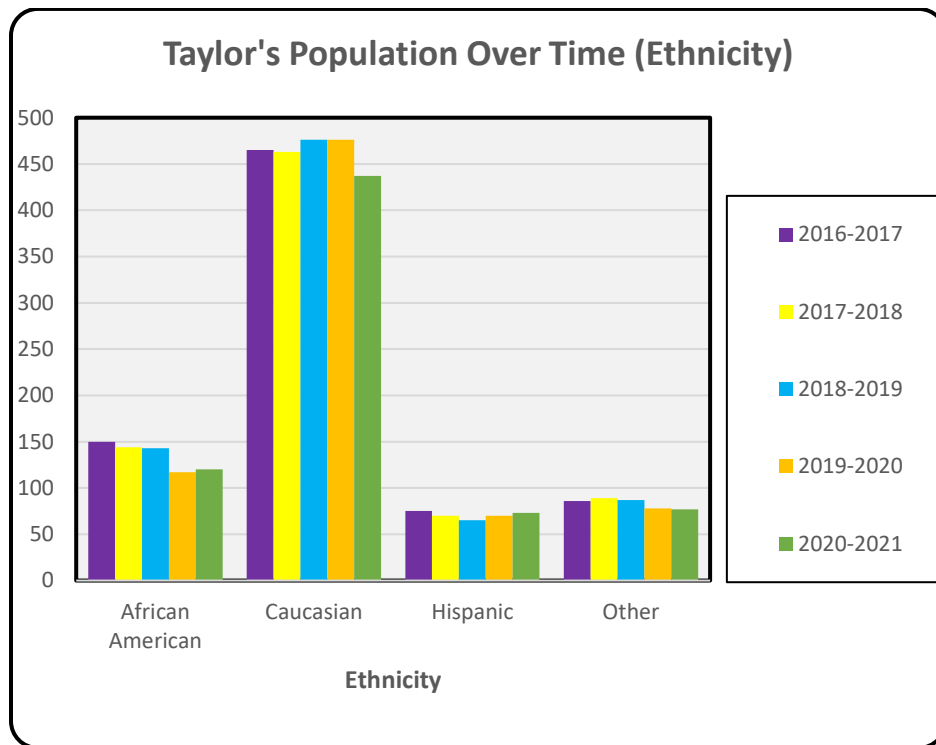
We serve a culturally diverse population of students: Vietnamese, Arabic, Chinese, Greek, Egyptian, Ukrainian, and Spanish speakers. As an Inclusive Based and Satellite Autism school, students with individual education plans are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Teachers maximize learning for all students, providing personalized learning for challenge and support. Response to Intervention (RTI) is designed to address struggling readers in Kindergarten through second grade.

In efforts to close the achievement gap, our school has designed special programs to meet these needs: For example, selected 4th and 5th grade students mentor Kindergarten and 1st grade students Monday through Thursday on letter recognition, letter sounds and sight words, and our master schedule reflects the push for an Inclusion Based instructional program.

Enrollment



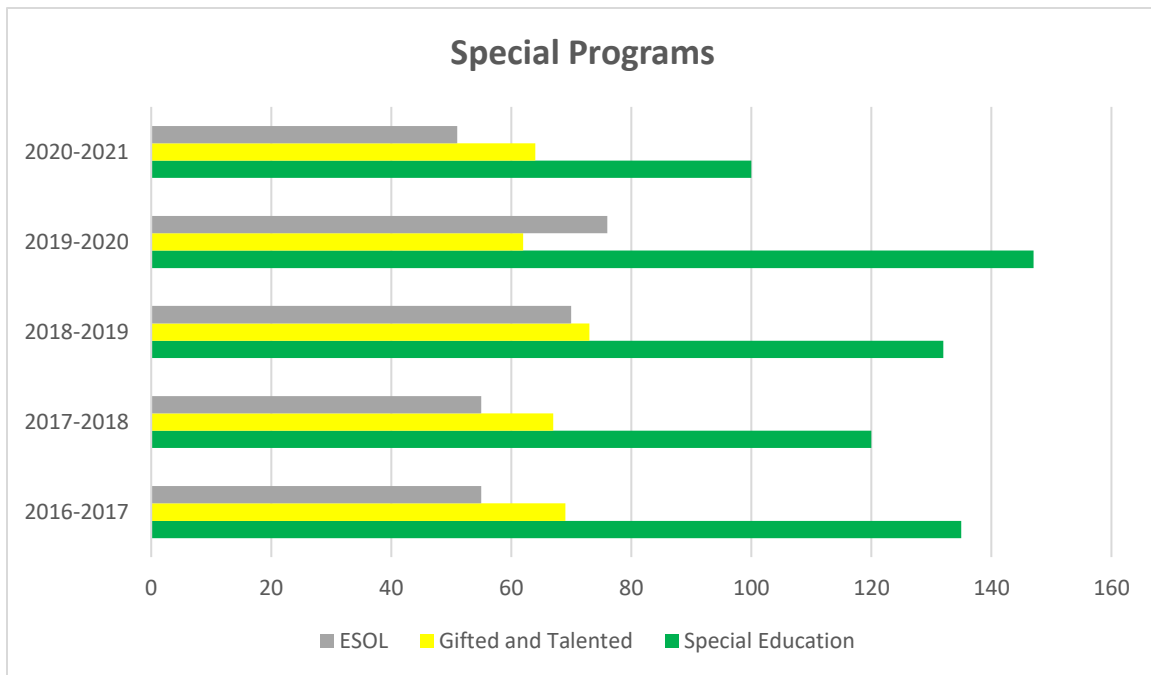
Demographics 2015-2020



Our enrollment has stayed steady over the last 5 years. Our ethnicity enrollment also remains steady for all subgroups. Over the last five years the FARMS student numbers also remain constant. Of the 45% FARMS, 85% of those students receive Free Lunch and only 15% receive Reduced Lunch Status.

FARMS Population 2014-2019

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
FARMS	54.0%	52.0%	51.0%	48.0%	45.0%
Full Pay	46.0%	48.0%	49.0%	52.0%	55.0%



Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained steady over the last three years.

Average Daily Student Attendance

School Year	Student Attendance
2016-2017	96.0%
2017-2018	96.0%
2018-2019	95.5%
2019-2020	95.4%
2020-2021	95.5%

Attendance Data provided by SDE School Report Card. Student attendance has stayed consistent the last couple of years.

Summary of School Leadership, Administrative Structures and Partnerships

Administration sets high expectations for students and staff. Teachers are monitored for the implementation of state standards to ensure quality education for all children. Mrs. Rhodes is in her sixth year as principal at Taylors Elementary. She comes with ten years of experience in this role. In fall of 2017, Mrs. Terri Wheeler-Hawkins joined the Taylors Elementary as Assistant Principal. This is her second year as the Assistant Principal of Taylors Elementary but has brought with her a solid record as an experienced Assistant Principal and Counselor for Greenville County Schools.

Parents serve as volunteers and provide services to help enhance and enrich the learning environment. Programs where businesses contribute time and materials include the American Heart Association (Jump Rope for Heart), Kiwanis Club (Terrific Kids), Crisis Response Training (Safe and Drug Free Schools), Chick-Fil-A (Top Cat Accolades), and Family Dentistry Health (Crystal Apple). Currently, we are sponsoring an active WatchDOGS program (Dads of Great Students) to provide positive male role models to all students. Additionally, we have regular trained mentors from Upstate Mentor who meet weekly with assigned students and provide a one on one mentoring relationship.

Analysis and Narrative of School Personnel Data

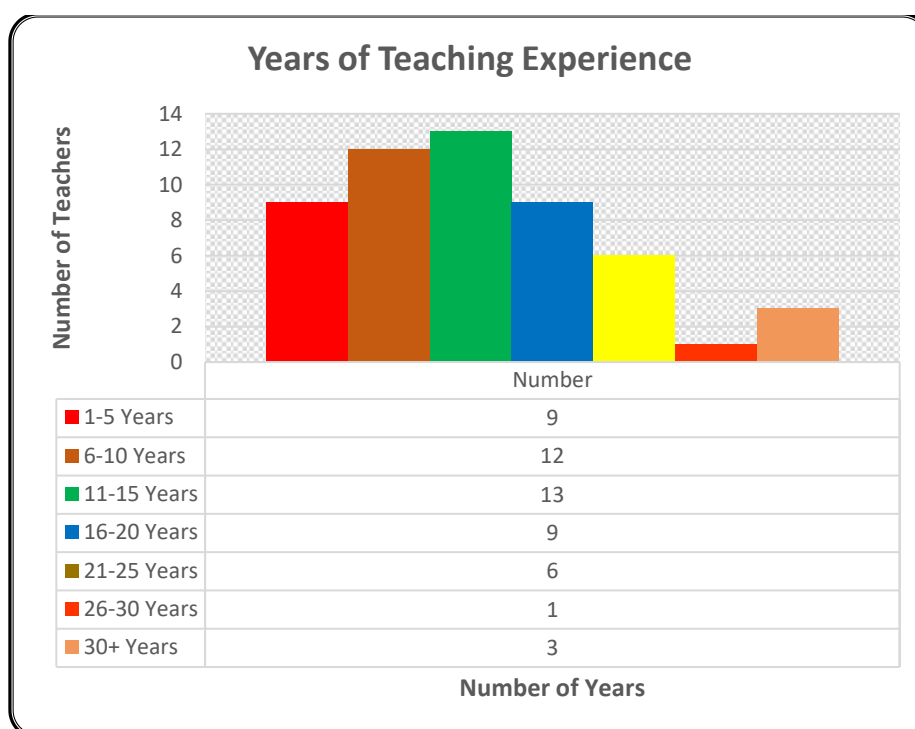
The Taylors staff shares high expectations for student success. Taylors boasts a certified staff of 58 for the 2019-2020 school year. This staff includes administrators, classroom teachers, a library media specialist, three related arts teachers, three part-time related arts teachers, two RTI teachers, a literacy coach, a part-time gifted and talented teacher, a full-time school counselor position, a part-time school counselors, two administrators, fourteen paraprofessionals, a media clerk, a full-time speech pathologist, a part-time speech pathologist, an ESOL part-time teacher and an instructional coach. Three full-time resource teachers serve students in kindergarten through fifth grade through both pull out and inclusion services. We have two multi-categorical classes and two ED classes with one teacher and two paraprofessionals address the needs of a targeted population. We also have a full time Behavior Interventionist staff member to assist students assigned and as needed. Support personnel available to assist with students needs include district psychologists, curriculum coordinators, speech and language pathologists and technology specialists. Additional personnel include the school nurse, a receptionist, an attendance clerk, a secretary, a plant engineer, four custodians, and a cafeteria manager and six food and nutritional service workers.

Taylors' staff has had consistent attendance over the last five years. Each year, we have met the attendance requirements for AYP.

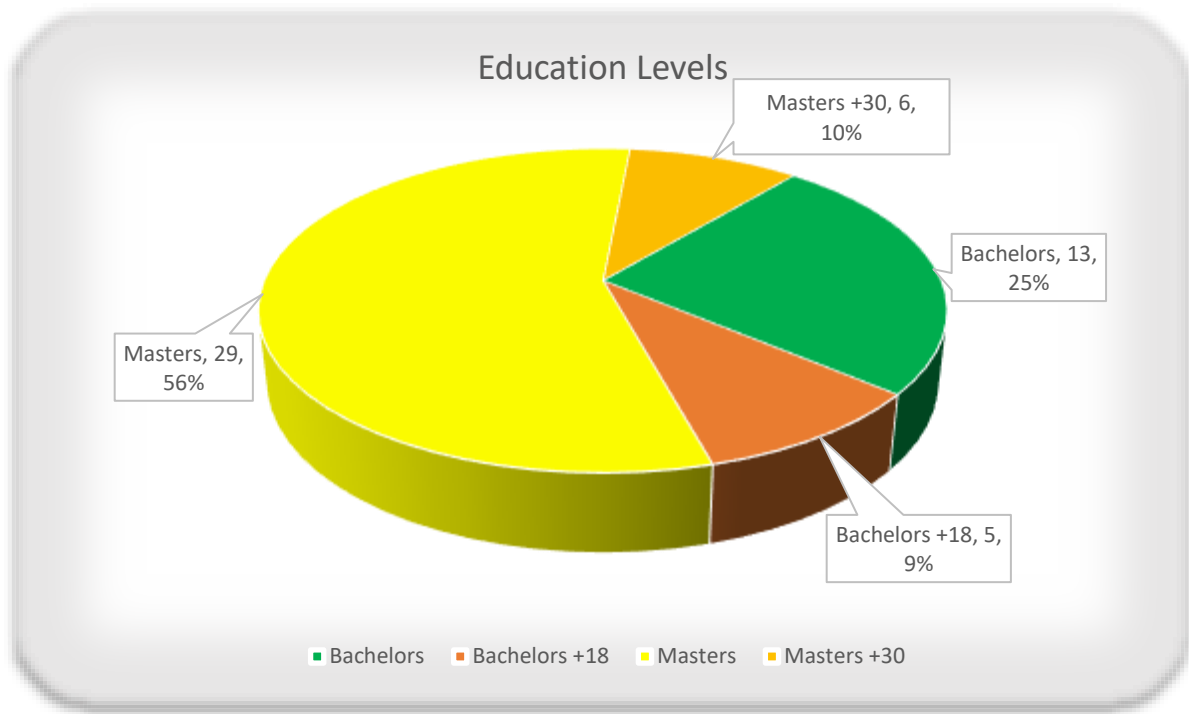
School Year	Teacher Attendance
2014-2015	94.6%
2015-2016	95.0%
2016-2017	94.6%
2017-2018	97.4%
2018-2019	94.1%
2019-2020	95.2%

Certified Staff Experience 2019-2020

The teaching experience of the certified staff ranges from one year to forty-one years with the majority of the experience in the 1-20 year range (43 teachers). The years of experience spent specifically at Taylors Elementary range from one year to 32 years. The greatest number of the certified staff at Taylors has been at the school for 1-10 years.



This certified staff at Taylors is not only extremely educated, but they have diverse interests as well. All of the regular classroom teachers are certified in Early Childhood or Elementary Education, with many certified in both. Our administrators are certified as classroom teachers and spent many years teaching. Four of the staff are Nationally Board Certified. Elementary Guidance and Counseling degrees are held by five of our staff. Other certifications held by staff members are: Gifted and Talented, Speech, Special Education LD, Special Education EMD, Library Science, Physical Education, Criminal Justice, Forensic Science, Biology, Art, Music, Health Science, English as a Second Language, Elementary Principal/Administrator/Supervisor, Reading, and Communication Disorders.



Our certification percentages almost mirror the experience percentages with 35% of the staff with a Bachelor's degree and 65% of the staff with a Master's degree and above.

The current positions held at Taylors Elementary in brick and mortar are:

- | | |
|---|---|
| 1 – Principal | 1- Behavioral Interventionist Support |
| 1 – Assistant Principal | 4- 5K Teachers and 4 – 5K Assistants |
| 1 – Instructional Coach | 2 – Multi-Cat Teachers and – 2 Assistants |
| 1.6 – Guidance Counselors | 2 – ED Teachers and – 4 Assistants |
| 1 – Challenge Teacher | 6 – Grade 1 Teachers |
| 4.2 – Related Arts Teacher (1.4 of each area) | 3 – Grade 2 Teachers |
| 1 – Secretary | 4 – Grade 3 Teachers |
| 1 – Attendance Clerk | 4 – Grade 4 Teachers |
| 1 – Office Clerk | 4 – Grade 5 Teachers |
| 1 – Nurse | 3 – LD/Resource Teachers |
| 1 – Media Specialist | 1 – Speech Therapists |
| 1 – Media Clerk | 0.6 – ESOL Teacher |
| | 1 – Literacy Specialist |
| | 1 - RTI |

The current positions at Taylors Elementary in the virtual program are:

1 – Grade 1 Teacher
2 – Grade 2 Teachers
4 – Grade 3 Teachers

1 – Grade 4 Teacher
1 – Grade 5 Teacher
1 – Resource Teacher

MISSION, VISION, VALUES AND BELIEFS

AdvancED Accreditation Standard 1: Vision and Purpose

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Mission Statement

Empowering Leaders Today and Tomorrow

Vision Statement

Our vision is to provide a safe, caring educational environment where students strive to reach their fullest potential as lifelong learners and responsible leaders.

Belief Statements: We believe...

- ❖ That every student is a leader.
- ❖ Each child's education program is a shared responsibility.
- ❖ In a student centered program that focuses on the total child.
- ❖ Real world connections inspire our students to achieve their personal best.
- ❖ Students should synergize and collaborate to be effective members within our community and beyond.

AdvancED Accreditation Standard 3: Teaching and Learning A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

The following are the curriculum, instruction, assessment, and environmental factors that we value and that justify our shared vision and support effective learning for our students:

Curriculum: Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity. Students are afforded opportunities to engage in learning and assessment out of school with community members.

Curriculum must include:

- Research-based models
- Have relevance to everyday life experiences
- Addressing the standards
- Incorporating cross-curricular experiences
- High expectations for all students
- A balanced approach

Instruction: Teaching must be varied and creative to meet the individual needs of students.

Instruction must include:

- Alignment of school vision with instructional focus
- Guided discovery/active inquiry
- Student-centered approaches
- Research-based models
- Innovative teaching and challenging programs
- Connections to real-life situations and prior knowledge
- Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns, keeping journals)
- Opportunities for students to decide performance criteria and methods

Assessment: Assessments are methods used to better understand the current knowledge that a student possesses. Assessments can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

Assessment must:

- ❖ Address diverse learning styles and respect multiple cultures
- ❖ Guide classroom instruction
- ❖ Be content appropriate and linked to academic learning content
- ❖ Varied and continuous
- ❖ Utilized by teachers to build new information based on student strengths
- ❖ Provide opportunities for students to engage in self-assessment
- ❖ Provide prompt feedback

Environment: Our school provides a nurturing environment committed to achieving excellence. We share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.

Environment must include:

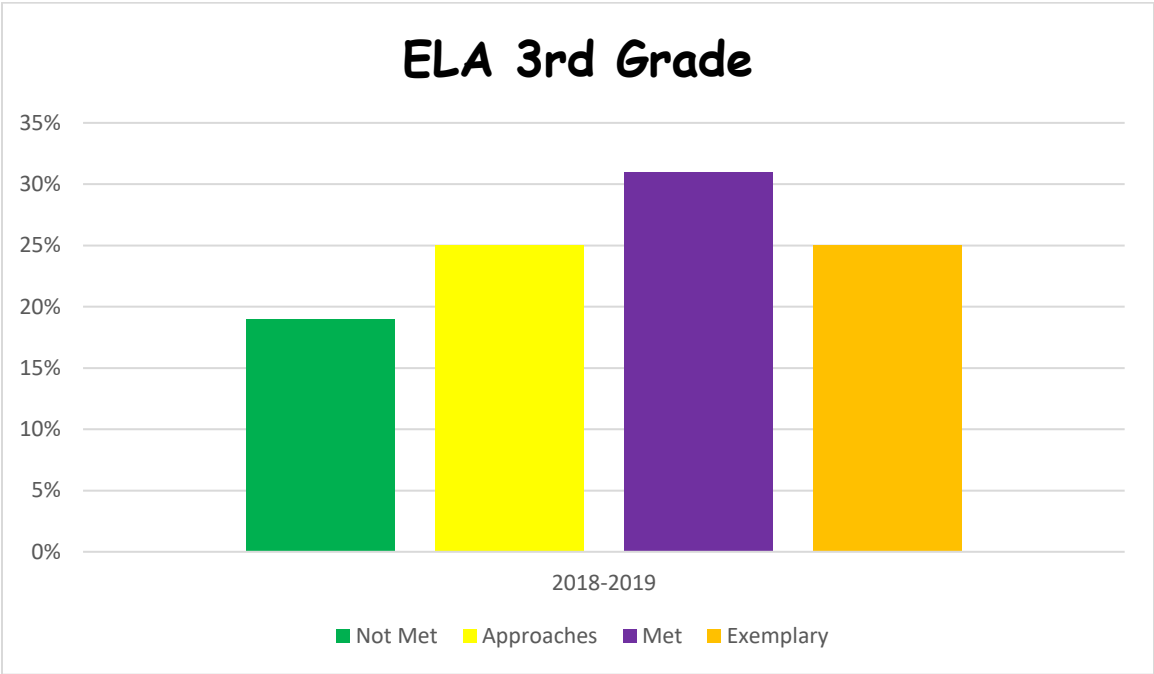
- ❖ An exceptional staff that works and shares as a collaborative team
- ❖ A parental community that feels valued as full participants in their child's education
- ❖ Leadership that is supportive, encouraging, and fosters positive changes
- ❖ Meaningful learning experiences for all stakeholders
- ❖ An atmosphere that supports each student's academic, personal, and social growth
- ❖ A safe, healthy, stimulating, motivating learning environment

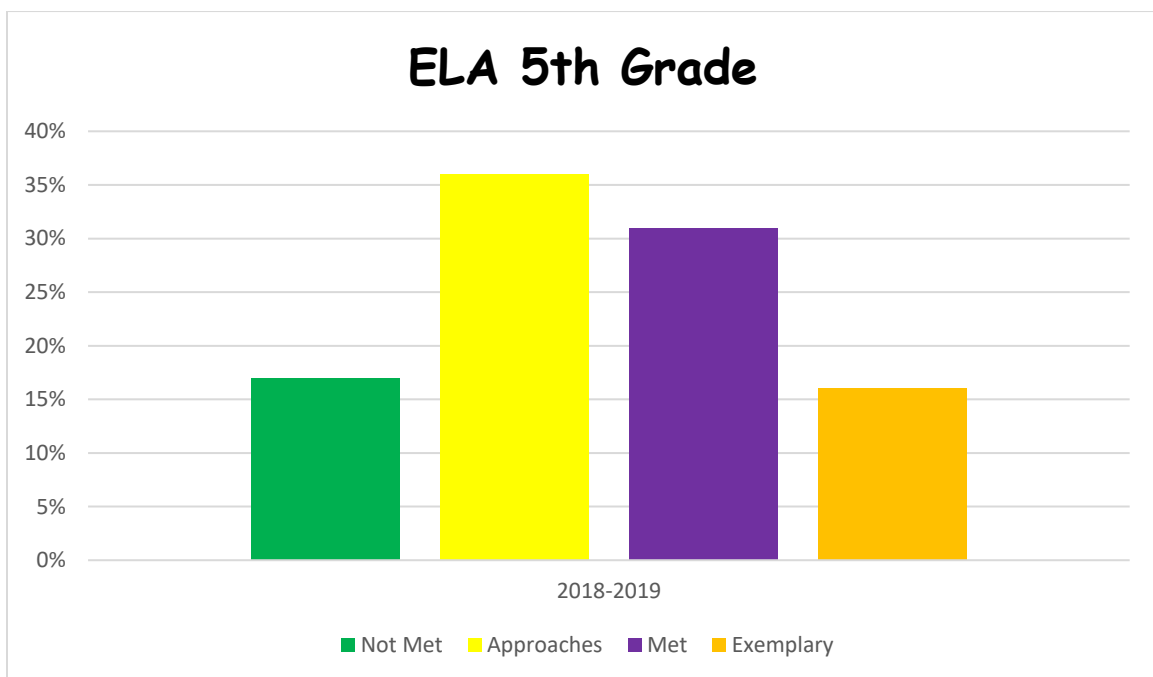
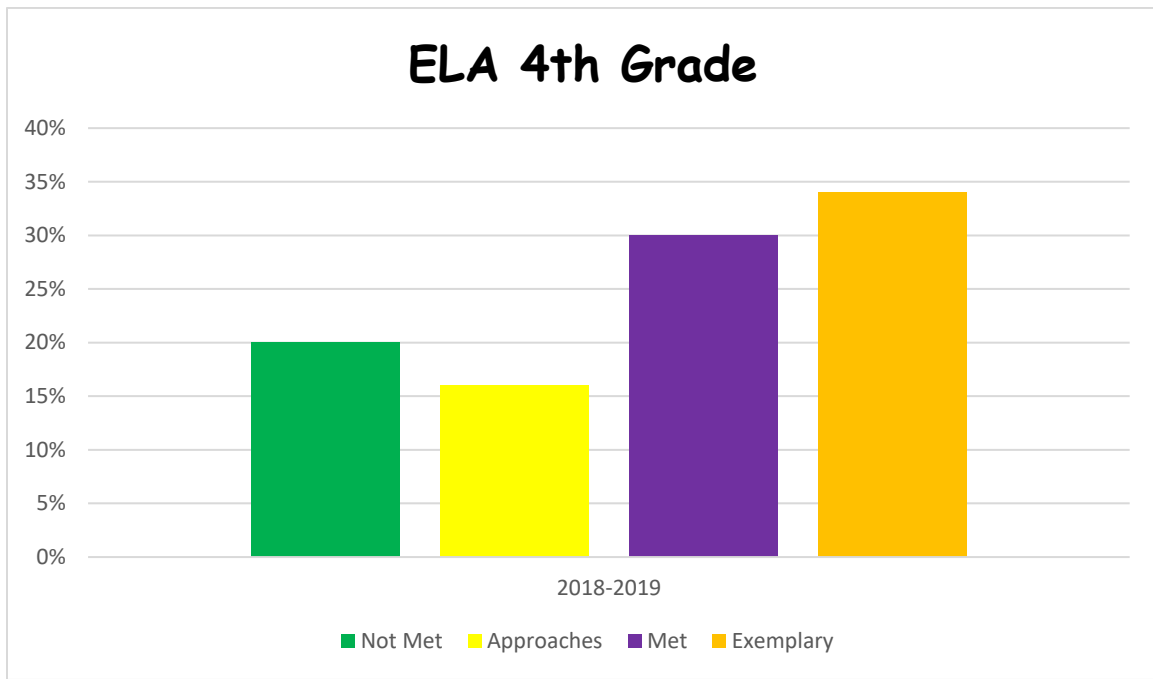
- ❖ Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- ❖ Increase the use of parents utilizing the parent backpack by 5% each year.

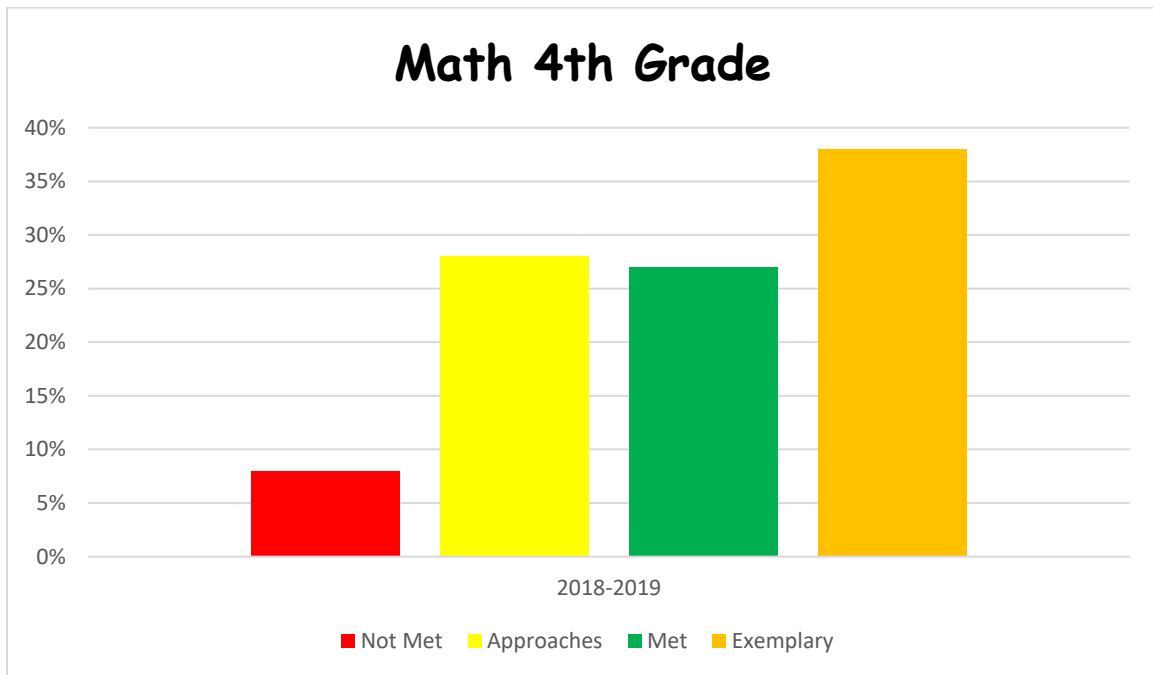
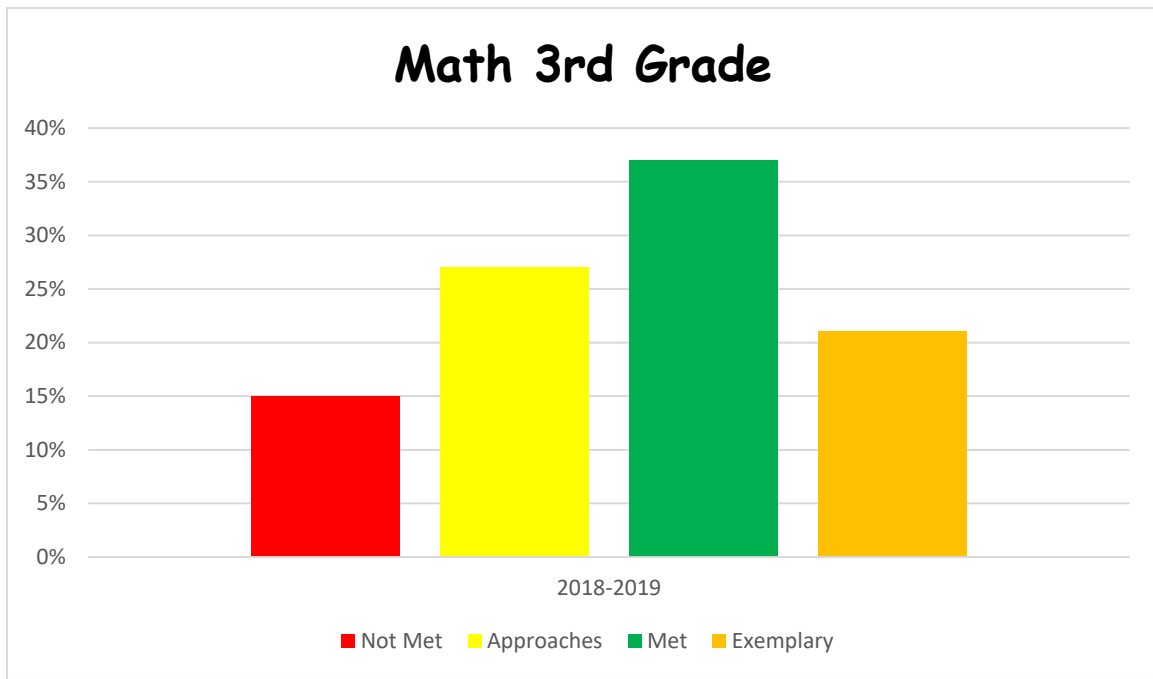
Data Analysis and Needs Assessment

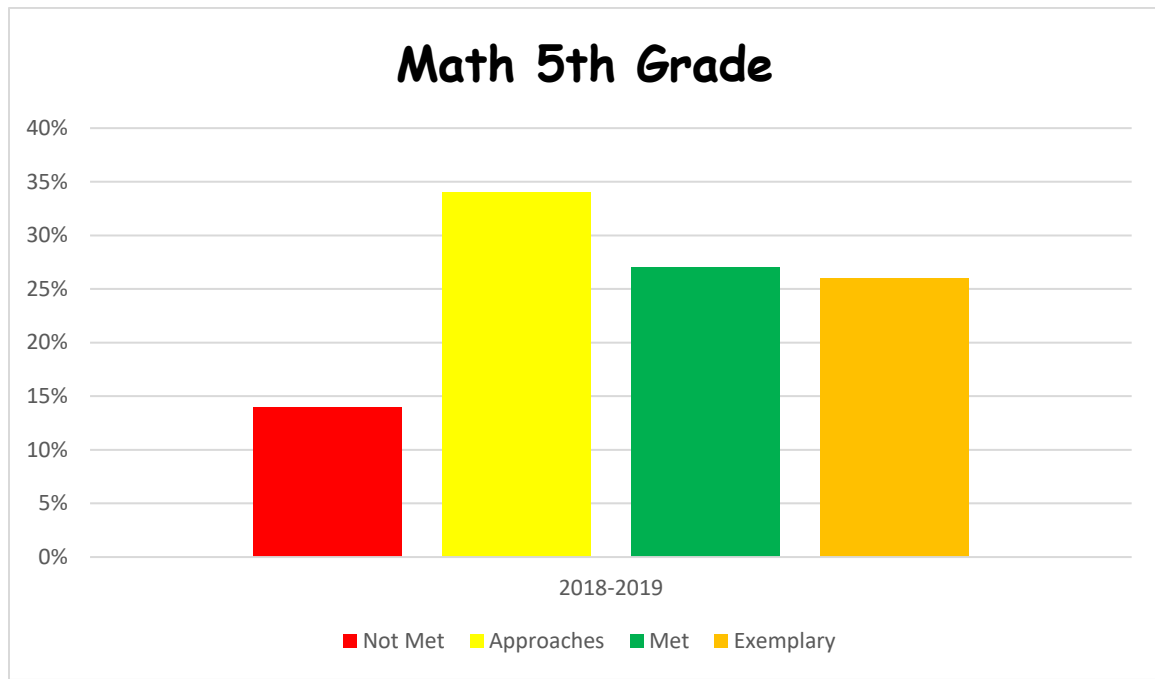
Student Achievement Needs Assessment

SC Ready Results

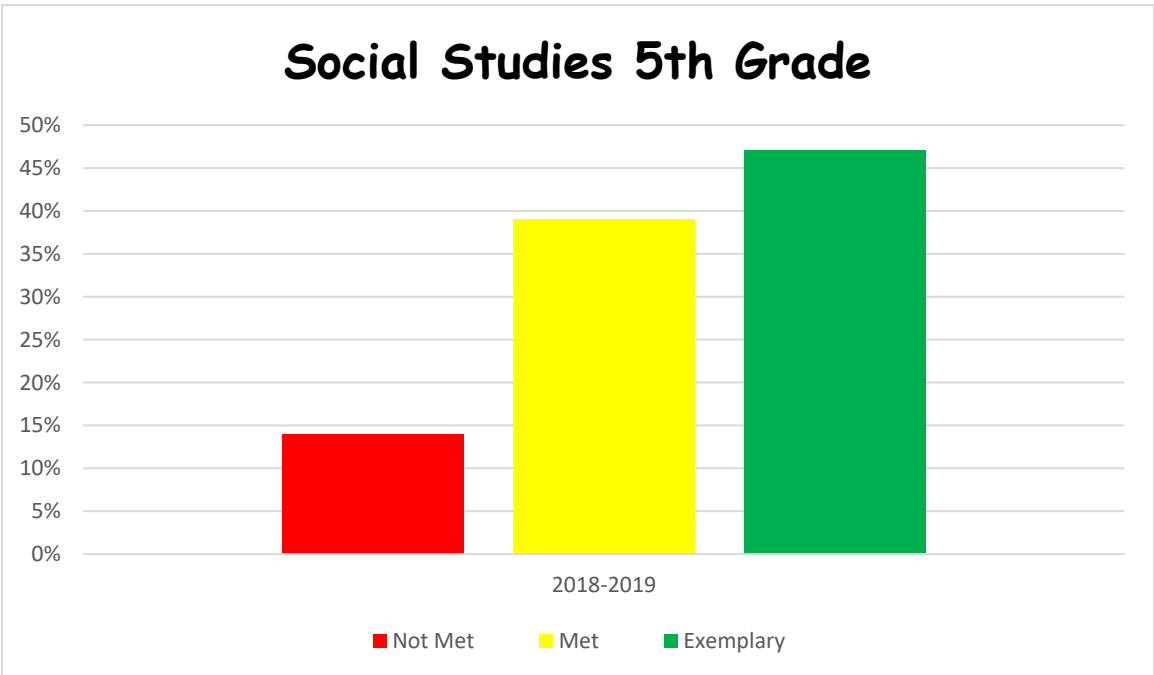
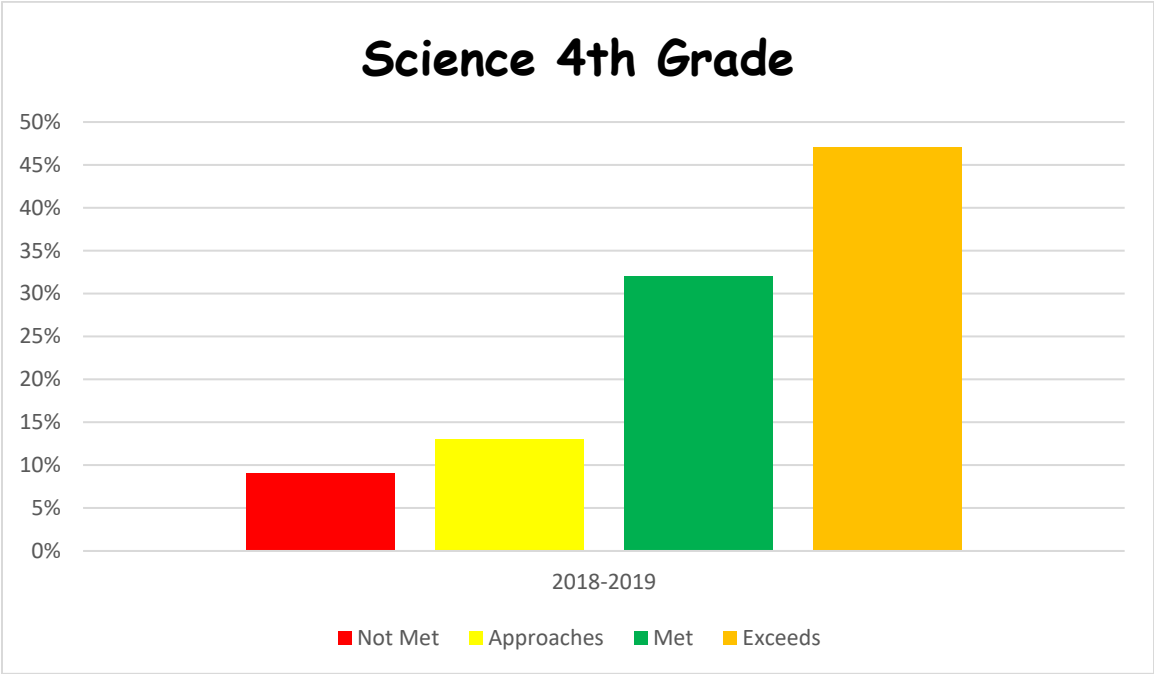








Palmetto Assessment of State Standards Results



ELA	Strengths	Areas of Growth
3 rd Grade	Reading: Literary Text	Writing
4 th Grade	Reading: Literary Text	Writing
5 th Grade	Reading: Informational Text	Writing

Math	Strengths	Areas of Growth
3 rd Grade	Measurement/ Data Analysis	Geometry
4 th Grade	Number Sense/ Base Tens	Number Sense/ Operation: Fractions
5 th Grade	Measurement/ Data Analysis	Geometry

Science	Strengths	Areas of Growth
4 th Grade	Stars & the Solar System	Light and Sound

Social Studies	Strengths	Areas of Growth
5 th Grade	Developments Since 1989	Westward Expansion

Strategies to Increase Student Learning

Teachers at Taylors Elementary School keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered through learning labs, school based learning, and PD offered by our district and through a nearby university, in addition to attending conferences.

We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. Small groups have helped meet individual needs in reading and math.

To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. At each grade level, teachers work together as a team and function as a Professional Learning Community. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Vertical Teams, Grade Level Teams and data analysis promote a collaboration and platform for professional growth and learning.

Using Student Achievement Data

We have systematically tried to use data to inform our decisions about instructional programs. The new teacher evaluation instrument, PAS-T, promotes student achievement data in the decision-making process. As part of teacher evaluation process, teachers develop Student Learning Objectives using baseline data and set learning target goals. A beginning, mid year and final conference is held with administration to review student achievement and create support in attaining the learning goals

For example:

- Procedures in place have allowed us to track student achievement by grade level and class.
- The use of the strategic plan process and the PAS-T evaluation system has helped us implement more effective methods of tracking student achievement.
- District created benchmarks using TE21 are used three times a year to monitor student mastery of standards and to adjust teaching strategies
- Fastbridge is being used to progress monitor kindergartners and first graders in targeted areas.
- Fountas and Pinnell reading benchmarks are being used to measure reading growth across the grades
- Math Benchmarks are being utilized to measure growth in mathematical concepts.

Student Support Systems

Recognizing that some students need support in addition to what is available in the classroom; Taylors Elementary School has worked with the district to provide a variety of special services.

- We have three full-time resource teachers who work with students with identified learning differences and gaps in achievement. We also have four self-contained class for students with more pronounced identified learning differences.
- Two RTI specialists pull small groups of students in first and second grades for reading support.
- A Gifted and Talented teacher pulls students that qualify based on the required minutes of service. She also has started an Enrichment program this year in grades 2-5 for students who have partially qualified for the GT program.
- When a teacher believes that a student has special needs that require attention, the student is referred to the school's OnTrack team. The team is to determine student needs and to align them with resources that are available through the school, district, or community.
- An ESOL teacher is committed to providing language support to students new to the English language and in assisting families with school communications. Students have been provided access to the Lexia and Rosetta Stone program to help support the reading curriculum.
- A speech and language pathologist serve students with identified language deficits.
- An extended-day program enriches and extends the school day curriculum.
- Taylors Elementary provides a sensory room and break areas designed for sensory breaks and interventions for students to address social and emotional needs.

Summary of Progress

We have a clear path for increasing student achievement. We know how to implement content and performance standards in our classrooms. The implementation of Profession Learning Communities (PLC) and common formative assessments have assisted in improving our efforts to align instruction with standards. We are utilizing RTI in kindergarten through second grade to help students become better readers. We are providing broadened inquiry based instruction in the classrooms including balanced literacy, and created partnerships with local agencies to support student and family needs. We have also learned to disaggregate student achievement results more effectively and analyze our school processes.

Next Steps

Our work is quite focused and there is broad buy-in by our stakeholders in the school community of our vision. Our goal is to implement the vision throughout the school and in every classroom.

To accomplish this, we plan to:

- Continue the implementation of The Leader in Me program
- Examine student assessment data regularly, as a whole faculty and in vertical teams
- Increase teacher/student conferencing regarding student achievement; have students develop annual individual goals, two academic and one behavior
- Collect authentic assessment data for use in action research
- Share our classroom successes and Best Practices, so that every child in the school will benefit from each teacher's talents
- Consider findings from data analysis in lesson planning/ use of data teams
- Benchmarking using the Fountas and Pinnell Assessment kits
- Implement with fidelity the Fountas and Pinnell Word Study kits in K5-2nd grade

ACHIEVEMENT GAPS AND ROOT CAUSES

We continue to look at our data to ensure the best instruction for all our students. Recognizing a gap exists between disabled and non-disabled students as well as other small groups, we have restructured the scheduling of our school day to more effectively address the needs of our struggling learners. Our hope is to receive credit in all subgroups as measured on the state report card. We are looking forward to next year with scheduling and placement of students with special needs. The teachers are more familiar with inclusive practices and we hope to see gains.

Analysis of school-wide data is used to target areas in our commitment to close the achievement gap. When examining the curriculum, the need for differentiated instruction and strong curriculum alignment with standards may be factors. It is also important to note that SC has identified a large number of standards to be addressed, especially in third grade, fourth grade and fifth grade.

School Climate Needs Assessment

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Survey responses are recorded in the chart.

Results indicate that the respondents are satisfied with Taylors Elementary.

	Teachers	Students	Parents
Number of surveys returned	27	101	39
Percent satisfied with learning environment	92.6%	84.1%	89.8%
Percent satisfied with social and physical environment	85.2%	86%	97.5%
Percent satisfied with school-home relations	88.9%	81%	92.1%

Needs Assessment for School Climate: (Parent Survey)

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9RSZzaWQ9MiMwMTA4OQ>

According to our parent survey from the 2019 school report card, 92.1% of our parents indicated satisfaction with school-home relations, which was an increase in our percentage concerning our school climate. We will continue to implement strategies to improve our school-home relations with our parents and the community.

The SC SDE Surveys are administered each spring. Responses indicate we are on the right track to continuous improvement. Although the age level of students who participated in the survey (10-11 year olds) needs to be taken into consideration when weighing responses, student responses were very positive. Certain responses can be expected from this age level.

After a careful review of this survey and other inventories the following conclusions reflect patterns and trends evident from the input of stakeholders:

- Although a high percentage of parents rated the school in a positive manner, a stronger level of parental involvement, both in the home and at the school level, needs to be targeted.
- In-school suspension and The Leader in Me initiative are two strategies we are using to address discipline concerns.

- District-created curriculum maps have kept our school community focused on moving all students forward.
- Web sites provide parents with current information, but perhaps there needs to be more training on how to access that information.
- Also, incentives for families to attend curriculum night need to be incorporated.
- Training on how to access the Parent/ Student Backpack may need to be included in targeting our home/school relations.
- Expectations were considered at a high level by parents, teachers and students.

Teacher and Administrator Quality

	Our School	Change from Last Year
Total Number of Teachers	46.0	Up from 44.0
Percent of teachers with advanced degrees	50.0	No change
Teacher attendance rate	94.1	Down from 95.1
Average teacher salary	\$50,058	Up from \$48,621
Percent of teachers on continuing contract	93.5	Up from 93.2
Percent of teachers returning from previous year - current year	90.7	Down from 92.5
Percent of teachers returning from previous year - three year average	88.3	Up from 84.9
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	89.0	Down from 90.9
Student-teacher ratio in core subjects	22.5 to 1	Up from 17.8 to 1

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

INDUCTION: First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year. The Instructional Coach and Administration at Pelham Road meets regularly Induction Contract teachers to ensure both growth and success in the profession.

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher

and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers 23 in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook. Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards

Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources. Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. The district requires each teacher to participate in a minimum of 24 hours per year. At the school level, we provide teachers with a minimum of 12 of those hours.

Development Calendar

August			
Aug. 3		Faculty Council	Rhodes, WH
Aug. 4		MAP Training	WH, Brackett
Aug. 26		Grade Level PLC's	
September K5 & 1st - Monday Grade Level PLC's 2nd, 3rd & 5th- Tuesday Grade Level PLC's 4 th – Thursday Grade Level PLC's			
Sept. 4		FBI (Focus on Better Instruction) Meeting	Rhodes, WH
Sept. 4		Lighthouse Team Meeting	Faasse
Sept. 9		FBI (Focus on Better Instruction) Meeting	Rhodes, WH
Sept. 11		TLIM Hope & Resiliency PD	Spinks, Faasse
Sept. 11		TLIM Exploring Virtual Resources	Spinks, Faasse
Sept. 15	3:15-4:15	K-2 Science Inquiry Plan PD	Dell'Oso
Sept. 17		Communicating in Math K-5th Math PD- Virtual	Burdette
Sept. 17	3:15-4:15	3-5 Science Inquiry Plan PD	Dell'Oso
Sept. 18		Faculty Council	Rhodes, WH
Sept. 18		Lighthouse Team Meeting	Faasse
Sept. 24		Jennifer Serravallo PD	
Sept. 30		Literacy Team Meeting	Rhodes, WH, Brackett, Owen
Sept. 30		District level COGAT/ Iowa Testing Training	WH, Brackett
October			

K5 & 1st - Monday Grade Level PLC's
 2nd, 3rd & 5th- Tuesday Grade Level PLC's
 4th – Thursday Grade Level PLC's

Oct. 6	3:15-4:15	K-2 SS Inquiry Plan PD	Dell'Oso
Oct. 7	2:45-until	2nd Grade/Small Group COGAT & IOWA testing Training	WH, Brackett
Oct. 8	3:15-4:15	3-5 SS Inquiry Plan PD	Dell'Oso
Oct. 9		Interactive Video/One Book Share - Literacy Team	WH, Owen
Oct. 14	2:45-until	Literacy Team Meeting	Rhodes, WH , Owen
Oct. 21	2:45-until	Action Teams	
Oct. 26	3:15-4:15	Multi. Comparison & Scaling 4th/5th Math PD-virtual	Burdette
Oct. 28	2:45-until	Lighthouse Meeting	Faasse

November

K5 & 1st - Monday Grade Level PLC's
 2nd, 3rd & 5th- Tuesday Grade Level PLC's
 4th – Thursday Grade Level PLC's

Nov. 4	2:45-until	Faculty Council	Rhodes, WH
Nov. 10	3:15-4:15	Fract. Equi. & Comp. Fract. Math PD 3rd/5th)-Virtual	Burdette
Nov. 10	3:15-4:15	K-2 Science Inquiry Plan PD	Dell'Oso
Nov. 11	2:45-until	FBI Meeting: IRA Focus - One Book.	Rhodes, WH, Literacy Team
Nov. 12	3:15-4:15	3-5 Science Inquiry Plan PD 3:15-4:15	Dell'Oso
Nov. 18	2:45-until	TLIM Action Teams	
Nov. 18	2:45-until	Lighthouse Meeting	Faasse

December

K5 & 1st - Monday Grade Level PLC's
 2nd, 3rd & 5th- Tuesday Grade Level PLC's

4 th – Thursday Grade Level PLC's			
Dec. 2	2:45-until	Faculty Council	Rhodes, WH
Dec. 9	2:45-until	Action Team Meeting	
Dec. 15	2:45-until	Lighthouse Meeting	Faasse
Dec. 16	2:45-until	FBI Meeting	Rhodes, WH
January K5 & 1st - Monday Grade Level PLC's 2nd, 3rd & 5th- Tuesday Grade Level PLC's 4 th – Thursday Grade Level PLC's			
Jan. 5	3:15-4:15	K-2 SS Inquiry Plan PD 3:15-4:15	Dell'Oso
Jan. 6	2:45-until	Faculty Council 2:45	Rhodes, WH
Jan. 7	3:15-4:15	3-5 SS Inquiry Plan PD	Dell'Oso
Jan. 7	12:15-1:00	K5 Word Study PD	Literacy Team, K5
Jan. 8	10:00-10:50	5 th Grade Data Dive- TE 21	Brackett, 5th
Jan. 8	1:00-1:45	1st Grade Word Study PD	Literacy Team, 1st
Jan. 11	3:15-4:15	Operations w/ Decimals 5th Math PD\	Burdette
Jan. 13	1:10-2:10	Word Study Planning with Jennings and Literacy Team	Jennings, Literacy Team
Jan. 13	2:45	FBI – OnTrack PD	Rhodes, WH, Kay
Jan. 19	9:50-10:20	Literacy Team meeting with 1 st	Literacy Team, 1st
Jan. 20	2:45-until	Action Team Meetings	
Jan. 26	12:30-2:15	1 st Word Study PD- Analyzing Data	Jennings, Literacy Team, 1st
Jan. 27	2:45-until	Grade Level PLC's	
February K5 & 1st - Monday Grade Level PLC's 2nd, 3rd & 5th- Tuesday Grade Level PLC's 4 th – Thursday Grade Level PLC's			

Feb. 3	2:45-until	Faculty Council 2:45	Rhodes, WH
Feb. 4	12:15-2:00	K5 Word Study PD- Analyzing Data	Jennings, Literacy Team, K5
Feb. 9	3:15-4:15	K-2 Science Inquiry Plan PD	Dell'Oso
Feb. 10	9:50-10:50	2 nd Grade Data Dive- TE 21	Brackett, 2nd
Feb. 10	2:45-until	FBI	Rhodes, WH
Feb. 11	3:15-4:15	3-5 Science Inquiry Plan PD	Dell'Oso
Feb. 17	2:45-until	LIM Coach to visit and give feedback for Lighthouse Readiness Check	
Feb. 17	2:45- until	Action Teams	
Feb. 19	10:45-11:25	Lunch and Learn with 1 st – Word Study	Literacy Team, 1st
Feb. 19	11:30-112:15	Lunch and Learn with K5 – Word Study	Literacy team, K5
Feb. 24	2:45-until	Grade Level PLC's	

March

K5 & 1st - Monday Grade Level PLC's

2nd, 3rd & 5th- Tuesday Grade Level PLC's

4th – Thursday Grade Level PLC's

March 3	2:45-until	Faculty Council	Rhodes, WH
March 5	3:00-4:00	PD in Your PJs- Lexia	Parsons
March 9	3:15-4:15	K-2 SS Inquiry Plan PD	Dell'Oso
March 10	2:45-until	FBI	Rhodes, WH
March 11	3:15-4:15	3-5 SS Inquiry Plan PD	Dell'Oso
March 17	2:45-until	Action Team Meetings	
March 23	3:15-4:15	K-2 Science Inquiry Plan PD	Dell'Oso
March 24	2:45-until	Grade Level PLC's	
March 25	3:15-4:15	3-5 Science Inquiry Plan PD 3:15-4:15	Dell'Oso
March 31	2:45-until	Faculty Council 2:45	

April

K5 & 1st - Monday Grade Level PLC's

2nd, 3rd & 5th- Tuesday Grade Level PLC's 4 th – Thursday Grade Level PLC's			
April 14	2:45-until	FBI	Rhodes, WH
April 20	2:45-until	Lighthouse Meeting	Faasse
April 21	2:45-until	Action Team Meetings	
April 28	2:45-until	Grade Level PLC's	
May K5 & 1st - Monday Grade Level PLC's 2nd, 3rd & 5th- Tuesday Grade Level PLC's 4 th – Thursday Grade Level PLC's			
May 5	2:45-until	Faculty Council	Rhodes, WH
May 12	2:45-until	FBI	Rhodes, WH
May 18	2:45-until	Lighthouse Team Meeting	Faasse
May 19	2:45-until	Action Team Meetings	
May 26	2:45-until	Grade Level PLC's	

The school focus will be The Leader in Me Training and Implementation of Year Four.

Additionally, our focus in literacy will be on-going and sustained support in the area of Shared and Interactive Reading as part of our balanced literacy curriculum. The district has provided resources to help teachers implement this with fidelity.

The Writing Strategies, by Jennifer Serravello, will be an on-going professional book study to facilitate writing instruction for all students. Continued support in the area of Interactive Notebooking will be sustained and developed in the areas of science, math and social studies.

Common Formative assessments and data teams will be followed in professional learning communities. Common formative assessments will continue in the areas of math, English/Language Arts and social studies.

Learning labs for reading strategies will be utilized and led by our Literacy Mentors on shared reading.

Support for Induction and New to Taylors teachers will be scheduled quarterly and throughout the year with assigned school mentors.

Continued support for inquiry based learning in the areas of science and mathematics will be provided.

Techknow Tuesdays will continue monthly in the areas of GAFE and Discovery Education to prepare for our 1:1 implementation for the 18-19 school year. Additionally, Learning Labs will be practiced to observe modeling of Discovery Education Lead Teachers.

Impact of COVID-19:

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

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

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

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

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

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

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from **45% in 2016-17 to 60% 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 **3% annually**.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	45% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	48%	51%	54%	57%	60%
		School Actual Elementary 47%	55%	<i>waiver</i>			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	\$3600	District PD Local PD	Mastery Connect usage data (benchmarks and formative). Teacher Observation Data SLO Data
2. Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Faculty Council Minutes Leadership Team Minutes
4. Provide additional instructional support to students in grades K-3 through the RTI program	2018-2023	Administrators Teachers Instructional Coach Literacy Coach RTI Teachers (2.0) Challenge	2.9 Certified Teaching Positions	District Funded	Quarterly RTI reports
5. Recognize academic achievement in students attaining WIG (Wildly	2018-2023	Administrators Teachers Lighthouse Team	\$1000	Local Student Incentive Funds	Records of WIGS Order forms

Important Goals) in Reading					
6. Entire school will participate in a One School, One Book interactive read-aloud	2018-2023	Administrators Teachers	\$900	General Funds	Literacy Team Minutes Grade Level Participation

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 **49% in 2016-17 to 67% in 2022-23.**

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **3% annually.**

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	55%	58%	61%	64%	67%
		School Actual Elementary 55%	58%	<i>waiver</i>			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	\$3600	District PD Local PD	Mastery Connect usage data (benchmarks and formative). Teacher Observation Data; SLO Data
2. Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Faculty Council Minutes Leadership Team Minutes
4. Provide continued professional development in math best practices	2018-2023	Administrators Teachers Instructional Coach	\$1600	District PD Local PD	Lesson Plans Observations Session Attendance
5. Recognize academic achievement in students attaining WIG (Wildly Important Goals) in Math	2018-2023	Administrators Teachers Lighthouse Team	\$1000	Students Incentive Funds	Record of student's WIGS Order forms
6. Provide curriculum support for fast facts to help students obtain WIGs (Wildly Important Goals)	2018-2023	Administrators Teachers Computer Lab Specialist	\$3200	Local Funds	Reflex 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 3: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	67%	70%	73%	76%	79%
		School Actual Elementary 64%	79%	waiver			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	waiver			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	\$3600	District PD Local PD	Mastery Connect usage data (benchmarks and formative). Teacher Observation Data; SLO Data

2. Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Faculty Council Minutes Leadership Team Minutes
4. Utilize Gizmos program in grades 3-5 as learning tool.	2018-2023	Administrators Teachers Instructional Coach Science Academic Specialist	\$3,500	District Science Funds	Lesson Plans Observations Session Attendance in Training Webinar

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 Gifted and Talented Requires <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
PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	School Projected Hispanic	36%	39%	42%	45%	48%
SC READY ELA SC SDE Website		School Actual Hispanic 33%	38%	waiver			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48

SC READY ELA SC SDE Website		District Actual Hispanic 34	40	waiver			
SC READY ELA SC SDE Website	22 % Meets Expectations and Exceeds Expectations	School Projected AA	30%	33%	36%	39%	42%
SC READY ELA SC SDE Website		School Actual AA 30%	39%	waiver			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	waiver			
SC READY ELA SC SDE Website	12 % Meets Expectations and Exceeds Expectations	School Projected SWD	13%	16%	19%	22%	25%
SC READY ELA SC SDE Website		School Actual SWD 25%	31%	waiver			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	waiver			
SC READY ELA SC SDE Website	22 % Meets Expectations and Exceeds Expectations	School Projected LEP	31%	34%	37%	40%	43%

SC READY ELA SC SDE Website		School Actual LEP 31%	21%	waiver			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	waiver			
SC READY ELA SC SDE Website	38 % Meets Expectations and Exceeds Expectations	School Projected PIP	41%	44%	47%	50%	53%
SC READY ELA SC SDE Website		School Actual PIP 38%	46%	waiver			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	waiver			
SC READY Math SC SDE Website	42 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 45%	45%	48%	51%	54%	57%
SC READY Math SC SDE Website		School Actual Hispanic 48%	48%	waiver			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51

SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>			
SC READY Math SC SDE Website	27 % Meets Expectations and Exceeds Expectations	School Projected AA 30%	30%	33%	36%	39%	42%
SC READY Math SC SDE Website		School Actual AA 36%	47%	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>			
SC READY Math SC SDE Website	17 % Meets Expectations and Exceeds Expectations	School Projected SWD 22%	22%	25%	28%	31%	34%
SC READY Math SC SDE Website		School Actual SWD 24%	31%	<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	30 % Meets Expectations and Exceeds Expectations	School Projected LEP 40%	40%	43%	46%	49%	52%

SC READY Math SC SDE Website		School Actual LEP 42%	46%	waiver			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	waiver			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP	48%	51%	54%	57%	60%
SC READY Math SC SDE Website		School Actual PIP 48%	47%	waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	waiver			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice	2018-2023	Administrators Teachers Instructional	None	None	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC

(district, school, and individual data)		Coach ESOL Literacy Coach			meetings, faculty & grade level meetings/PLCs, specialized PD)
2. Implement Professional Learning Community support in schools	2018-2023	Administrators Teachers Instructional Coach ESOL Literacy Coach	None	None	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds.
3. Provide strategy and content support for teachers	2018-2023	Administrators Teachers Instructional Coach ESOL Literacy Coach	None	None	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Personalized Learning for targeted Learning Groups	2018-2023	Administrators Teachers Instructional Coach ESOL Literacy Coach Computer Lab Manager	None	None	Lesson Plans IEPs and 504s ESOL plans Early Morning Academic Groups
5. Utilize the Rosetta Stone and Lexia program in classrooms	2018-2023	Administrators Teachers Instructional Coach ESOL teacher	None	None	Lexia data of usage Rosetta data of usage
6. Faculty Book Study on Social Equality	2018-2023	Administrators Teachers Instructional Coach	\$600	PD Funds	Google Classroom participation in kep point discussions

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 =74%	Kindergarten through Grade 5 =76%	Kindergarten through Grade 5 =78%	Kindergarten through Grade 5 =80%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 =71%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten =43% Grade 1 =55%	Kindergarten =45% Grade 1 =57%	Kindergarten =47% Grade 1 =59%	Kindergarten =49% Grade 1 =61%
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten =41% Grade 1 =53%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 –38% Grade 5 –34%	Grade 2 – 38% Grade 5 –34 %	Grade 2 – 38% Grade 5 –34 %	Grade 2 – 38% Grade 5 –34 %
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 34.3% Grade 5 – 40.5%	Grade 2 –33% Grade 5 – 38%	Grade 2 – 38% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.		

Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.		

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with fidelity across all classrooms.	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Observations, anecdotal notes, and lesson plans Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 rd grade
2. Implementation of district training and support provided utilizing the framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	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
3. Implement a framework for common planning within school to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Collaborative planning, data analysis, unit planning, protected planning times Evidence of Common Planning reflected in school schedule Evidence of common planning through instructional rounds and classroom observations
4. Coach teachers in instructional best practice using the district coaching framework	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
5. Utilize focused instructional rounds that engage teams of teachers and administrators in solving	2018-2023	Administrators Teachers Instructional Coach	None	None	Documentation of ongoing instructional rounds including

a problem of practice related to student learning		Literacy Coach Literacy Mentors			implications for instructional growth
6. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Classroom evidence of content vocabulary usage; lesson plans; assessments; classwork work as indicated by classroom observation and Instructional Rounds
7. Provide intentional support for consistently scheduled, sustained independent reading.	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Classroom libraries offer a wide selection of text that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrated progress toward their reading goal(s).

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain

GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes/no Ethnic Diversity = yes/no			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual	Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create a plan to advocate within our counseling programs to encourage teaching as a profession.	2018-2023	Administration Counseling Dept.	None	None	Career Day Roster
2. Utilize diverse staff for teacher recruitment	2018-2023		None	None	Shining Stars

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	92.4%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 92%	91%	waiver			
SC SDE School Report Card Survey	97.5%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 97.9%	100%	waiver			
SC SDE School Report Card Survey	93.9%	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 87.1%	94.9%	waiver			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location.	2018-2023	Administrators Teachers	None	None	Newsletters, Social Media Posts, SIC, Weekly Principal Phone Calls, Remind Texts, and PTA Agendas
2. Participate in the Upstate Safe Kids/ Live Well Program	2018-2023	Administration Teachers PE Team	None	None	Safe Schools Application
3. Continued use of the Level I and Level II background checks.	2018-2023	Front Office Staff Administration	None	None	Volunteer checks completed

4. Train staff to be first responders	2018-2023	Administration Certified Staff Classified Staff	None	District Funded	List of first responders
5. Post school-wide rules in hallways/ common areas/ classrooms	2018-2023	Administration School Counselors Lighthouse Team	\$100 for printing	PTA Local Funds	Posted rules
6. Require staff to complete district safety videos by target date	2018-2023	Administration Nurse	None	None	Certificates of completion
7. Adhere to the district's safety policies/ plan	2018-2023	Administration Teachers	None	None	Safety Plan
8. Provide various safety programs to students (Internet safety, fire safety, walking to school safety, bike safety)	2018-2023	Administration Instructional Coach School Counselors PE Team	None	None	Program description and schedule
9. Provide a Safety Patrol program for fourth & fifth grade students	2018-2023	Administration Safety Patrol Committee	\$200	PTA Local Funds	List of Patrol Picture of Group
10. Provide a Leader in Me CASEL approved program schoolwide to promote a positive school climate	2018-2023	Administration	\$28,000	Local Funds Business Partners	Program Description List of PD Participants

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

PERFORMANCE GOAL 2: The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL 3: The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0%	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

GCS Expulsion Report		School Actual 0%	0%				
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide access to trained mental health counselor.	2018-2023	Administration	None	None	Number of students served in mental health capacity
2. Educate students, teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention.	2018-2023	Administration School Counselors	None	None	Training implemented
3. Develop mentor programs to help elementary students who are struggling to adjust.	2018-2023	Administration School Counselors Behavioral Interventionist	\$250	None	Schools have program in place

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90%	90%	90%	90%	90%
		School Actual x	96%	x	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	Administration School Counselors	None	None	Students assigned to an adult at the school
2. Build school leadership and embed 7 Habits as a Leader in Me School	2018-2023	Administration Lighthouse Team	\$28,000	Local Funds	Leader in Me Rubric, Leader in Me Coach, Student Clubs

		Student Lighthouse Team		Business Partners	
3. Continue to grow the Watch DOGS (Dads of Great Students) program	2018-2023	Administration School Counselors	\$500	Local Funds	Number of male volunteers, Surveys completed by Watch DOGS, Watch DOG Event participation

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 96%	School Projected	96%	96%	96%	96%	96%
180 th day Attendance Report		School Actual 96.1%	95.4%	96.7%			
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Track student attendance	2018-2023	Administration Teachers Students	\$2,400	Local- Leader in Me Funds	Student data notebooks tracking WIGS
2. Recognize at-risk students and discuss interventions in admin meetings	2018-2023	Administration School Counselors	None	None	GCSOURCE –On Track, EWRS, Intervention Connection
3. Recognize on a quarterly basis students with 5 or less unexcused absences	2018-2023	Administration Attendance Clerk School Counselors	\$100 certificates	Local Funds	List of recognized students

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 3 Lonely ≤ 10 Angry ≤ 10	Afraid ≤ 3 Lonely ≤ 9 Angry ≤ 9	Afraid ≤ 3 Lonely ≤ 8 Angry ≤ 8	Afraid ≤ 2 Lonely ≤ 7 Angry ≤ 7	Afraid ≤ 2 Lonely ≤ 7 Angry ≤ 6

		School Actual Afraid – 3 % Lonely – 11% Angry – 11%	Afraid ≤ 2% Lonely ≤ 7% Angry ≤ 6%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	Administration School Counselors	None	None	Students assigned to an adult at the school
2. Build school leadership and embed 7 Habits as a Leader in Me School	2018-2023	Administration Lighthouse Team Student Lighthouse Team	\$28,000	Local Funds Business Partners	Leader in Me Rubric, Leader in Me Coach, Student Clubs
3. Continue to grow the Watch DOGS (Dads of Great Students) program	2018-2023	Administration School Counselors	\$500	Local Funds	Number of male volunteers, Surveys completed by Watch DOGS, Watch DOG Event participation
4. Provide a “Girls on the Run” program for 2nd- 5th grade girls	2018-2023	Administration Teachers Girls on the Run Coaches	\$100	None	List of students participating

5. Provide a “Run Hard” program for 2nd-5th grade boys	2018-2023	Administration Teachers Run Hard Coaches	\$100	None	List of students participating
6. Provide Behavior Support Interventionist to facilitate zones of regulation of emotional needs	2018-2023	Administration Behavioral Support Interventionist	\$32,000	Above baseline district allocation	Sensory room attendance Record of number of students served