Woodland Elementary School

Where Every Student succeeds in learning and life

Strategic Plan for 2018-19 through 2022-23

Katrina Miller, Principal
Chris Phillips, Assistant Principal
Nurit' Sexton, Assistant Principal

1730 Gibbs Shoals Road
Greer, South Carolina 29650
864-355-0400

Greenville County Schools,
Dr. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Woodland Elementary School

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

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

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and 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	W Burke Royster	**April 13, 2021**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Katrina Miller	Katrina Z. Miller	2/17/21
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Amy Robertson	Amy Robertson	2-18-21
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Christina Strickland	Christina Strickland	2/17/21
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 1730 Gibbs Shoals Road, Greer, SC 29650

SCHOOL TELEPHONE: (864) 355-0400

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Katrina Miller
2.	Teacher	Barrett Tollison
3.	Parent/Guardian	Christy Gaylord
4.	Community Member	Linda Fultz
5.	Paraprofessional	Jodi Sackett
6.	School Improvement Council Member	Amy Robertson
7.	Read to Succeed Reading Coach	Christina Strickland
8.	School Read To Succeed Literacy Leadership Team Lead	Christina Strickland
9.	School Read To Succeed Literacy Leadership Team Member	Marjan Schoettelkotte

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

10.	Instructional Coach	Jennifer Dixon
11.	Assistant Principal	Christine Phillips
12.	Assistant Principal	Nurit' Sexton

** 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)]

✓ **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).

✓ **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).

✓ **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.

✓ **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*.

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

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

✓ **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.

✓ **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.

✓ **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.

✓ **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.

✓ **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.

✓ **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.

✓ **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

In the fall of 2017, in coordination with Greenville County School District, Woodland Elementary School began the development of a new strategic education plan for the five year period 2018-2023. The Woodland Elementary School Strategic Plan has been developed yearly to guide our actions and document the changes and progress our school has made in improving student achievement. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. Each year our plan is updated and revised as necessary. Staff members, SIC members and PTA members are given the opportunity for input and kept informed of our progress.

The process for 2018-2023 began by gathering information about our staff, students, parents and community through surveys and discussion meetings where input from others was received. Our Leader in Me system of Shared Leadership Teams became our AdvancEd Committees who met and provided feedback and updates to our portfolio and strategic plan process.

Upon reviewing our plan, our staff observed that we were striving for high academic achievement. Our school maintains high quality in all areas of operations. During the process of the self-study we made several important goals to continue throughout the coming years:

- Review our mission, vision and belief statements annually and revise if needed.
- Use the strategic plan to guide us in professional development and instructional focus. Incorporate successful strategies into our daily operating plan, eliminating the unsuccessful strategies.
- Continue to analyze our student data to drive the direction of our action plan.

Listed below are our Shared Leadership and Strategic Planning Teams:

Executive Summary	Introduction	School Profile	Professional Development
Student Leader SLT K. Arnold A. Butler A. Chandler K. Ennis C. Rouse C. Schaaf M. Schoettelkotte C. Scudder C. Tate	**Parent and Community SLT** C. Clayton J. Long B. Manley K. Pack N. Rader A. Watts	**Curriculum & Integration/ Staff Collaboration SLTs** L. Carter R. Chaffee C. Crocker M. Herrera P. Hill S. Lehere M. Linder K. McClain D. Newell S. Odom A. Raines C. Strickland T. Strom B. Tollison	**Lighthouse SLT** E. All G. Athey A. Cloer J. Dixon M. Forrester A. Lovelace M. Pitts K. Rogers N. Rodriguez M. Swift

Challenges	Teacher and Administrator Quality	Action Plan	School Climate
Events SLT B. Buckley A. Higginbotham C. Klessens P. Lowery A. McWhorter K. Stevens	**All Staff**	K. Miller N. Sexton C. Phillips J. Dixon	**Goal Tracking SLT** A. Dilling M. Doyle-Chapman P. Lipsey B. Miller C. Parker D. Worth

In the spring of 2021, in coordination with Greenville County School District, Woodland Elementary School reviewed and updated the school strategic plan.

Executive Summary

Student Achievement

Woodland Elementary has maintained a high level of achievement on the SC Ready ELA and Math assessments as well as the SC PASS Science and Social Studies assessments for the past years. Scoring above the Greenville County School District and State of South Carolina averages, Woodland received an "Excellent Report Card Rating" for 2018 and 2019. Woodland also received the Palmetto Gold Award for Student Performance for the years 2018 and 2019.

Additionally, student achievement is demonstrated by the performance of students in our Beta Club. Woodland Elementary received the BETA Club "School of Distinction Award" for 2017 and 2018 and "Outstanding Leadership School" for 2019 in addition to being honored as a SC State Winner and National Winner at the Junior BETA Club Conventions.

Teacher and Administrator Quality

Woodland's faculty and staff continue to pursue strategies and "best practices" that promote achievement for all students. To this end, our goal has been to increase the knowledge and expertise of our teachers in the implementation of Balanced Literacy. Over the past five years, our staff received training in using Fountas and Pinnell Guided Reading and the implementation of the Greenville County School District's ELA Framework. Teachers have also received training in the integration of technology through Discovery Education and district training in one-to-one technology in kindergarten through fifth grade.

All of Woodland's teachers are highly qualified. Sixty-six percent have master's degrees, eleven percent have master's degree plus thirty, 1 percent have a doctorate's degree, and ten percent are Nationally Board certified. Teacher quality is enhanced by the planning done in grade levels where beginning teachers are supported and veteran teachers receive new strategies and ideas. Woodland teachers and administrators are very dedicated and work diligently to prepare students in all areas of life.

School Climate

Woodland strives to be a place where "every leader succeeds in learning and life." With this goal, our faculty and staff continue to provide a safe school and an effective learning environment. More than anything, the adoption of ***Leader in Me*** has created a school climate with a student–centered environment. Our staff and students have embraced the ***Leader in Me*** process for developing leadership in teachers and students. ***Leader in Me*** is based on *The Seven Habits of Happy Kids* by Stephen Covey. Students are given many

opportunities to grow in leadership, which is reflected in an overall optimistic and confident atmosphere at our school. Our school climate is also affected by parent and community participation in classrooms and student activities. In order to maintain our positive ratings in the school climate category, we will improve stakeholder communication through our electronic sign, continue to involve parents and community members in school events. We also want to investigate better translation practices in the form of electronic equipment and partners who speak English helping those who do not. It is vital that we ensure that all parents know about the high quality of learning opportunities available to their children here at Woodland.

Challenges

Woodland is met with the following challenges in order to meet our students' learning needs:

- Continue to implement South Carolina State Standards
- Continue to research strategies to assist ESOL students
- Continue to implement differentiated strategies to assist low achieving students
- Continue to improve Professional Learning Communities
- Continue to provide more time, equipment and space for training teachers and students in the use of technology
- Continue to build and maintain participation in Before School Tutoring
- Continue to implement the ELA Framework in all classrooms

Awards and Honors

- Palmetto's Finest School 2020
- Excellent Report Card Rating for 2018, 2019
- *Leader in Me* School
- Achieved *The Leader in Me* " Lighthouse " Status 2017; renewal 2019
- *Leader in Me* Symposium Site 2016, 2017
- Palmetto Gold Award for Student Performance 2018, 2019
- Safe School Award
- 43 Teachers with a Master's degree or higher
- United Way Awards
- PTA Parent Involvement Award
- South Carolina Winner "Read for the Record"
- Teacher-awarded grants
- 8 National Board Teachers
- District Support Person of the Year 2018 Cafeteria Manager: Mary Buie
- Fully accredited by AdvancED Accreditation Commission
- GCS Top 10 Teacher of the Year Finalist
- State Beta Club Awards

School Profile

Woodland Elementary School is fully accredited by the AdvancED Accreditation Commission and serves 1,100 students in grades pre-kindergarten through fifth from a variety of cultural backgrounds. We are the largest elementary school in our district and currently have the third largest ESOL population. Each member of our professional teaching staff is highly qualified. Our staff members are led by Principal Katrina Miller and Assistant Principals Chris Phillips and Nurit' Sexton. Seven of our teachers are National Board Certified and seventy-nine percent hold master's degrees or higher. Our teachers work diligently to provide learning experiences that engage students in creative, rigorous, standards-based learning activities that enable them to achieve to their highest potential. Woodland continues to promote student achievement in all areas of the curriculum. We have enhanced and updated our technology school-wide with the addition of teacher laptops, Promethean Boards, student Chromebooks and iPads.

We are extremely proud of the progress we have made in student achievement and are most appreciative of the hard work of our teachers, staff, students, and their parents. Looking forward, our challenge is to refine our implementation of effective strategies that will sustain our progress and meet individual needs as we continue to move student achievement forward. Our Parent–Teacher Association (PTA) and School Improvement Council (SIC) are involved in key aspects of Woodland. They continually explore improved ways to recruit and retain parents and volunteers. We believe that utilizing the skills, talents, and training of our parents and volunteers further enhances our total school program effectiveness. The financial support, commitment to volunteer hours, and creative problem solving abilities of our community partners enables us to enjoy access to opportunities that would not be possible otherwise. Woodland Elementary School envisions our families, staff, and community working together to help our children succeed. This is a shared responsibility. We are committed to exploring and developing new strategies for our community, which will help our staff and children meet the challenges of a fast-paced, ever-changing world. Recognizing that parental involvement is one of the greatest contributions to student success in school, we will continue our Parent Workshops, Parent Nights, Goodies for Grands, Muffins for Mom, Donuts for Dad, 7 Habits of Highly Effective Families training, and Leadership Nights. The use of student-led conferences provides an opportunity for increased parent participation and communication. We will continue to clearly articulate the partnership structure for our school.

As a school family, we share a vision and belief that every child can achieve to their maximum potential if provided opportunities, support, encouragement, and love. We remain committed to that end.

School Personnel

During the 2020-2021 school year, the staff of Woodland Elementary included:

- 1 principal
- 2 assistant principals
- 1 instructional coach
- 45 regular classroom teachers
- 2 full time and 2 part time reading interventionists (RTI)
- 1 part time literacy coach
- 6 kindergarten teaching assistants
- 5 full time special education teachers (2 self-contained, 3 resource)
- 4 special education aides
- 1 full time ESOL teacher
- 1 part time ESOL teacher
- 1 full time and 1 part time speech therapists
- 1 part time occupational therapist
- 1 full time gifted/talented education teacher
- 3 full time and 3 part time related arts teachers (art, music, physical education)
- 2 full time computer technology managers
- 2 full time media specialists
- 1 full time media clerk
- 2 full time school counselors
- 1 attendance clerk
- 1 secretary
- 1 full time and 1 part time nurses
- 1 mental health counselor
- 1 part time psychologist
- 2 full time office clerks
- 1 plant engineer
- 7 custodial workers
- 1 food service manager and 7 food service workers

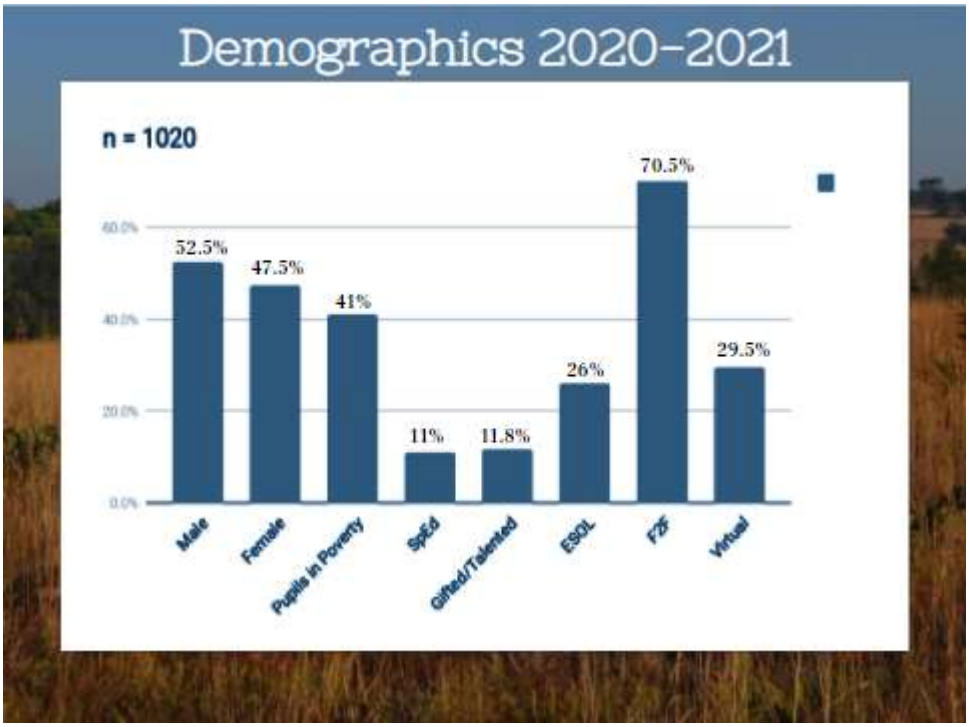
Faculty ethnicity and gender:

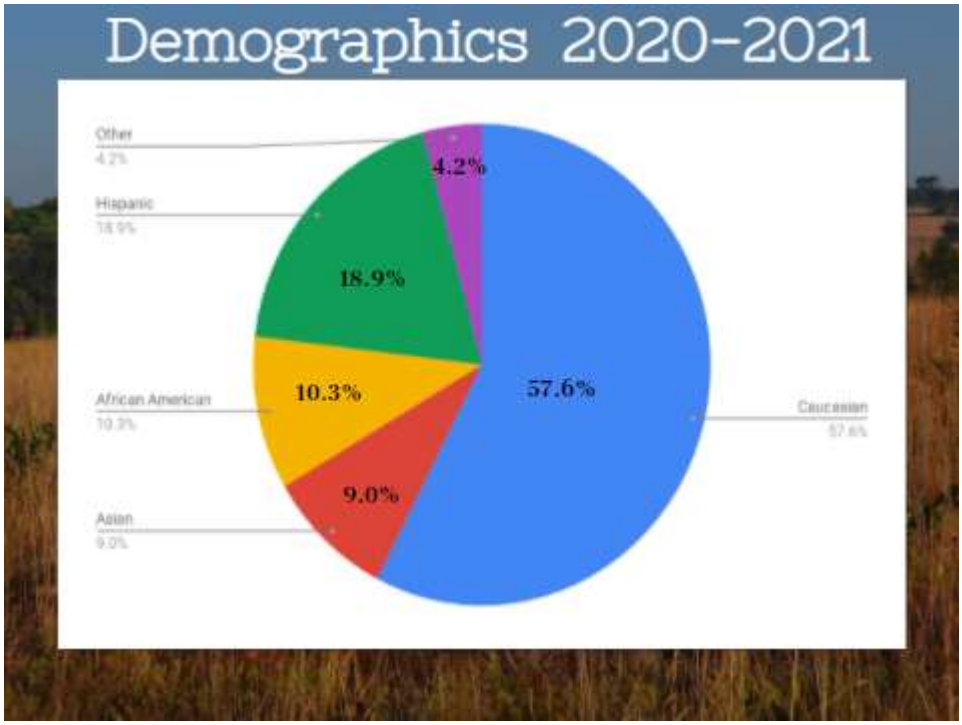
- 69 Caucasian educators
- 2 African American educators
- 1 Hispanic educator
- 67 female educators
- 5 male educators

Faculty years of experience and levels of education:

- 14 educators with 1-5 years of experience
- 14 educators with 6-10 years of experience
- 13 educators with 11-15 years of experience
- 10 educators with 16-20 years of experience
- 10 educators with 21-25 years of experience
- 5 educators with 26-30 years of experience
- 3 educators with 31+ years of experience or more
- 15 educators with a bachelor's degree
- 46 educators with a master's degree
- 8 educators with a master's degree plus 30
- 1 educator with a doctorate degree

Student Population





Special Programs

School Focus	Educational Model	Description
Student Achievement: Language Arts	**Balanced Literacy**	**Balanced Literacy** is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing.
Student Achievement: Language Arts	**Fountas and Pinnell Guided Reading Groups (Balanced Literacy Format)**	During this part of Balanced Literacy, the teacher works with small groups of children who have similar reading needs and introduces new books carefully chosen to match the instructional levels of students. Readers are carefully prepared when being introduced to a new text, and various strategies are explicitly taught. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often.
Student Achievement: Reading	**Response to Intervention**	RTI is taught by a team of reading interventionists. Students who qualify receive intense and specific instruction. A district curriculum and training are followed by our school interventionists. FastBridge is used to monitor the progress of students. Our administration and teachers meet monthly to track student progress.
Student Achievement: English Language Arts	**ESOL**	Woodland's ESOL program groups students according to language fluency levels and/or grade levels where they receive academic assistance from ESOL personnel in addition to regular classroom instruction. ESOL teachers collaborate with the mainstream teachers to teach language and skills that support children in the regular program.

Student Achievement: Mathematics	**Big Ideas Math**	*Big Ideas Math* is an interactive math curriculum designed to capitalize on the key concepts that foster children's mathematical confidence and competencies. Students analyze data, see patterns, explore math relationships, and communicate their thinking to the teacher and one another.
Student Achievement: Math Intervention	**Reflex Math**	**Reflex** Math, a computer program for grades 1-5, helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Students may use the program at school and at home.
Student Achievement: Support	**OnTrack**	Woodland's **OnTrack** consist of individuals who work together to help students having difficulties with academics, communication and behaviors. They facilitate the process of ensuring that students receive support when needed. GCSource and teachers or parent referrals are utilized for identifying students who potentially need additional support.
School Climate: Character Education	**Leader in Me**	Woodland's faculty and staff believe in supporting all students in the rise to their potential by providing many opportunities for students to develop their leadership abilities. From classroom leaders to welcome leaders, we have implemented many leadership roles for our students. All of our efforts culminate with a "Leadership Day" which is open to parents and the community.
School Climate: Character Education	**Red Ribbon Week**	**Red Ribbon Week** is a nationally recognized program that encourages students to develop healthy attitudes about drugs and alcohol. Sponsored by the Greenville Family Partnership, the program emphasizes the building of character by staying drug and alcohol free. School activities include special assemblies, collecting canned goods, and wearing red. WES sponsors a special "Hat Day" with benefits going to Greenville Family Partnership.

School Climate: Character Education	**Wildcat Warriors (Students from Riverside High School)**	**Wildcat Warriors** is a school based mentoring program that matches students or classes with a volunteer from the Service Learning Program at a nearby high school. Volunteers visit the students during the school day and participate in a variety of activities (helping with classwork, reading, educational computer activities). Students are chosen based on information given by teachers, parents and school counselor.
School Climate: Extracurricular Program	**Art Club**	Woodland 's Honors **Art Club** is for 3rd – 5th graders who have a strong interest in the visual arts, exceptional talent, and are self-motivated to ***focus*** on creating art during this after-school program. Students are invited into this club by their art teachers. Meetings are held weekly.
School Climate: Extracurricular Program	**Morning Show**	The *Woodland Morning Show* is a student produced daily broadcast that includes announcements, the Pledge of Allegiance, minute of silence, and special features. The news crews' duties include writing news reports, using equipment, and reporting the weather and feature stories. Crew members apply for this position and work under the direction of a faculty member.
School Climate: Extracurricular Program	**Honors Choir**	The Woodland Honors Chorus is comprised of fourth and fifth grade singers who were selected by audition. These singers show giftedness in choral music and perform a variety of musical styles at school and community functions. They are service-oriented and sing for school events as well as many seasonal and patriotic events.
School Climate: Extracurricular Program	**DRUMS**	D.R.U.M. is an enriched music program in which selected fourth and fifth grade students are taught music in an advanced after school percussion ensemble. The ensemble gives several concerts during the year and goes on one field trip.
School Climate: Extracurricular Program	**Safety Leaders**	Safety Leaders perform such duties as assisting crossing guards, monitoring hallways, and helping bus and car riders. Fourth and fifth grade students apply for these positions and are chosen based on outstanding conduct, acceptable grades, and leadership qualities.

School Climate: Extracurricular Program	**Junior Beta Club**	Junior Beta Club is a nationally recognized organization which promotes academic excellence among students. Qualifications include the student being worthy, moral, and ethical. He/she must also possess a good mentality and credible achievement. The club is open to fifth graders with a GPA of 3.0 or higher. A major focus of the Junior Beta Club is service at home, school, and in the community. Our club travels annually to our state and national conventions and has brought home state and national honors from several competitions.
School Climate: Extracurricular Program	**Student Lighthouse**	Woodland students are motivated and inspired to be leaders within the school. All students in grades first through fifth grade have the opportunity to able to be a part of this leadership group that focuses on school improvement and inspiring others to lead within the school and beyond.
School Climate: Extracurricular Program	**Battle of the Books**	Battle of the Books Club is a district-wide reading club offered to 4th and 5th grade students. Students must read 10 books from a pre-determined list, attend practice sessions, and compete in a quiz-bowl style tournament. Teams from each school compete against each other in a district finals competition.
School Climate: Mentors	**Woodland Mentors**	Coordinated through Mentor Upstate, our Woodland Mentoring Program has grown to sixty-two mentors who come one day a week to have breakfast or lunch with their mentees. All mentors are trained and have background checks and parental permission is also required for mentees. Most of our mentors are from a local business sponsor. They also have been involved with Woodland's ADA Walk, Boosterthon, Book Fair, and Basketball Games. Our mentees have shown improvement in attitudes, attendance, behavior and academic achievement. This very positive relationship will continue for some mentees as some mentors follow them to middle school.
School Club: Covey Clubs	**Covey Clubs**	Woodland teachers have helped our students "sharpen the saw" by providing opportunities for students to choose a club to explore new learning and/or participate in community service projects. Clubs meet monthly and vary from Puzzles to Cooking to Dance to Sunshine Club and Yoga. Covey Clubs, have been very popular with students.

Mission, Vision, and Beliefs

MISSION

Our Woodland Community's mission is
to develop a safe, positive, student-centered environment for all students
while seeking to develop productive and responsible leaders for our world.

MOTTO

Lighting the way and changing the world

VISION

WES- **W**here **E**very Leader **S**ucceeds in Learning and Life

BELIEFS

We believe:

All students can learn and have the right to a quality education.

The purpose of the school is to create life-long learners and productive citizens and leaders.

Education is a partnership between home, school, and community.

School is a place for modeling, developing, and practicing positive character traits.

Children can adapt to rapid technological and societal changes when learning is made relevant.

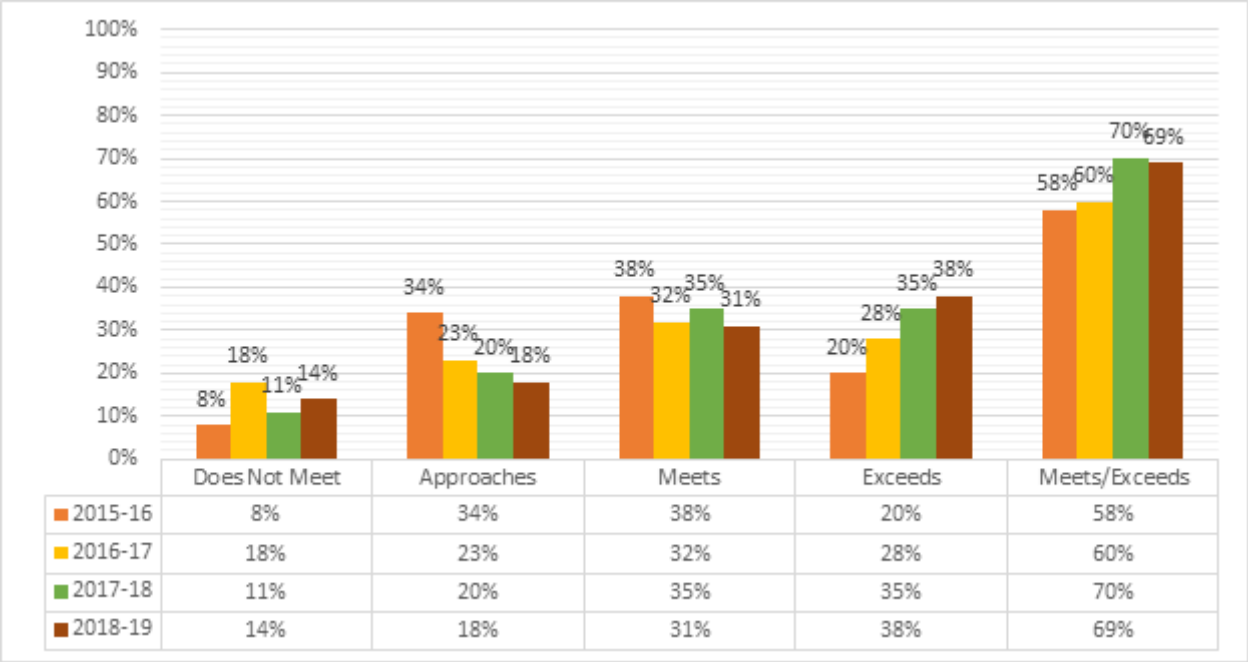
School should provide a safe, positive, and nurturing environment.

School should address diversity among students both culturally and academically.

Data Analysis and Needs Assessment

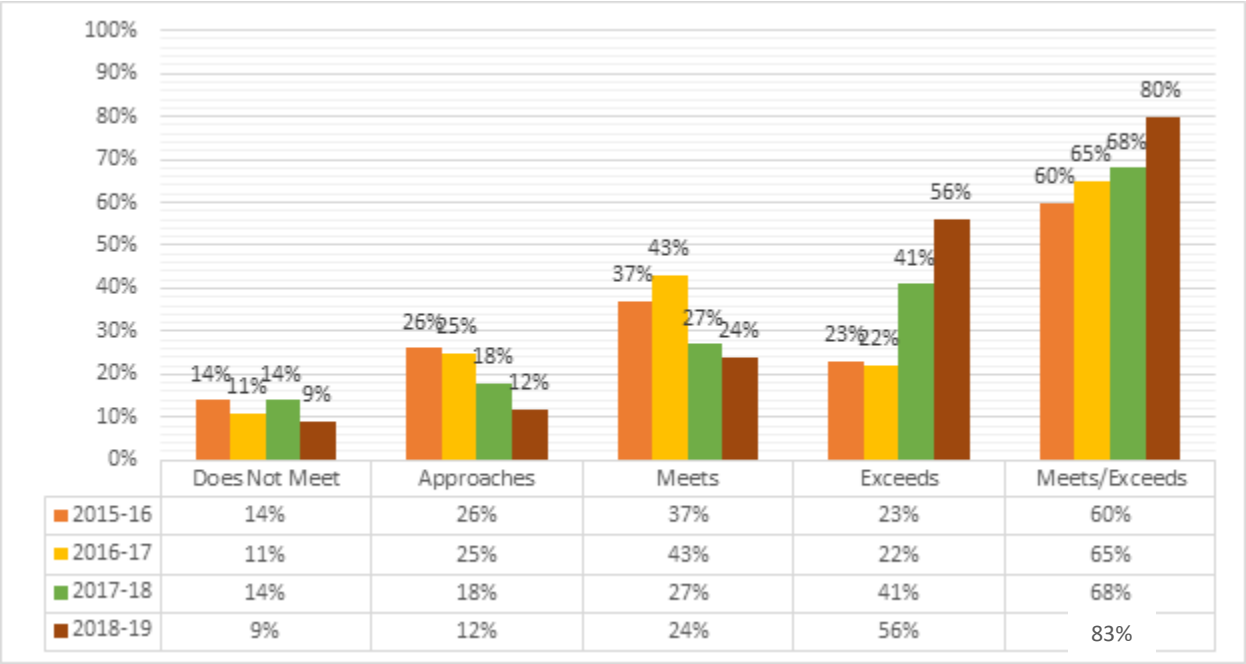
Student Achievement Needs Assessment

Third Grade: SC Ready ELA



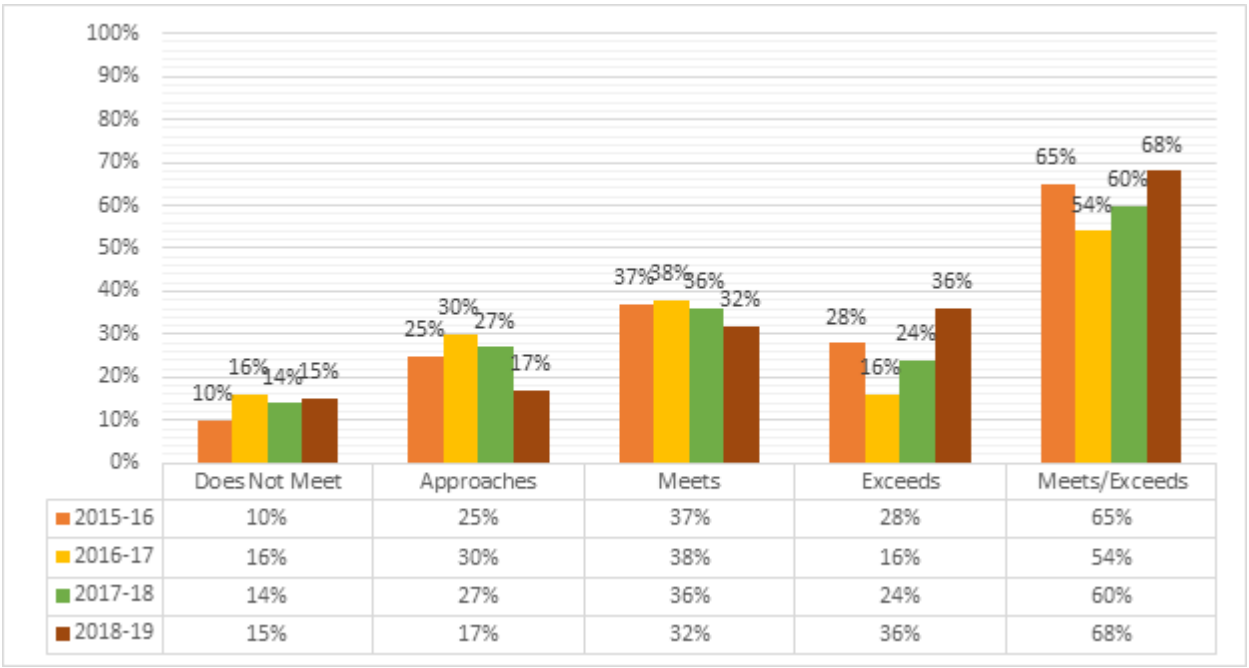
	Does Not Meet	Approaches	Meets	Exceeds	Meets/Exceeds
2015-16	8%	34%	38%	20%	58%
2016-17	18%	23%	32%	28%	60%
2017-18	11%	20%	35%	35%	70%
2018-19	14%	18%	31%	38%	69%

Fourth Grade: SC Ready ELA



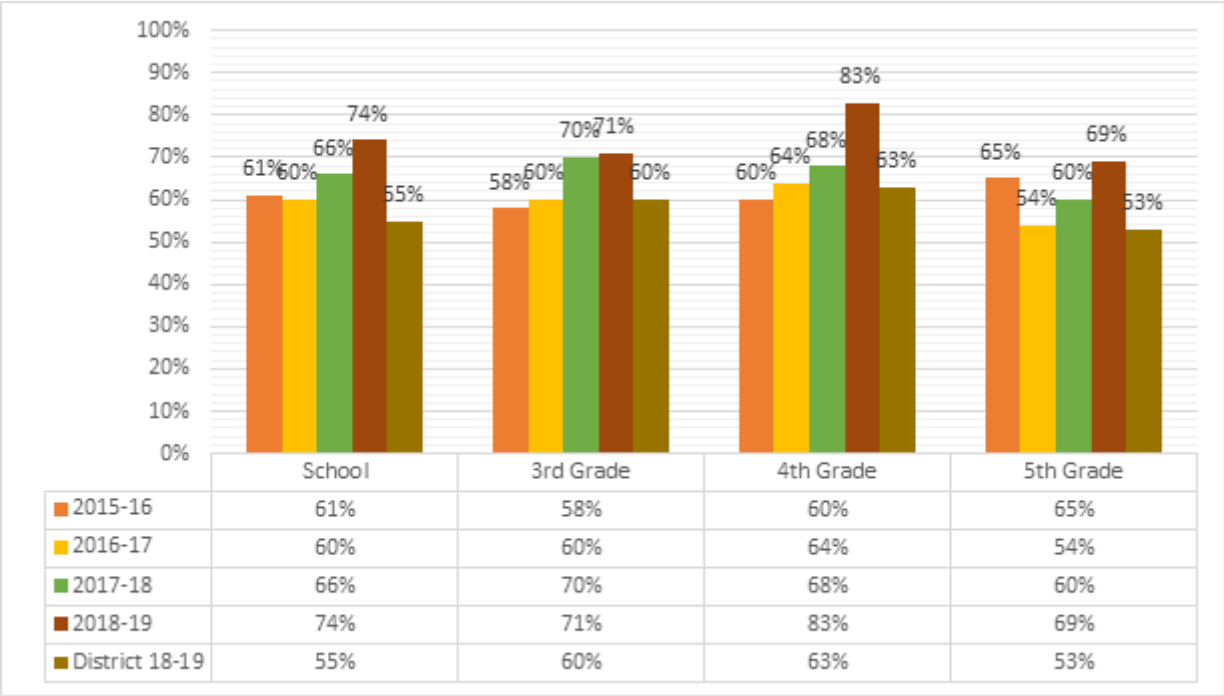
	Does Not Meet	Approaches	Meets	Exceeds	Meets/Exceeds
2015-16	14%	26%	37%	23%	60%
2016-17	11%	25%	43%	22%	65%
2017-18	14%	18%	27%	41%	68%
2018-19	9%	12%	24%	56%	83%

Fifth Grade: SC Ready ELA



	Does Not Meet	Approaches	Meets	Exceeds	Meets/Exceeds
2015-16	10%	25%	37%	28%	65%
2016-17	16%	30%	38%	16%	54%
2017-18	14%	27%	36%	24%	60%
2018-19	15%	17%	32%	36%	68%

Woodland vs District: SC Ready ELA

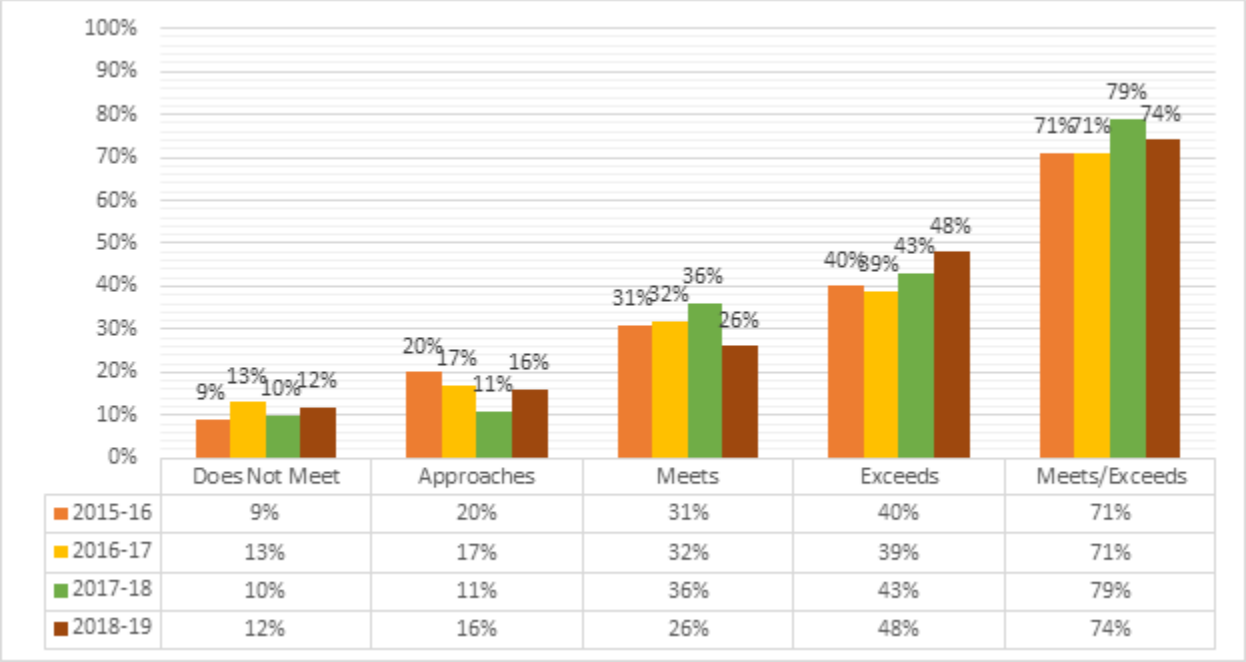


	School	3rd Grade	4th Grade	5th Grade
2015-16	61%	58%	60%	65%
2016-17	60%	60%	64%	54%
2017-18	66%	70%	68%	60%
2018-19	74%	71%	83%	69%
District 18-19	55%	60%	63%	53%

ELA Analysis

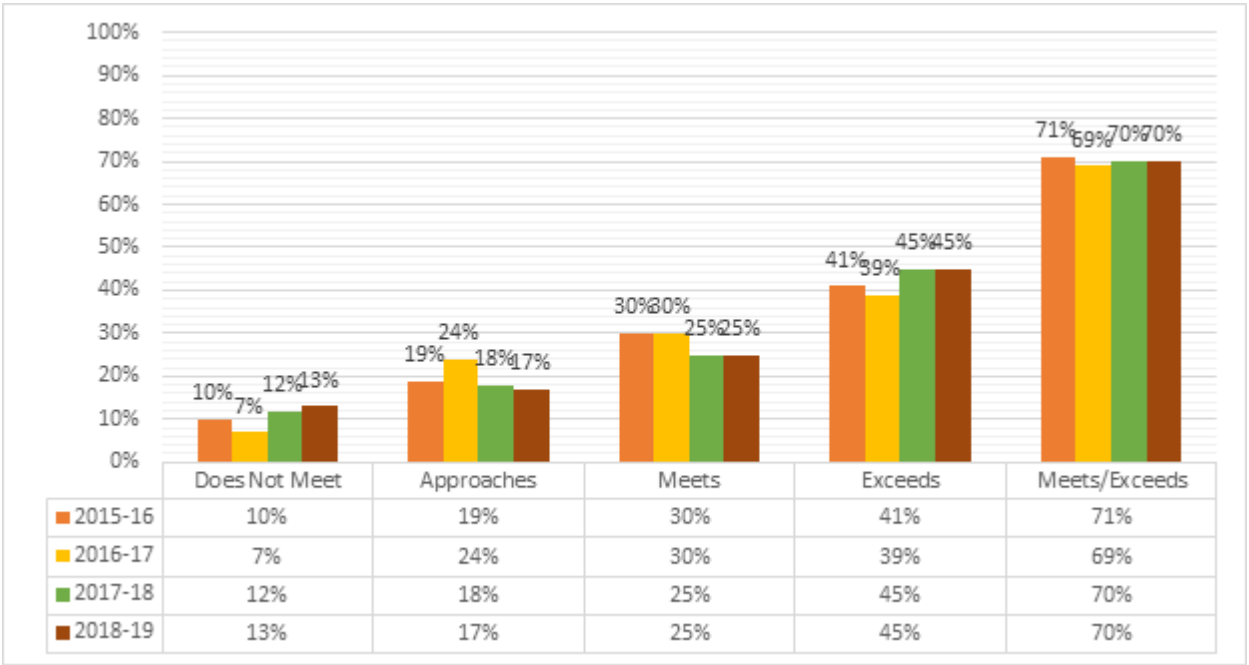
Woodland's third-fifth graders were still scoring above the Greenville School District average in ELA. In third grade, the "meets" and "exceeds" categories were around 58-60% for 2016 and 2017 school years. "Meets" and "exceeds" increased to 71% during the 2018-2019 school year. Fourth graders increased from 60 percent "meets" and "exceeds" in 2016 to 83 percent in 2019 while fifth graders moved from 65 percent in 2016 to 69 percent in 2019. As our administrative team and teachers examined our ELA results, we continued to look for strategies to help our ESOL students who traditionally have had much difficulty with reading and writing. The test based analysis has proven to be very difficult as students analyze a passage and provide evidence to prove their ideas and answers. Observations and student data show that several years of intense instruction is needed for our ESOL students to make gains in reading and writing.

Third Grade: SC Ready Math



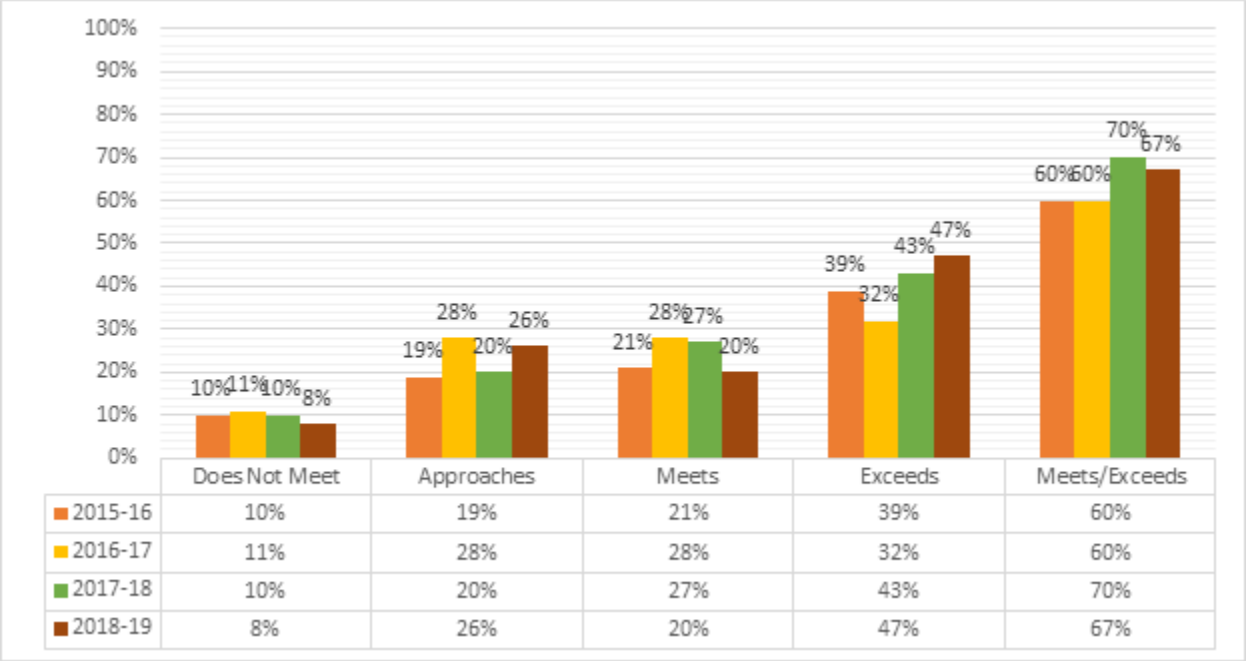
	Does Not Meet	Approaches	Meets	Exceeds	Meets/Exceeds
2015-16	9%	20%	31%	40%	71%
2016-17	13%	17%	32%	39%	71%
2017-18	10%	11%	36%	43%	79%
2018-19	12%	16%	26%	48%	74%

Fourth Grade: SC Ready Math



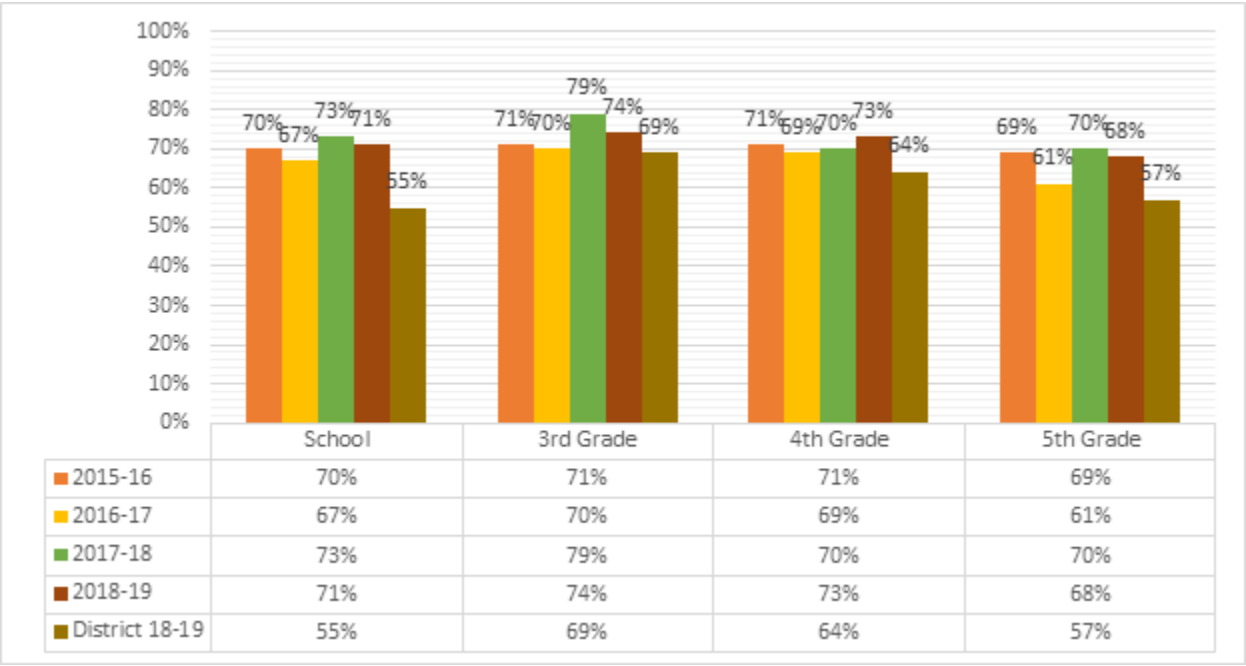
	Does Not Meet	Approaches	Meets	Exceeds	Meets/Exceeds
2015-16	10%	19%	30%	41%	71%
2016-17	7%	24%	30%	39%	69%
2017-18	12%	18%	25%	45%	70%
2018-19	13%	17%	25%	45%	70%

Fifth Grade: SC Ready Math



	Does Not Meet	Approaches	Meets	Exceeds	Meets/Exceeds
2015-16	10%	19%	21%	39%	60%
2016-17	11%	28%	28%	32%	60%
2017-18	10%	20%	27%	43%	70%
2018-19	8%	26%	20%	47%	67%

Woodland vs. District: SC Ready Math

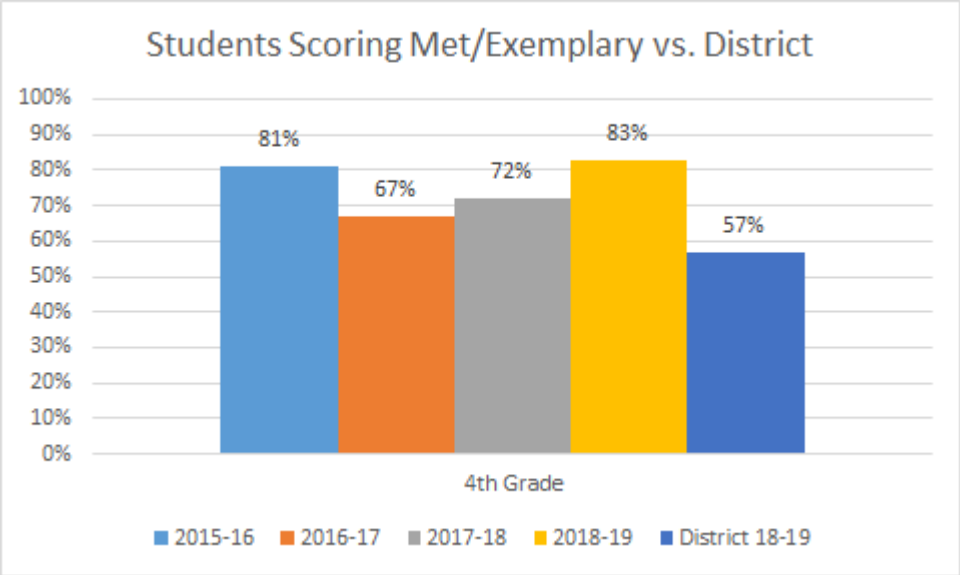


	School	3rd Grade	4th Grade	5th Grade
2015-16	70%	71%	71%	69%
2016-17	67%	70%	69%	61%
2017-18	73%	79%	70%	70%
2018-19	71%	74%	73%	68%
District 18-19	55%	69%	64%	57%

Math Analysis

Woodland continues to score above the district math average in grades three, four and five for SC Ready. Third graders showed similarities in scores of “meets” and “exceeds” with 74 percent of students in this category in 2019, which was an increase from 71 percent of students in the “meets” and “exceeds” in 2016. Sixty-eight percent of students in fifth grade scored “meets” and “exceeds” in 2019 which was similar to the 69 percent of students in 2016. The memorization of math facts continues to be difficult for some students and prevents them from making progress in multi-step problems. School wide emphasis of learning math facts has been a Wildly Important Goal (WIG) for our students and has inspired some students to work harder at this necessary skill. ESOL students continue to score better in math than ELA; however, word problems seem to be an area of concern. More Woodland teachers have implemented “guided math groups” as a strategy to differentiate instruction and meet the individual needs of students.

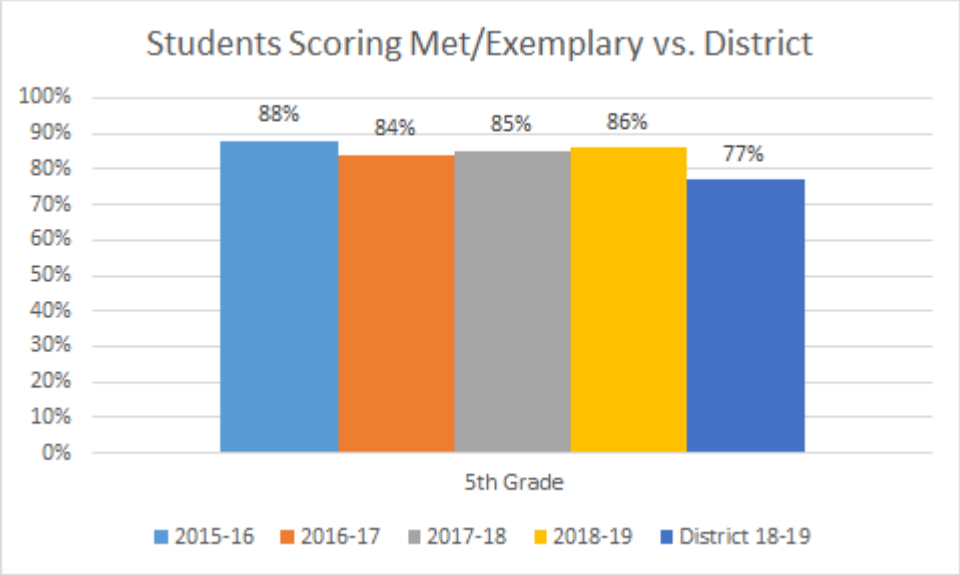
Woodland SC PASS Science Overtime & District Comparison



Science Analysis

For all three years, Woodland has scored above the district average in science in fourth graders. Teachers have researched different hands on methods to improve retention of science concepts and have increased work with scientific vocabulary. Language barriers still exist that cause ESOL students to have a difficult time with interpretation material; however, we continue to search for strategies and materials that will help better equip our students in science.

SC PASS Social Studies Overtime & District Comparison



Social Studies Analysis

Most students at Woodland enjoy Social Studies because of our teachers' instructional delivery. For example, teachers use dramatization, songs, plays, primary source articles, videos, artifacts, field trips with historic characters and students' reading historical novels. All of these activities lend themselves to making "history come alive for our students" and this interest is reflected in their test results. Once again, scoring above the District average, Woodland's fifth graders have maintained a high level of achievement in social studies over the past four years. Teachers have partnered with teachers from other schools to gain insight into their successful instruction and continue to provide outstanding instructional delivery.

School Climate Needs Assessment

19-20 SDE School Report Card - https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RSZzaWQ9MjMwMTA5OQ

Due to COVID-19, the SDE School Report Card and AdvancED Survey results were analyzed and school climate needs were assessed and determined based upon the 2018-2019 school report card. According to the results, teachers feel confident that high expectations are set for students; in regards to needs, teachers expressed a need for additional student use of digital tools in addition for a desire for additional mentoring and coaching opportunities to address professional learning. According to the student responses, students felt strongly that they set goals and their learning related to these goals. Areas of need and growth included the exploration of careers and relating learning to real-life problems. The parent survey was complimentary of Woodland's high expectations and student behavior. Parents expressed a need and desire for more communication from the classroom in addition to more access to the

classroom during the instructional day. Overall, the surveys expressed many positives in addition to areas of growth.

Woodland Elementary School
Professional Development/Meeting Calendar
2020-2021

ELA GOAL #1: During the 2020-2021 school year, the percentage of students in grades 3, 4, and 5 scoring "meets and exceeds" will increase from 74% to 77% or higher as measured by the 2021 Spring SC Ready ELA.

MATH GOAL#2: During the 2020-2021 school year, the percentage of students in grades 3, 4, and 5 scoring "meets and exceeds" will increase from 71% to 74% or higher as measured by the 2021 Spring SC Ready Math.

Date	Topic	Responsible Party	# of points	Goal #
Wednesday, July 29, 2020	Lighthouse Leadership Summer Meeting	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Monday, August 3, 2020	Faculty Council Summer Meeting	Instructional Leadership Team	0	Goals 1, 2
Thursday, August 6, 2020 – Friday, August 7, 2020	PLC eLearning Expectations Meeting	Jennifer Dixon	0	Goals 1, 2
Monday, August 10, 2020	Back to School Faculty Meeting	Instructional Leadership Team	0	Goals 1, 2
Tuesday, August 11, 2020 – Wednesday August 12, 2020	Flipped Learning and Lesson Planet PD	Jennifer Dixon	2	Goals 1, 2
Tuesday, August 11, 2020	SeeSaw PD	Jennifer Dixon	1	Goals 1, 2
Friday, August 14, 2020	PLC: Academic Updates	Jennifer Dixon	0	Goals 1, 2
Friday, August 28, 2020	SeeSaw PD	Jennifer Dixon	1	Goals 1, 2
Wednesday, September 2, 2020	Faculty Meeting	Instructional Leadership Team	0	Goals 1, 2
Friday, September 4,	Big Ideas Math	Jennifer Dixon	1	Goal 2

2020				
Tuesday, September 8, 2020	Lighthouse Meeting	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Thursday, September 10, 2020	Faculty Council	Instructional Leadership Team	0	Goals 1, 2
Friday, September 18, 2020	Newsela PD	Jennifer Dixon	1	Goal 1
Wednesday, September 23, 2020	SLO and Special Education Update Meeting	Instructional Leadership Team	0	Goals 1, 2
Thursday, September 24, 2020	Furman Consortium	Out of District	Out of District	Goal 1
Monday, September 28, 2020	Lighthouse Meeting	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Wednesday, September 30, 2020	Shared Leadership Teams	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Thursday, October 8, 2020	Faculty Council Meeting	Instructional Leadership Meeting	0	Goals 1, 2
Friday, October 9, 2020	PLC: Academic Updates Meeting	Jennifer Dixon	0	Goals 1, 2
Wednesday, October 14, 2020	Faculty Meeting and Testing Training	Instructional Leadership Team	0	Goals 1, 2
Wednesday, October 21, 2020	Shared Leadership Teams	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Monday, October 26, 2020	Lighthouse Meeting	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Monday, November 19, 2020	Leader In Me Coaching Day	Dana Penick	1	Goals 1, 2
Wednesday, November 25, 2020	Shared Leadership Teams	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Friday, November 30, 2020	Lighthouse Meeting	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Thursday, December 3, 2020	Faculty Council Meeting	Instructional Leadership Team	0	Goals 1, 2

Wednesday, December 9, 2020	Faculty Meeting	Instructional Leadership Team	0	Goals 1, 2
Thursday, January 7, 2020	Faculty Council Meeting	Instructional Leadership Team	0	Goals 1, 2
Wednesday, January 13, 2020	ACEs Training	Ellen Hampshire	2	Goals 1, 2
Wednesday, January 20, 2020	ACEs Training	Ellen Hampshire	2	Goals 1, 2
Monday, January 25, 2020	Lighthouse Meeting	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Wednesday, January 27, 2020	Shared Leadership Teams	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Thursday, January 28, 2020	Furman Consortium	Out of District	Out of District	Goals 1, 2
Thursday, February 4, 2020	Faculty Council Meeting	Instructional Leadership Team	0	Goals 1, 2
Wednesday, February 10, 2020	Faculty Meeting	Instructional Leadership Team	0	Goals 1, 2
Thursday, February 11, 2020	Leader In Me Coaching Day	Dana Penick	1	Goals 1, 2
Wednesday, February 17, 2020	Shared Leadership Teams	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Monday, February 22, 2020	Lighthouse Meeting	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Thursday, February 25, 2020	Furman Consortium	Out of District	Out of District	Goals 1, 2
Thursday, March 4, 2020	Faculty Council Meeting	Instructional Leadership Team	0	Goals 1, 2
Wednesday, March 10, 2020	Faculty Meeting	Instructional Leadership Team	0	Goals 1, 2
Wednesday, March 24, 2020	Shared Leadership Teams	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Thursday, March 25, 2020	Leader In Me Coaching Day	Dana Penick	1	Goals 1, 2
Monday, March 29, 2020	Lighthouse Meeting	Jennifer Dixon, Elizabeth Al	0	Goals 1, 2

Wednesday, April 14, 2020	Faculty Meeting	Instructional Leadership Team	0	Goals 1, 2
Thursday, April 15, 2020	Faculty Council Meeting	Instructional Leadership Team	0	Goals 1, 2
Monday, April 26, 2020	Lighthouse Meeting	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Wednesday, May 5, 2020	Faculty Meeting	Instructional Leadership Team	0	Goals 1, 2
Thursday, May 6, 2020	Faculty Council Meeting	Instructional Leadership Team	0	Goals 1, 2
Wednesday, May 12, 2020	Shared Leadership Team	Jennifer Dixon, Elizabeth All	0	Goals 1, 2
Monday, May 17, 2020	Lighthouse Meeting	Jennifer Dixon, Elizabeth All	0	Goals 1, 2

Action Plan

Impact of COVID-19:

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

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

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- 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 60% in 2016-17 to 75% 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):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SDE website and School Report Card	60% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 63**	**63**	**66**	**69**	**72**	**75**
		School Actual Elementary 66	74	*waiver*			
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	waiver			

ACTION PLAN FOR STRATEGY #1:	**EVALUATION**

ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue to Implement Balanced Literacy and the District Literacy Framework with fidelity across all grade levels.	2018-2023	Instructional Coach, Admin Team, Literacy Mentors	TBD (Cost of training personnel)	TBD	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade Continue 3/2021
2. Implement a framework for common planning across the grade level to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Instructional Coach, Admin Team, Grade Level Chairs	$0	$0	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 Continue 3/2021
3. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Instructional Coach, Admin Team, Literacy Mentors	$0	$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices Continue 3/2021

ACTION PLAN FOR STRATEGY #1:	**EVALUATION**

ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Instructional Coach, Admin Team, Literacy Mentors	$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s). Continue 3/2021
5. Upgrade school leveled readers through the use of Literacy Footprints.	2018-2023	Instructional Coach, Admin Team, and Literacy Coach	$13,000	TBD	Teachers intentionally utilize guided reading to support student literacy and reading growth. Students can articulate and demonstrate progress toward their reading goals. Continue 3/2021

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 67% in 2016-17 to 81% 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):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY Math SDE website and School Report Card	67% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 70**	**70**	**73**	**76**	**79**	**81**
		School Actual Elementary 76	71	*waiver*			
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	*waiver*			

ACTION PLAN FOR STRATEGY #1: Build metacognitive awareness with texts valued in mathematics (such as graphs, charts, and real-world word problems).					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Scaffold student thinking through modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers.	2018-2023	Admin Team Instructional Coach	$0	NA	Intentional collaborative planning based on student data Evidence of teacher modeling and think alouds Evidence of students engaged in collaborative conversations and independent problem solving Continue 3/2021
2. Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment.	2018-2023	Admin Team Instructional Coach	$0	NA	Rigorous, aligned formative assessment Evidence of students independently persevering through problem solving. Effective and strategic use of mathematical tools. Evidence of contextual and conceptual reasoning. Continue 3/2021

ACTION PLAN FOR STRATEGY #2: Provide consistent targeted core mathematics instruction to meet identified student needs.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement tasks that promote reasoning and problem solving	2018-2023	Admin Team Instructional Coach	$1000.00	District Funds	Observations of problem solving and reasoning Continue 3/2021
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Admin Team Instructional Coach	$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction Continue 3/2021
3. Provide professional learning opportunities to build content knowledge and pedagogy	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of unit and lesson planning, collaborative dialogue, increased use of Mastery Connect for assessment alignment, evidence of content specific PLO Continue 3/2021
4. Implement the MTSS framework intervention guidelines with fidelity.	2018-2023	Admin Team Instructional Coach	$0	NA	Formative and summative assessments to info about the focus, duration, and effectiveness of the intervention Intervention Logs Continue 3/2021

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):	**AVERAGE BASELINE**	**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**	**75**	**78**	**81**	**84**	**87**
		School Actual Elementary 72	83	*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: Incorporate use of science kits and other hands on experiences with fidelity					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teachers will plan in grade levels and deliver instructional strategies from district science kits	2018-2023	Admin Team Instructional Coach	$0	NA	Lesson plans, classroom observations Continue 3/2021
2. Teachers will improve use of MasteryConnect results for differentiating Instruction in science	2018-2023	Admin Team Instructional Coach	$0	NA	Lesson plans, classroom observations Continue 3/2021
3. Utilize services of district Science Specialist for training	2018-2023	Admin Team Instructional Coach	$0	NA	Attendance log Continue 3/2021

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

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	**88**	**91**	**94**	**97**	**100**
		School Actual Elementary 85	77	*waiver*			
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	**81**	**84**	**87**	**90**	**93**
		District Actual Elementary 78	80	*waiver*			

ACTION PLAN FOR STRATEGY #1:Incorporate the use of team planning with district resources with fidelity					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teachers will plan in grade levels and deliver instructional strategies from district resources	2018-2023	Admin Team Instructional Coach	$0	NA	Lesson plans, classroom observations Continue 3/2021
2. Teachers will improve use of MasteryConnect results for differentiating Instruction in social studies	2018-2023	Admin Team Instructional Coach	$0	NA	Lesson plans, classroom observations Continue 3/2021
3. Utilize services of district Social Studies Specialist for training	2018-2023	Admin Team Instructional Coach	$0	NA	Attendance log Continue 3/2021

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 learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE 2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC SDE Website	42% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 45**	45	48	51	54	57
SC READY ELA SC SDE Website		**School Actual Hispanic 48**	47	*waiver*			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	36	29	42	45	48
SC READY ELA SC SDE Website		**District Actual Hispanic 34**	40	*waiver*			
SC READY ELA SC SDE Website	38% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected AA 41**	41	44	47	50	53

SC READY ELA SC SDE Website		**Actual AA 46**	53	*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	24% Meets Expectations and Exceeds Expectations	**School Projected SWD 27**	27	30	33	36	39
SC READY ELA SC SDE Website		**School Actual SWD 18**	25	*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	34% Meets Expectations and Exceeds Expectations	**School Projected LEP 37**	37	40	43	46	49
SC READY ELA SC SDE Website		**School Actual LEP 50**	50	*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	40% Meets Expectations and Exceeds Expectations	**School Projected PIP 43**	43	46	49	52	55
SC READY ELA SC SDE Website		**School Actual PIP 49**	57	*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	52% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 55**	55	58	61	64	67
SC READY Math SC SDE Website		**School Actual Hispanic 53**	46	*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	*waiver*			
SC READY Math SC SDE Website	46% Meets Expectations and Exceeds Expectations	**School Projected AA 46**	49	52	55	58	61
SC READY Math SC SDE Website		**School Actual AA 58**	36	*waiver*			
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	*waiver*			
SC READY Math SC SDE Website	32% Meets Expectations and Exceeds Expectations	**School Projected SWD 35**	35	38	41	44	47
SC READY Math SC SDE Website		**School Actual SWD 32**	31	*waiver*			
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	*waiver*			

SC READY Math SC SDE Website	48% Meets Expectations and Exceeds Expectations	**School Projected LEP 51**	51	54	57	60	63
SC READY Math SC SDE Website		**School Actual LEP 54**	54	*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	48% Meets Expectations and Exceeds Expectations	**School Projected PIP 51**	51	54	57	60	63
SC READY Math SC SDE Website		**School Actual PIP 57**	54	*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 (district, school, and individual data).	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of data driven conversations from district and school meetings- Principal meetings, Principal/IC meetings Continue 3/2021
2. Provide strategy and content support for teachers	2018-2023	Admin Team Instructional Coach	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers Continue 3/2021
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development Offerings on diverse learner strategies Continue 3/2021

ACTION PLAN FOR STRATEGY #2: Improve use of Multi-Tiered Systems of Support (MTSS) in all schools.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.All schools will implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team Continue 3/2021
2. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team Continue 3/2021

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**	**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 = 77% or above	Kindergarten through Grade 5 = 79% or above	Kindergarten through Grade 5 = 81% or above	Kindergarten through Grade 5 = 83% or above
		School Actual	Kinder. through Grade 5 = 75%	*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 = 66 Grade 1 = 72% or above	Kindergarten = 69 Grade 1 = 75% or above	Kindergarten = 72 Grade 1 = 78% or above	Kindergarten = 75 Grade 1 = 81% or above
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**School Actual**	Kindergarten = 63% Grade 1 = 69%	*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 - 50% Grade 5 - 54%	Grade 2 - 50% Grade 5 - 54%	Grade 2 - 50% Grade 5 - 54%	Grade 2 - 50% Grade 5 - 54%
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**School Actual**	Grade 2 – 47% Grade 5 - 51%	Grade 2 – 48% Grade 5 - 62%	Grade 2 – 44% *5th grade data point not available – School Board decision to waive 5th 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
		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 – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**District Actual**	Grade 2 - 38% Grade 5 - 39%	Grade 2 - 38% Grade 5 - 41%	Grade 2 – 37% *5th grade data point not available – School Board decision to waive 5th grade testing due to Act 142 testing requirements.*		

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework)					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implementation of a professional learning plan to support school leadership teams (administrators, instructional coach, literacy specialists, and literacy mentors) in building capacity for consistent implementation of all the GCS Balanced Literacy Framework Components	2018-2023	Admin Team Instructional Coach Literacy Mentors	$1000.00	District	Evidence of school-based trainings and implementation of GCS Frameworks for Literacy Continue 3/2021
2. Implement Balanced Literacy with fidelity across all grade levels	2018-2023	Admin Team Instructional Coach Literacy Mentors	TBD	TBD	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade by third grade Continue 3/2021

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework)					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Admin Team Instructional Coach Literacy Mentors	$0	NA	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments Continue 3/2021
4. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Admin Team Instructional Coach Literacy Mentors	$0	NA	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 Continue 3/2021
5. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Admin Team Instructional Coach Literacy Mentors	$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices Continue 3/2021

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: Fountas and Pinnell and FastBridge Assessments).					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Admin Team Instructional Coach Literacy Mentors	$0	District	Implementation of coaching events with grade level teams and reflective practices. Evidence of Tier 2 and Tier 3 interventions within classrooms as noted by observations and Instructional Rounds Continue 3/2021
2.Implement the MTSS framework and intervention guidelines with fidelity	2018-2023	Admin Team Instructional Coach Literacy Mentors	TBD	TBD	Formative and summative assessments to inform about the focus, duration, and effectiveness or the intervention. Continue 3/2021
3. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Admin Team Instructional Coach Literacy Mentors	$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented Continue 3/2021
4. Provide intensive professional development to reading interventionists to ensure the implementation	2018-2023	Admin Team Instructional Coach Literacy Mentors	TBD	TBD	Agendas of district professional development for reading interventionists Continue 3/2021

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: Fountas and Pinnell and FastBridge Assessments).					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
of best practices across all schools.					

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 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			
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: Early identification of diverse candidates.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify grade levels where there is limited or no diversity.	2018-2023	Admin Team	$0	NA	Ongoing focus Continue 3/2021
2. Promote our school as a great place to work.	2018-2023	Admin Team	$0	NA	Plans in place for schools Continue 3/2021
3. Interview quality candidates who are diverse.	2018-2023	Admin Team	$0	NA	Ongoing identification of candidates Continue 3/2021

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

DATA SOURCE(s):	**AVERAGE BASELINE 2016-17**	**20017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SDE School Report Card Survey	93	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 93	92	*waiver*			
SDE School Report Card Survey	100	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 100	100	*waiver*			
SDE School Report Card Survey	93	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		School Actual Parents 94	90	*waiver*			
SDE School Report Card Survey	**91**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86	89	*waiver*			
SDE School Report Card Survey	**94**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97	97	*waiver*			
SDE School Report Card Survey	**88**	**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. Ensure every student connected with a caring adult.	2018-2023	Admin Team Guidance Dept	$0	N/A	Students connected with adults in school buildings or buses. Continue 3/2021

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Continue to implement community mentoring program to support students.	2018-2023	Admin Team Guidance Dept	$0	Community Sponsor	Community members mentoring students in schools Continue 3/2021
3. Further use and development of targeted guidance small groups to support students and school needs.	2018-2023	Admin Team Guidance Dept	$0	N/A	Guidance meeting with small groups of students with specific needs Continue 3/2021

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):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual 0	0	0			
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	**School Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		School Actual 0	0	0			
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue to provide and improve programs such as alternative placement within school, alternative schools, satellite diploma	2018-2023	Admin Team	$0	NA	Alternative programs in place Continue 3/2021

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
programs, and virtual school to assist students who struggle in a traditional school environment.					
2. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	Admin Team	$0	NA	GCSource and interventions used at WES with fidelity Continue 3/2021
3. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	Admin Team Counselors	$0	NA	Peer mentoring in schools Continue 3/2021
4. Ensure every student connected with a caring adult.	2018-2023	Admin Team Counselors	$0	NA	Students connected with adults in school buildings or buses Continue 3/2021

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE 2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	**91**	**School Projected**	**91**	**91**	**91**	**91**	**91**
		School Actual 91	93	*Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.*	*Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.*		
AdvancED Culture & Climate Surveys	**89**	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual 90	90	92	*Data point not available due to state-wide school*		

					closures on March 17, 2020 – COVID-19 pandemic.		

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-2023	School Team Counselors	$0	NA	Students assigned to an adult at the school. Continue 3/2021
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School Team	$0	NA	Poverty Awareness Training Completed Fall 2018 and Fall 2019 Continue 3/2021
3. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School Team	$0	NA	Support staff included in decision making and support of students Continue 3/2021
4. Continue to establish protocols among all adults to communicate positively with students (RAMP, and Leader In Me)	2018-2023	Lighthouse Team Counselors	$0	NA	Documentation of communicating protocol to staff Continue 3/2021

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) **96.3**	**School Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**School Actual 97**	96	97			
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**District Actual 95**	95	96			

ACTION PLAN FOR STRATEGY #1: Develop system to respond to student attendance trends					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin Team	$0	NA	Attendance reports Review of attendance policies Continue 3/2021
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Attendance Clerk Admin Team	$0	NA	Documented contacts Continue 3/2021
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin Team	$0	NA	Students are identified and appropriate supports are assigned Continue 3/2021
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	Attendance Clerk Admin Team	$0	NA	Intervention Connection System reports for truant and chronically absent students. Continue 3/2021

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Promote attendance with students and parents as an important component of school success	2018-2023	School Team	$0	NA	Teacher/school direct contact with parents. Continue 3/2021
2. Improve school-level interventions related to attendance	2018-2023	School Team	$250.00	Local/ PTA	Parental participation in Interventions Continue 3/2021
3. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018-2023	Admin Team Staff members	$0	NA	Students setting goals and plans Continue 3/2021

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 AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 7% Angry – 5%	**School Projected**	**Afraid ≤5 Lonely ≤7 Angry ≤5**	**Afraid ≤5 Lonely ≤7 Angry ≤5**	**Afraid ≤5 Lonely ≤7 Angry ≤5**	**Afraid ≤5 Lonely ≤7 Angry ≤5**	**Afraid ≤5 Lonely ≤7 Angry ≤5**
		School Actual Afraid – 5% Lonely – 7% Angry – 5%	**Afraid - 3% Lonely – 7% Angry – 7%**	*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 ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**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**

		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: Improve understanding of students' social-emotional needs.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Utilize collected data surrounding social-emotional needs through student surveys	2018-2023	Admin Team Counselors	$0	NA	Survey data collected and analyzed Continue 3/2021
2. Implement the OnTrack process in WES, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	OnTrack Team	$0	NA	WES using OnTrack process Contiue 3/2021

3. Continue to implement relationship-Building and leadership programs/ strategies (Leader in Me) at WES	2018-2023	All staff	$15000.00	Local	Programs implemented with fidelity Continue 3/2021

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Counselors Mental Health Counselor	$0	NA	Menu developed and distributed Continue 3/2021