

**Tigerville Elementary School**

**Diane Jackson, Principal**

**Greenville County Schools**

**Dr. W. Burke Royster, Superintendent**

**Scope of Action Plan: 2018-19 through 2022-23**



## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: **Tigerville Elementary**

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (one year)

**Required Signature Page**

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

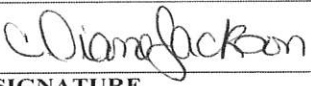
**Assurances for the School Renewal Plans**

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


**SUPERINTENDENT**

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

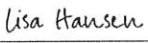
**PRINCIPAL**

C Diane Jackson		3-2-21
PRINTED NAME	SIGNATURE	DATE

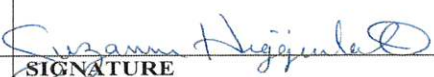
**CHAIRPERSON, BOARD OF TRUSTEES**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Lisa Hansen		3/2/2021
PRINTED NAME	SIGNATURE	DATE

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

Suzanne Higginbotham		3/2/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 25 Tigerville Elementary School Rd. Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-4600

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

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal:	C. Diane Jackson
2. Teacher:	Bethany Imms
3. Parent/Guardian:	Jennifer Bartlett
4. Community Member:	Rhonda Batson
5. Paraprofessional:	Tanya Moore
6. School Improvement Council Member:	Lisa Hansen
7. Read to Succeed Reading Coach:	Suzanne Higginbotham
8. School Read To Succeed Literacy Leadership Team Lead:	Suzanne Higginbotham
9. School Read To Succeed Literacy Leadership Team Member:	Susan Ward
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	

## **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

The strategic planning process at Tigerville involves all members of the faculty and staff. Teams are formed and use data and narrative summaries for each section of the portfolio. These teams collaborate after school to construct rough drafts of their findings, strengths, weaknesses, and next steps. After teams have finalized their research, the entire faculty meets two or three times to refine and conduct a consensus on each teams' findings. After each section has been approved by everyone, the administrative team comes together to finalize the portfolio. Upon the final edits by the administrative team, the final portfolio is presented one final time to the faculty before it is submitted.

Portfolio Teams:

Teams	Curriculum and Planning		Other Curriculum Areas		Instructional Methods, Interventions, and Assessments		School Climate and Culture		Engaging Families and Community	
	Name	Grade Level	Name	Grade Level	Name	Grade Level	Name	Grade Level	Name	Grade Level
	Spindler	3 <sup>rd</sup>	Imms	Media	Hardin	4 <sup>th</sup>	Homesley	Guid.	Rollison	Admin.
	Ward	IC	Cummings	PE	Belt	2 <sup>nd</sup>	Southerlin	K5	Biondo	Music
	Upton	4K	S. Smith	Art	Magaha	Interm	Lawrence	3 <sup>rd</sup>	Lewando	Secretary
	Thompson	4 <sup>th</sup>	Eastwood	Speech	M. Smith	Sp.Ed	Mullinnix	5 <sup>th</sup>		
	Grosso	K5			Higginbotham	Bal. Lit.	Stover	Clerk		
	Lanahan	2 <sup>nd</sup>			Augustin	5 <sup>th</sup>	Morgan	Para		
	Van Patton	1 <sup>st</sup>			Alexander	Para				
	Grimm	Para			Arms	1 <sup>st</sup>				
					Jackson	Princ.				

## **Executive Summary**

### **Needs Assessment:**

**Student Achievement** - Our school uses many data points/sources when it comes to use of our funding, allocations, and instructional planning and delivery. We utilize all employees at the school in order to “reach and teach” all of our students as well as meet their individual needs. The needs of our students are defined not only as deficit areas, but also as areas to grow and capitalize upon through any means necessary. We believe that our intentional instructional planning, use of data, and a true sense of urgency are all key to attaining student achievement, along with student growth and success.

### **SC READY ELA:**

Our SC Ready ELA data shows that in Grade 3, the number of students scoring “Meets and Exceeds” increased by 8.7% from 2018 to 2019. In Grade 4, the number of students scoring “Meets and Exceeds” increased by 14.0% from 2018 to 2019. The number of students in Grade 5 scoring “Meets and Exceeds” increased by 15.5% from 2018 to 2019.

When comparing our school’s 2019 scores to those of our district’s, our students scored 29.4% higher in regards to students scoring “Meets and Exceeds” than the district average. The number of our students scoring “Meets and Exceeds” increased 12.0% from 2018 to 2019. Our school was rated second out of fifty-three elementary schools in the district for our ELA performance on SC Ready in 2019.

### **SC READY MATH:**

Our SC Ready Math data shows that in Grade 3, the number of students scoring “Meets and Exceeds” increased by 10.3% from 2018 to 2019. In Grade 4, the number of students scoring “Meets and Exceeds” decreased by 3.2% from 2018 to 2019. The number of students in Grade 5 scoring “Meets and Exceeds” increased by 12.5% from 2018 to 2019.

When comparing our school’s 2019 scores to those of our district’s, our students scored 33.2% higher in regards to students scoring “Meets and Exceeds” than the district average. The number of our students scoring “Meets and Exceeds” increased 6.3% from 2018 to 2019. Our school was tied for first place out of fifty-three elementary schools in the district for our ELA performance on SC Ready in 2019.

### **SC PASS Data:**

SC PASS Science administered to our 4<sup>th</sup> grade students. Our SC PASS Science data shows that in Grade 4, the number of students scoring “Meets Expectations and Exceeds Expectations” increased by 5.3% from 2018 to 2019. The majority (73.3%) of our students scored in the “Exceeds Expectations” category.

When comparing our school’s 2019 scores to those of our district’s, our students scored 34.5% higher in regards to students scoring “Meets Expectations and Exceeds Expectations” than the district average. Our school was ranked first out of fifty-three elementary schools in the district for our Science performance on SC PASS in 2019.

SC PASS Social Studies administered to our 5<sup>th</sup> grade students. Our SC PASS Social Studies data shows that in Grade 5, the number of students scoring “Met Expectations and Exemplary” increased by 4.9% from 2018 to 2019. All of our students scored in the “Met Expectations and Exemplary” categories. The majority (74.5%) of our students scored in the “Exemplary” category.

When comparing our school’s 2019 scores to those of our district’s, our students scored 22.8% higher in regards to students scoring “Met Expectations and Exemplary” than the district average. Our school was ranked first out of fifty-three elementary schools in the district for our Social Studies performance on SC PASS in 2019.

**Teacher and Administrative Quality:**

Based on SC Ready results over the past few years, we have made more significant gains in math than ELA. Therefore, we have set ELA as a priority in order to raise student achievement. Our professional development plan this year includes a focus on phonics in all grade levels. The professional development plan included teachers reading research based articles that support the implementation of teaching phonics to increase reading capacity. Teachers have attended several in house PD's that have focused on using a systematic phonics plan within the classroom.

**Tigerville Professional Development 2020-2021**

Date	Topic	Location	Points
7/29	We video training/ Lesson Planet	Virtual	3
8/5	Lesson Planet Training Flipped Learning training	Virtual	2
8/19	Pet Tech Zoo	Media center	1
9/25	Pear Deck	Virtual	1
9/18, 9/ 25, 10/2, 10/9	Educational Articles Read Articles about the importance of word study to influence literacy	Faculty Meetings on Fridays	4
9/28- 10/2	Word study and phonics training * aligning Learning Continuum/ and Project Read Phonics Book /Word Study Phonics book/ IRA's - K-5th	Grade Level Meetings	1
10/5-10/9	Word study and phonics training: K-5 / word study phonics book *Integrate F and P kits (including IRAS) to support phonics instruction Word work for Upper Grades	Grade Level Meetings	1
10/12- 10/15	Making words lesson PD K5-3rd Higginbotham, Magaha	Grade Level Meetings 1st -During day 8:45	1 Teach

11/9-11/13	Spelling Inventories to build word work for primary and intermediate teachers	Grade Level Meetings	1
1 /12	TES Planning Day primary		
1 /12	TES Planning Day Intermediate		
	Total Points		15 points 17 P Teach

**School Climate:** <https://screportcards.ed.sc.gov/overview/?q=eT0yMDE4JnQ9RSZaWQ9MjMwMTA5MA>

The school report card surveys (2019) indicate that the percentage of teachers, students, and parents who are satisfied with the learning environment is above 93%. At least 95.3% of teachers, students, and parents are satisfied with the social and physical environment. Overall, teachers, students, and parents are at least 73.3% satisfied with school-home relations. It is noted that parents were the least satisfied with school-home relations.

#### **Significant Challenges:**

##### **2020-2021**

This year has presented many challenges due to the pandemic within our society. Our school completed the last 2 ½ months of 2019-2020 school year with a shift to virtual learning across all grade levels. This loss of instructional time impeded every student's success within the classroom. The 2020-21 school year began with a modified version of E learning. Students began the school year with a modified schedule of in-person/ virtual learning (1 day a week) to (2 days a week). This delivery of instruction presented many problems with students demonstrating and understanding grade level work. Throughout October and November, all students returned to in-person instruction with various safety protocols in place. The safety protocols have restricted teachers in some facets of small group instruction and has hindered their ability grouping in order to close the gap with students who are below grade level. Students have also displayed a lack of stamina and work ethic that directly correlates to the E-Learning situations created throughout this school year.

##### **Phonics Instruction**

We have identified a need for phonics based instruction within the primary grades as a basis for creating grade level readers and writers. Our current reading instruction needed to be supplemented with intentional phonics based lessons centered on grade level student expectations. This instruction must align with our Fountas and Pinnell district initiative as well as Project Read Phonics. We have created a plan using all resources for teachers to use in the classroom. However, not all teachers in our building have a firm understanding of applied phonics rules. This has led to grade level professional development, meetings, discussions, and the purchase of needed resources to build the phonics foundation. This program will continue to be revised as the teachers grow as learners.

##### **2019-2020**

We have seen a deficit area in vocabulary and writing. Through faculty meeting and grade level discussions, it was clear that we needed to begin with our end in mind. We needed to provide our tested grades with a stronger base and scaffolding. We have put an emphasis on increasing writing student achievement through providing our teachers

with onsite graduate course work through Project Read. We also have dedicated intense support for lesson planning, standard interpretation and modeling with our primary grades to provide a stronger foundation in these two.

**Significant Awards, Results, or Accomplishments:**

Tigerville has seen steady growth in standardized test scores over the past five years. Two years ago, we were recognized as a National Blue Ribbon School. Our SC READY scores, as mentioned above, have gained district and state level attention; but more importantly, demonstrate that our students are achieving and that we are continuing to evolve and meet each students' needs with each school year.

**School Profile**

**School Community:**

Tigerville Elementary School, situated in the heart of a small, rural, mountain community, was first built in 1866 as a one-room schoolhouse. The community feels pride and ownership of the school. In fact, before the year 2000, the community rallied together to prevent our school from closing or being converted to a child development center. The school moved from a traditional wooden schoolhouse structure into a bright, cheerful child-friendly building over a decade ago. Today the school serves 328 students in four-year-old kindergarten through fifth grade. Currently, we have 77 students with special permission to attend our school. Universal breakfast, a free breakfast/snack program, is available to all of our students. Our poverty index is 50.6, and we believe this to be relatively inaccurate because our parents are proud and do not complete the free and reduced forms offered.

As a small school, several challenges appear in the way of funding. A low student population equals lower funds in general. Additionally, a smaller school has a smaller PTA and smaller fundraising capabilities. The majority of our parents are blue-collar labor workers. It is not uncommon that our current students represent the third generation of Tigerville families to come through our school. While being small presents funding hurdles, it gives the faculty and staff greater opportunities to work with students and invest in the individual child. Each day administration, teachers, and staff members greet each child by name; we are truly a family. While our size can be a great weakness, it presents our greatest opportunity.

Business partnerships are a vital part of support at Tigerville. Our partners include:

North Greenville University	Cliffs Outreach Organization	Glassy Elves
Tyger Baptist Church	Greenville Drive	Clearview Baptist
C & M Grading	Tigerville Fire Department	
Blue Ridge High School	Coca Cola	

**School Personnel:**

Our Principal is presently completing her tenth year at Tigerville Elementary. Our Administrative Assistant is completing her third year. We presently have 13 classroom teachers, 1.5 resource teachers, specialists and coaches, one guidance counselor and three paraprofessionals. The custodial team is comprised of one plant engineer and three other custodians. The cafeteria manager is assisted by two additional staff positions. Tigerville has one attendance clerk, school secretary, and nurse. Our average student-classroom teacher ratio is 17:1.

**Staff Level of Education:**

Education Level	Bachelor's Degree	Bachelor's +18	Master's Degree	Master's+30
# of Teachers	4	4	19	2

**Student Population:**

Our student attendance rate for the 2020-21 school year was 94.8% (February) and teacher attendance was 98.7%. The percent of Gifted and Talented students is 11.63% of student population

	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
# of Students in Gifted and Talented Program	7	5	7

**Present enrollment is 221 students. Demographics are:**

	4K	K5	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Male	8	13	16	26	17	25	18
Female	6	22	12	12	16	15	15

**Racial/Ethnic Composition:**

	American Indian or Alaska Native	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Caucasian	Asian	Two or more races
Percentage	0.5%	3.2%	5.9%	0.9%	86.4%	0.5%	2.7%

**Special Education Services – 12.67% - 30 Students:**

	Autism	Developmentally Delayed	Other Health Impaired,	Specific Learning Disability	Speech or Language Impairment
# of Students	2	5	4	9	8

Student retention rate is 0.03%, attendance rate is 97.07.4% and mobility rate is 16.22%.

**School's Major Academic and Behavioral Features/Programs/Initiatives:**

Tigerville's core curriculum is multi-faceted. Faculty and staff conversations are data-driven to identify and establish school initiatives. The curricula foundations for all content areas lies first in: the state standards/indicators, the district's breakdown of standards (knows/dos) found in the Pre K-5<sup>th</sup> grade ( Elementary Landing Page) scope and sequence pacing guide, and individual classroom students' needs.

Tigerville's teachers are lifelong learners that strive to keep current on new developments in technology, integration of curriculum, and the utilization of vertical teaming. Tigerville faculty is flexible and forgiving, as well as willing to stop to regroup if that is in the best interest of their students.

In addition to the curricula foundations for all content listed above, Reading/ELA's curriculum is based on the Fountas and Pinnell balanced literacy approach. This approach utilizes small, fluid guided reading groups based on individual student reading levels determined through formal and informal benchmarking, anecdotal notes, and teacher observations. The administrative team, support staff, and community volunteers all assist with the implementation of these groups. The Balanced Literacy Specialist provide additional support for Reading. The Instructional Coach shares and models effective ELA strategies with other faculty members. Our school incorporates Project Read components such as phonics, grammar, reading comprehension and writing instruction in all grade levels to further enhance student achievement. Teacher/student-created anchor charts are the foundation of Reading/ELA mini-lessons in our classrooms. These anchor charts serve as a teaching tool not just for that day of instruction, but as a student reference tool throughout the unit and school year.

A school wide initiative to address phonics instruction has been implemented this school year. First-Third grade teachers are using a systematic scope and sequence comprised of Fountas and Pinnell and Project Read phonics as a basis for instruction. This instruction is geared towards improving students' reading, writing, and spelling abilities. All grade levels are intentionally providing phonics instruction based on grade level spelling inventories and student needs. This instruction is discussed monthly and revised as needed throughout the year.

The implementation of a school wide Fast Facts initiative six years ago has extended Math's curricula foundations. This extension was in response to a need for students to master basic computation facts (addition, subtraction, multiplication, division) at each grade level. Each year goals setting takes place through vertical teaming. Each grade "owns" components of the four basic math operations and each grade level builds on the skills from the previous year and allows students opportunities to move beyond that grade level's expectations. At the beginning of each school year, teachers talk about how well-prepared the children are with knowing their basic math facts. Goals have steadily increased in rigor based on student progress each year in surpassing set goals. As in reading, our teachers also incorporate daily small, flexible math groups that are formed and served based on the same criteria as the Reading small groups.

Science and Social Studies at Tigerville do not take a back seat to the core Reading/ELA/Math curricula. The curriculum foundations described above apply to both of these disciplines as well. In the area of Social Studies, field trips and in-house speakers support content. Other extensions of this curriculum include Career Day, Veterans' Day, and numerous community-based food/toy drives that directly correlate with our district's G+ Graduation Career Cluster and College Readiness initiative. The curriculum foundations have further support through the integration of informational and literary text units, novel studies, articles, electronic research, and leveled texts. Interactive note booking in both Science and Social Studies provides opportunities for our students to respond to the standards and indicators of both disciplines.

Science's curriculum foundations are extended and supported through field trips to Greenville's Roper Mountain Science Center, science lab experiences for fourth and fifth grades, hands-on experiments, and project-based learning experiences. District science kits provide our teachers and students with experiments, lesson plans, resources and assessments for each unit of study. Gifted and Talented students (grades 3-5) participate in STEAM/STEM project-based learning experiences that support both the Social Studies and Science curriculums for these grade levels.

Our computer lab teacher incorporates STEAM projects into her lessons in grades K5-5<sup>th</sup> grade. Students are also learning how to type using the Typetastic program.

The foundation of our 4K program focuses on building background knowledge for our students through immersion of language and concepts of print. This immersion takes the form of a print-rich classroom environment and ongoing opportunities for students to explore words through the use of pictures and books. This curriculum focuses on the

whole child by further immersing our students in real-world opportunities known as learning centers. Through these centers, students practice how to interact socially while learning academically. This classroom prepares our students with the background knowledge and the stamina needed for progression throughout the grade levels.

Tigerville Elementary wanted to establish a school environment where everyone felt welcomed, respected, and loved. To foster this atmosphere, Tigerville began using the Love and Logic approach to behavior management. The premises of Love and Logic is to establish positive relationships between teachers and students and to shape responsible, agreeable, and accountable students.

### **Mission, Vision, and Beliefs**

**Mission: We will provide quality educational experiences tailored to meet the individual needs of students.**

**Vision: “Where Children Are At The Top!”**

#### **Beliefs**

##### **The curriculum must be:**

- Based on state and district standards
- Developmentally appropriate and adaptive to student needs
- Real World relevant

##### **Instruction must include:**

- Current instructional tools and methodology
- A variety of strategies
- Adaptations for meeting individual student needs and learning styles

##### **The assessment must be:**

- Reflective to guide future instruction
- Considerate of diverse learning styles
- Varied and developmentally appropriate

##### **The environment must provide:**

- Physical and emotional safeness
- A variety of field experiences
- Opportunity for parent and community involvement and support

## **Data Analysis and Needs Assessment**

Tigerville Elementary has made great strides in the area of student achievement in all subject areas. As a school, we continue to search for best practices in the area of writing. Our overall TDA scores fall at or below the “average” score. At all grade levels, we need to improve in the area of Inquiry. As a school, our weakest strand according to SC READY ELA was in the “Meaning Context and Craft” strand. According to SC READY Math, our school needs to continue to work in Algebraic Thinking and Operations. In SC PASS Science, our weakest strand identified was “Forms of Energy, Light, and Sound.”

### **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 64% in 2016-17 to 79% 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	64% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>67</b>	<b>70</b>	<b>73</b>	<b>76</b>	<b>79</b>
		<b>School Actual Elementary 72</b>	84.1	<i>waiver</i>			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary 52</b>	58	<i>waiver</i>			

## Action Plan

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize the item error analysis from both common teacher-created formative/summative assessments and Mastery Connect assessments for future instruction planning and spiraling in order to monitor progress and improve student achievement.	August 2020-June 2021	Teachers	No Cost	N/A	Assessments, item analysis results, lesson plans, classroom observations
2. Utilize CASE Item Question Bank from Mastery Connect to increase the rigor of the DOK level questions (a minimum of 80% DOK 2 and DOK 3) in assessments in grades 1 through 5.	August 2020- June 2021	Teachers	No Cost	N/A	Assessments, Breakdown of test questions by DOK levels
3. Provide resource inclusion in grades 1 through 5 as well as additional support through the Literacy Coach and the Instructional Aide.	August 2020- June 2021	Resource teachers, Literacy Coach, Instructional Aide	No Cost	N/A	Classroom schedules, classroom observations
4. Continue with reading intervention programs in Kindergarten, 1st, 2nd, 3rd, 4th 5th grades.	August 2020- June 2021	Literacy Coach, Instructional Aide	No Cost	N/A	Classroom observations, schedules, progress monitoring, anecdotal notes

**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 81% in 2016-17 to 91% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% 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	81% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>83</b>	<b>85</b>	<b>87</b>	<b>89</b>	<b>91</b>
		<b>School Actual Elementary 81</b>	<b>87.7</b>	<i>waiver</i>			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 57</b>	<b>62</b>	<b>64</b>	<b>66</b>	<b>68</b>	<b>69</b>
		<b>District Actual Elementary 60</b>	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. Utilize the item error analysis from both common teacher-created formative/summative assessments and Mastery Connect assessments for future instruction planning and spiraling in order to monitor progress and improve student achievement.	August 2020- June 2021	Teachers	No Cost	N/A	Assessments, item analysis results, lesson plans, classroom observations
2. Utilize CASE Item Question Bank from Mastery Connect to increase the rigor of the DOK level questions (a minimum of 80% DOK 2 and DOK 3) in assessments in grades 1 through 5.	August 2020- June 2021	Teachers	No Cost	N/A	Assessments, Breakdown of test questions by DOK levels
3. Use formative and summative data to form math small groups that address individual student needs.	August 2020- June 2021	Teachers	No Cost	N/A	Assessment data results, lesson plans, classroom observations
4. Continue with school-wide approach to mastering math facts.	August 2020- June 2021	Teachers	No Cost	N/A	Fast fact goal bulletin board, classroom observations

**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 1% 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	<b>School Projected Elementary</b>	88	90	91	91	92
		<b>School Actual Elementary 87</b>	91.7	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	63	66	69	72	75
		<b>District Actual Elementary 60</b>	64	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Integrating content leveled readers into Guided Reading groups	August 2020- June 2021	Teachers	No Cost	N/A	Lesson plans and classroom observations
2. Utilize IXL program target specific skill/standards	August 2020- June 2021	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations
3. Create higher level standards based questions using Mastery Connect	August 2019- June 2021	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	75 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	78	81	84	87	90
SC READY ELA SC SDE Website		School Actual Hispanic	75	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>			
SC READY ELA SC SDE Website	50 % Meets Expectations and Exceeds Expectations	School Projected AA 50	53	57	60	63	66

SC READY ELA SC SDE Website		<b>School Actual AA</b>	<b>50</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>	31	<i>waiver</i>			
SC READY ELA SC SDE Website	54 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
SC READY ELA SC SDE Website		<b>School Actual SWD</b>	54	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>	21	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	<b>36</b>	<b>39</b>	<b>41</b>	<b>44</b>	<b>47</b>

SC READY ELA SC SDE Website		<b>School Actual LEP</b>	<b>33</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>	44	<i>waiver</i>			
SC READY ELA SC SDE Website	74 % Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	<b>77</b>	<b>80</b>	<b>83</b>	<b>85</b>	<b>88</b>
SC READY ELA SC SDE Website		<b>School Actual PIP 74</b>	<b>74</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual PIP 33</b>	45	<i>waiver</i>			
SC READY Math SC SDE Website	50 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	53	56	59	62	65

SC READY Math SC SDE Website		<b>School Actual Hispanic</b>	50	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>	43	<i>waiver</i>			
SC READY Math SC SDE Website	50 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	53	56	59	62	
SC READY Math SC SDE Website		<b>School Actual AA</b>	50	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>	30	<i>waiver</i>			
SC READY Math SC SDE Website	52 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	55	58	<b>61</b>	64	67

SC READY Math SC SDE Website		<b>School Actual SWD</b> 52	52	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>
SC READY Math SC SDE Website		<b>District Actual SWD</b>	20	<i>waiver</i>			
SC READY Math SC SDE Website	67 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	70	73	76	<b>79</b>	82
SC READY Math SC SDE Website		<b>School Actual LEP</b>	67	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	<i>waiver</i>			
SC READY Math SC SDE Website	80% Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	83	87	90	93	96

SC READY Math SC SDE Website		<b>School Actual PIP 80</b>	80	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>District Actual PIP 38</b>	43	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide early morning classroom enrichment	August 2020- June 2021	Teachers	No Cost	N/A	Classroom observations
2. Provide afterschool tutorial for ELA and math	August 2020- June 2021	Teachers as needed	\$3000	Flex allocation funds	Attendance records, pre- and post-assessment

**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 =70%	Kindergarten through Grade 5 =70%	Kindergarten through Grade 5 =75%	Kindergarten through Grade 5 =80%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 =84%	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 =80% Grade 1 =91%	Kindergarten =70 Grade 1 =80	Kindergarten =73 Grade 1 =83	Kindergarten =76 Grade 1 =86
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria	School Actual	Kindergarten= 63% Grade 1 88%	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	School Projected		Grade 2 – 41% Grade 5 – 46 %	Grade 2 – 49% Grade 5 –N/A	Grade 2 – 53% Grade 5 – 59 %	Grade 2 – 56 % Grade 5 – 62%

South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 – 38% Grade 5 – 43%	Grade 2 – 46% Grade 5 – 56%	Grade 2 – 53% <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing</i>		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		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 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute	<b>District Actual</b>	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	<b>District Projected</b>		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 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 33% <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing</i>		

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. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-2021	Director of Early Intervention and Student Support			Waiver
2. Participate in a Graduate course on writing	July 2019-January 2020	Teachers	No Cost	N/A	Professional development log, lesson plans and classroom observations
3. Create a vocabulary focus in K5-2 <sup>nd</sup> grade (Making Words)	August 2020- June 2021	Teachers	No Cost		Lesson plans and classroom observations
4. Create higher level standards based questions using Mastery Connect	August 2020- June 2021	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations
5. Utilize IXL program target specific skill/standards	August 2020- June 2021	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations

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

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 1:** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Actively recruit diverse teachers at Shining Star	March 2021	Administration	No Cost	N/A	

**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	97	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 97%	96.8%	waiver			
SC SDE School Report Card Survey	100%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Teachers 100%</b>	100%	<i>waiver</i>			
SC SDE School Report Card Survey	89	<b>School Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>School Actual Parents 97%</b>	96.8%	<i>waiver</i>			
SC SDE School Report Card Survey	92	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students 86</b>	89	<i>waiver</i>			
SC SDE School Report Card Survey	98	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers 97</b>	97	<i>waiver</i>			
SC SDE School Report Card Survey	91	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>

		<b>District Actual Parents 88</b>	89	<i>waiver</i>			
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Ensure the Ignore the Door policy followed	July 2019-June 2020	All staff and students	No Cost	N/A	Observations
2. Frequent walks through the building by administrators	August 2019-June 2020	Administrators	No Cost	N/A	Observations
3. Ensure all guests and visitors have badges	August 2019-June 2020	All staff	No Cost	N/A	Observations

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**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%	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. Employ Love and Logic	August 2019-June 2020	All Staff	No Cost	N/A	Discipline Reports

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

**PERFORMANCE GOAL 4:** The school will 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	<b>School Projected</b>	94.5%	95%	95.5%	96%	96.5%
		<b>School Actual</b> 94.5%	<b>95 %</b>	<b>95%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>District Actual</b> 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-</i>		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Employ Love and Logic	August 2020-June 2021	All Staff	No Cost	N/A	Observations and discipline reports
2. Recognize two students per class and mail post cards	August 2020-June 2021	Teachers	No Cost	N/A	Postcard examples
3. Recognize a student weekly in classroom newsletter	August 2020-June 2021	Teachers	No Cost	N/A	Classroom newsletters

**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) 95%	School Projected	95%	95%	95%	95%	95%
180 <sup>th</sup> day Attendance Report		School Actual 97%	96.19%	97.07			

	(2016-17) 95	District Projected	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Make daily contact with absent students	August 2020-June 2021	Attendance clerk	No Cost	N/A	Attendance log
2. Recognition at monthly virtual assembly for class with the highest attendance	August 2020-June 2021	Diane Jackson	No Cost	N/A	Pictures and bulletin board

**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	<b>School Projected</b>	<b>Afraid ≤ 1.5 Lonely ≤ 12.5 Angry ≤ 9.5</b>	<b>Afraid ≤ 1 Lonely ≤ 12 Angry ≤ 9</b>	<b>Afraid ≤ 5 Lonely ≤ 11.5 Angry ≤ 8.5</b>	<b>Afraid ≤ 0 Lonely ≤ 11 Angry ≤ 8</b>	<b>Afraid ≤ 0 Lonely ≤ 10.5 Angry ≤ 7.5</b>
		School Actual Afraid – 2% Lonely – 13% Angry – 10%	Afraid – 2% Lonely – 12% Angry – 5%	Afraid – 2% Lonely – 12% Angry – 5%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5</b>
		<b>District Actual</b> Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Employ Love and Logic	August 2020-June 2021	All Staff	No Cost	N/A	Observations and discipline reports
2. Provide whole group and small group guidance lessons	August 2020-June 2021	Guidance Counselor	No Cost	N/A	Observations, lesson plans, and survey results
3. Provide small group and individual guidance sessions targeting specific needs	August 2020-June 2021	Guidance Counselor	No Cost	N/A	