Alexander Elementary School
Strategic Plan 2018-19 through 2022-23
Updated March 2022
Pat Paul, Principal

Greenville County Schools
Greenville South Carolina
Dr. W. Burke Royster, Superintendent

SCHOOL NAME: Alexander Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 *(one year)*
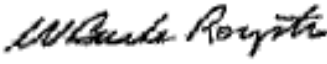
Required Signature Page

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 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Patricia Paul	*Patricia Paul*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	*Roger D. Meek*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Raydhira Mirzai	*(signature)*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kathleen Acevedo	*Kathleen D. Acevedo*	April 26, 2022 4/26/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1601 W Bramlett Road, Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-1000

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

Stakeholder Involvement for School Renewal

	Position	**Name**
1.	Principal	Patricia S. Paul
2.	Teacher	Stacie Campbell
3.	Parent/Guardian	Jose Frayre
4.	Community Member	Lisa Minnick
5.	Paraprofessional	Tammy Welker
6.	School Improvement Council Member	Raydhira Mirzai
7.	Read to Succeed Reading Coach	Kathleen Acevedo
8.	School Read To Succeed Literacy Leadership Team Lead	Kathleen Acevedo
9.	School Read To Succeed Literacy Leadership Team Member	Tyler De Palma

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

Position	**Name**
Administrative Assistant	Marleen Hygema
Title One Facilitator	Terri Pate

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.

Table of Contents

Introduction

Alexander Elementary School

The motto of Alexander Elementary is "We Choose to Soar." The Alexander Elementary portfolio documents our journey through the continuous improvement process. The portfolio provides our school community with an ongoing means for communication, continuous improvement and accountability. The portfolio also provides assurance to the public regarding the educational quality of our school by obtaining reaffirmation of our accreditation from Cognia. The categories used in this portfolio are based upon a model of continuous improvement, which is an expectation of our district and our state. These categories were selected because we believe these are merits for a strong foundation of a quality school. The categories utilized in this school portfolio are: Executive Summary, School Profile, Mission/Vision/Beliefs, Data Analysis and Needs Assessment Action Plan. The members serving on the school portfolio committee are as follows:

- Patricia Paul, Principal
- Marleen Hygema, Administrative Assistant
- Tyler De Palma, Instructional Coach
- Kathleen Acevedo, Literacy Specialist
- Raydhira Mirzai, Parent Involvement Coordinator, SIC member
- Terri Pate, Title 1 Facilitator

Executive Summary

Student Achievement

Summarized findings of Student Achievement Academic goals are the foundation for the delivery of instruction within the classroom. At Alexander Elementary (AES), we make the necessary steps to ensure that all students are learning at their potential and continuing to show academic and behavioral growth. Within this document, our Action Plan identifies strategies that address student achievement, teacher/ administrator quality, and school climate goal statements for the 2018-2019 through 2022-2023 school years.

For the 2020-2021 school year, our 3rd-5th graders participated in SC Ready testing in ELA and mathematics. Additionally, our 4th graders participated in SC PASS testing for Science. Their achievement is summarized below:

- 17.2% of third through fifth grade students met and/or exceeded the standard on SC READY ELA during the 2020-2021 school year.

- 17% of third through fifth grade students met and/or exceeded the standard on SC READY Math during the 2020-2021 school year.

- 23.5% of fourth grade students scored met and/or exemplary on SCPASS Science during the 2020-2021 school year.

Steps for Continual Improvement

- Continue to examine and monitor student progress and results as identified through standardized testing and Mastery Connect (TE21) Benchmarking

- Work extensively with our Special Education and ML district and school teams to create a stronger model for delivery of services including both inclusive and pullout services. We are working closely with the district to implement a program that will meet the individual needs of all special education and ML students by providing a continuum of services that include an array of service models (pull-out, Inclusion, Co-Teaching, itinerant) while providing yearlong professional development for all classroom teachers and service providers.

- Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices, and the continued use of effective instructional strategies in the classroom.

- Maintain a plan for purposeful, differentiated and meaningful staff development

- Training and implementation of Fountas & Pinnell resources and a strong Balanced Literacy Program

- Utilize district supported, standards-based curriculum with all students

- Provide support to teachers in the use of state standards

• Increase the knowledge of Multi-Tiered Support Services for Academic and Behavioral Goals

Teacher and Administrator Quality

• 100% of AES administration and staff are highly qualified

•78% of certified staff hold advanced degrees

• Quality staff development is provided on campus and through Greenville County School District

• Professional development focus is in the area of Tier 1 Instruction and the GCS Instructional Protocol

• Staff development is designed to help teachers maintain highly qualified certification

• The Leadership Team, with input from the staff, has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program

• Technology staff development is provided to help teachers meet State Department technology proficiency as well as provide a student-centered approach to learning Needs Assessment for Teacher and Administrator Quality

• Increasing the use of student technology in all classrooms in all areas of the SAMR model

• Continuing to provide current and trending educational technology professional development

• Continuing to provide professional development in the area of Balanced Literacy

• Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities

School Climate Summary

• Continue to look for ways to challenge our high-performing students Summarized Findings for School Climate Needs Assessment for School Climate (Parent Survey)

• According to our parent survey from the 2019 report card, 97.6% of parents indicated satisfaction with our learning environment.

• According to our parent survey from the 2019 report card, 92.6% of parents indicated satisfaction with our school-home relations.

• We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Significant Challenges

- Achievement Gap between disabled and non-disabled in ELA and Math

- Achievement Gap with our ML students in ELA and Math

- Our students' families encounter a lot of obstacles within their home life. According to Maslow's Hierarchy of Needs, our students will not be academically successful until their basic and emotional needs

- The Covid-19 pandemic has created learning gaps in our students and put pressure on our families and community.

Significant Awards and Accomplishments

- Excellent SC Report Card Rating – 2019

- Palmetto Silver Award Winner – 2019

- Excellent SC Report Card Rating for Student Achievement Growth

- Kindness Certified School

- United Way Achievement Award

- Early Act First Knight Character Program (provided by Rotary Club)

- Upstate Mentor Program

School Profile

School Community

In 1922, fourteen Greenville communities bound together for mutual education and civic advancement under the vision of Thomas Fleming Parker. The Parker District, as it would become, aimed to become a textile community where individuals could obtain employment and have comfortable homes, churches, schools, and opportunities to grow into whatever they wished to become. Alexander Elementary was built in 1965 and was named after Mr. Milton Osmond Alexander. Mr. Alexander was a respected supporter of the Parker District and the Woodside Mill community. Since 1965, Alexander Elementary has grown from just 20 teachers to over 45 under the leadership of 9 different principals. As Alexander Elementary continues to grow and progress, we are learning today

with tomorrow in mind, while never forgetting the important historical heritage of our community.

Alexander greatly values the community partnerships that support its staff and students. Some examples of these partnerships include the Greenville Rotary Club and local churches and businesses.

School Personnel

Alexander Elementary has 1 kindergarten for four year olds and 3 kindergartens for five year olds. In addition, there are 3 aids to assist our kindergarten teachers. There are 4 first grade teachers, 4 second grade teachers, 3 third grade teachers, 3 fourth grade teachers, and 3 fifth grade teachers. Additionally, there are two resource teachers and 2 ID MOD teachers. There are 4 paraprofessionals that assist the ID MOD classroom. In addition, there are 4 full-time interventionists, 1 literacy coach, 1 instructional coach, 2 full-time ESOL teachers, a part-time challenge teacher, and 1 full-time media specialist. The speech therapist, art teacher, music teacher, and physical education teacher are at Alexander four days a week. Staff also includes a principal, administrative assistant, attendance clerk, office clerk, school nurse, guidance counselor, Title I Facilitator, social worker, mental health counselor (Greenville Mental Health), and a full-time parent involvement coordinator. Alexander has a plant engineer, 3 environmental stewards, a cafeteria manager, and 4 café workers. Alexander has 15 minority staff members and 5 staff members that speak Spanish fluently. Ten classroom teachers and 13 other certified staff members hold advanced degrees.

	Our School	Change from Last Year
Total Number of Teachers	26	Down from 34
Teacher attendance rate	92.7	N/A
Average teacher salary	$47,345	Down from $49,279
Percent of teachers returning from previous year - current year	66.7	Up from 63.6
Percent of teachers returning from previous year - three year average	66.7	Down from 73.7
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	82.6	N/A
Student-teacher ratio in core subjects	18.0 to 1	N/A
Percent of inexperienced teachers teaching in core classes	60.0	Up from 52.6
Number of inexperienced teachers teaching in core classes	9	Down from 10
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

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Student Population

Alexander has a diverse student population, with over 50% of the students being Hispanic. 96% of students receive subsidized meals. 2.4% of the students at Alexander receive Gifted and Talented services. 1.7% of students at Alexander were retained in the 2020-2021 school year. 10.4% of students classify for chronic absenteeism.

Demographics	2018-2019	2019-2020	2020-2021	2021-2022
Total Enrollment	422	441	364	395
African-American	31%	33%	33%	29%
Caucasian	11%	9.7%	11%	12%
Hispanic	51%	52%	32%	53%
Asian	0%	0.022%	0	0
Other	6%	4.7%	24%	6%
Disabled	25%	18%	18%	19%
Subsidized Meals	90.05%	91%	100%	96%

Enrollment for 2021-2022 by grade level is as follows:

K4	K5	1st	2nd	3rd	4th	5th
17	54	71	52	51	55	58

Academic and Behavioral Initiatives

- OnTrack program to identify and supports students with academic, behavior, or attendance concerns
- Balanced Literacy model used in Kindergarten through 5th grade.
  - F&P Resources provided for shared reading, interactive read aloud, guided reading, and phonics and word study

- ACE's training for most staff members to support moving towards our goal of being a Trauma Informed school
- Professional Learning Communities meet bi-weekly to have data based conversations around student learning

Mission, Vision, and Beliefs

<u>Mission</u>

The mission of Alexander Elementary School is to build a community to Embrace, Engage, and Empower, Everyone, Every day!

<u>Vision</u>

The Vision of Alexander Elementary is to produce scholars that are successful and empowered to compete globally based upon their own unique talents and interests.

<u>Beliefs</u>

We are respectful, responsible, and ready to learn. We believe all students can learn. All cultures are valued. Children have the right to learn in a safe, orderly, and nurturing environment. We are partners with our families and community. Children must be prepared to take their place in a changing world using technology and all available tools to become a functioning member of society. School staff is committed to continuous improvement in all aspects of the school environment. At Alexander, our teachers are reflective, knowledgeable, focused, compassionate, and team players.

Data Analysis and Needs Assessment

The focus of Alexander Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional programs focus on education as a shared responsibility between students, home, and staff. Alongside safety, student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long-range plans promote continuous improvement. Below is a summary of the SC Ready and SC PASS data from 2020-2021. Additional data can be found on the School Report Card [here](#).

English Language Arts

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	50	62%	24%	10%	4%
4	51	56.90%	21.60%	17.60%	3.90%
5	50	50%	34%	16%	%

Math

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
3	49	57.10%	18.40%	24.50%	%	24.50%
4	52	57.70%	30.80%	7.70%	3.80%	11.50%
5	55	61.80%	23.60%	10.90%	3.60%	14.50%

Science

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
4	51	45.1%	31.4%	23.5%	NaN%	23.5%

Teacher and Administrator Quality

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

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

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

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the

performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

   CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook. Overview of the Performance Assessment System for Teachers (PAS-T) The PAS-T System has 8 Performance Standards Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

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

   Each Performance Standard is rated on a four point scale. 1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria. 2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria 3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results 4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria Information on a teacher's performance is collected using multiple data sources. Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

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

Professional Development Plan

Alexander Professional Development Plan **2021-2022**

Date	Topic/Session
8/10/21	IReady: Getting Good Data
8/16/21	ESOL Co-Teaching Kickoff (2nd, 4th, and ESOL)
September	Unit Planning Days (K-5)
9/22/21	Grade Level PLC
10/6/21	Book Source Training
October	Unit Planning Days (K-5)
10/13/21	Universally Designed Learning (Part 1)
10/19/21	iReady: Using Data to Plan Instruction
10/20/21	Universally Designed Learning (Part 2)
10/27/21	Grade Level PLC
11/3/21	Grade Level PLC
11/10/21	Rigor and Critical Thinking Through Questioning
11/15/21	IReady: Using Data to Plan Instruction
12/1/21	Grade Level PLC
1/5/22	Grade Level PLC
2/2/22	Grade Level PLC
2/16/22	Assessment and Feedback
2/17/22	iReady: Using Winter Diagnostic Data
2/23/22	Grade Level PLC
3/2/22	Grade Level PLC
March	Unit Planning Days (K-5)
3/9/22	Grade Level PLC
3/16/22	Adult Goal Setting and Housekeeping
3/30/22	Grade Level PLC
4/13/22	State Testing Training
4/20/22	Staff Meeting
4/27/22	Grade Level PLC

5/4/22	Grade Level PLC
5/11/22	End of the Year Meeting

School Climate

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

	Teachers	Students	Parents
Number of Surveys Returned	32	97	Data N/A
Percent Satisfied with Learning Environment	93.7%	94.9%	Data N/A
Percent Satisfied with Social and Physical Environment	87.5%	90.7%	Data N/A
Percent Satisfied with School-Home Relations	59.4%	87.5%	Data N/A

According to our parent survey from the 2018-2019 school report card, our relative weakness is satisfaction with the school-home relations. We will continue to collaborate with teachers and parents to build a stronger relationship between the school and home.

Please follow the following link to view 2020-2021 SDE School Report Card:
https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9RSZzaWQ9MjMwMTAyOA

Action Plan

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 was maintained**	**Diversity decreased slightly due to virtual school.**	**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	**Diversity decreased slightly due to virtual school.**		
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%			

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 ___41.1__% in 2018-19 to __46.1___% 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 ___2.72__% 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	x% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**41.1**	**42.35**	**44.5**	**45.7**	**46.1**
		School Actual Elementary 29.7%	**41.1%**	waiver	17.2%		
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	52%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Results Use performance results from school/district/state testing for instructional planning and to target student learning needs. **School:** Benchmarks, Common Assessments **District:** Rubicon-Atlas tests, Assessments for 4L/5K, Writing Prompts, Fountas and Pinnell levels, Te21 ELA **State:** SCReady ELA	data is available for district/state tests August 2013 on-going to May 2018 for school.	IC K-5th SPED	copying costs	Funds	tracked over time for district and state assessments - Fountas and Pinnell Baseline data - Differentiated Instructional Plan using Te21 as one resource
2. Focus: **Planning** Professional development in ELA with Title One Academic Specialist for ELA to enhance the use of Balanced Literacy in the classroom.	August 2013 on-going to May 2018 for school.	Admin IC Title I Academic Specialists	n/a	n/a	- Coaching cycles documentation - Observational feedback - Monthly focus meetings
3. Focus: **Instructional Protocol** Use the GCSD Instructional Protocol to guide instructional planning and delivery	2017-2018 to 2022-2023	Admin IC Teachers	$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement, and sustainability.

4. Focus: **Instruction** Professional development in ELA with writing text responses.	August 2013 on-going to May 2018 for school.	IC	n/a	n/a	- Monthly text-dependent analysis

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 _34____% in 2016-17 to __46___% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __3___% annually.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY Math SDE website and School Report Card	x % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**34**	**37**	**40**	**43**	**46**

		School Actual Elementary 45.8%	**51.9%**	waiver	17%		
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	53%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Focus: **Performance Results** Use performance results from school/district/state testing for instructional	Yearly as data is available for district/state tests	Admin IC K-5th	$300 for copying costs	Local Funds	- Data trends tracked over time for district and state assessments - Differentiated

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
planning and to target student learning needs. **School:** Benchmarks, Common Assessments **District:** Rubicon-Atlas tests, Assessments for 4L/5K, Te21 Math **State:** SCReady Math	August 2013 on-going to May 2018 for school.	SPED			Instructional Plan using Te21 as one resource
2. Focus: **Planning** Provide opportunities for teachers to work with a Title One Specialist (Math) to model and / or coach teachers on various strategies to use in the classroom to increase student achievement.	August 2013 on-going to May 2018 for school.	Admin IC Title I Academic Specialists	n/a	n/a	- Coaching cycles documentation - Observational feedback - Monthly focus meetings
3. Focus: **Instructional Protocol** Use the GCSD Instructional Protocol to guide instructional planning and delivery	2017-2018 to 2022-2023	Admin IC Teachers	$0	NA	- Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement, and sustainability.

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 2.5% annually.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**

SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	**45.4**	**47.9**	**50.4**	**52.9**	**55.4**
		School Actual Elementary 42.9%	**57.7%**	waiver	23.5		
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	56		

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	Instructional Staff, Administration, Instructional Coach	$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Instructional Staff, Administration, Instructional Coach	$0	NA	District and school-based professional development offerings that provide best practice strategies and

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	x% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**x**	**x**	**x**	**x**	**x**
SC READY ELA SC SDE Website		**School Actual Hispanic**	**x**	**waiver**	**22**		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**District Actual Hispanic** 34	40	**waiver**	**36**		

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SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected AA**	**x**	**x**	**x**	**x**	**x**
SC READY ELA SC SDE Website		**School Actual AA** x	**x**	**waiver**	**16**		
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**	**28**		
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**x**	**x**	**x**	**x**	**x**
SC READY ELA SC SDE Website		**School Actual SWD** x	**x**	waiver	4		
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	19		

SC READY ELA SC SDE Website	<mark>x</mark> % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**x**	**x**	**x**	**x**	**x**
SC READY ELA SC SDE Website		**School Actual LEP** x	**x**	waiver	17		
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	32		
SC READY ELA SC SDE Website	<mark>x</mark> % Meets Expectations and Exceeds Expectations	**School Projected PIP**	**x**	**x**	**x**	**x**	**x**
SC READY ELA SC SDE Website		**School Actual PIP** x	**x**	waiver	20		
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	37		

SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	x	x	x	x	x
SC READY Math SC SDE Website		**School Actual Hispanic**	x	waiver	26		
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	41		
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected AA**	x	x	x	x	x
SC READY Math SC SDE Website		**School Actual AA** x	x	waiver	12		
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	25		

SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected SWD**	x	x	x	x	x
SC READY Math SC SDE Website		**School Actual SWD** x	x	waiver	8		
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	24		
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected LEP**	x	x	x	x	x
SC READY Math SC SDE Website		**School Actual LEP** x	x	waiver	22		
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	40		

SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected PIP**	x	x	x	x	x
SC READY Math SC SDE Website		**School Actual PIP x**	x	waiver	21		
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	38		

1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	**2020-2023**	2. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	3. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023
4. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	**2018-2020**	5. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	6. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020

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 [Criterion Reference]	**School Projected**	Level C through Level U	Level C through Level U	Level C through Level U	Level C through Level U	
	Meets and Exceeds	**School Actual**		**Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic**	**Level Pre A through Level Z 47%**		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**School Projected**		Kindergarten = 39 letter names Grade 1 = 35 words CBM	Kindergarten = 41 letter names Grade 1 = 37 words CBM	Kindergarten = 43 letter names Grade 1 = 39 words CBM	Kindergarten = 45 letter names Grade 1 = 41 words CBM
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read	**School Actual**	Kindergarten = Grade 1 =	**Data point not available due to state-wide school closures on March 17, 2020-**	Kindergarten = 30% Grade 1 = 25%		

	words per minute (40th percentile)			**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 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**School Actual**	Grade 2 – % Grade 5 – %	Grade 2- 5% Grade 5-21.5%	Grade 2- 14% 5th Grade data point not available- School Board decision to waive 5th grade testing	Grade 2- 10% 5th Grade data point not available- School Board decision to waive 5th grade testing	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Referenced 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**	57		
FastBridge Kindergarten and Grade 1	Norm Referenced Measure	**District Projected**		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read	**District Actual**	5K – 50% Grade 1 – 55%	**Data point not available due to state-wide school closures on March 17, 2020-**	5K – 28% Grade 1 – 46%		

	words per minute (40th percentile)			**Covid 19 Pandemic**			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd Grade Criteria RIT=188 72 percentile 5th Grade Criteria RIT= 227 65th 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	Grade 2 – % *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*	

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

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= maintained Ethnic Diversity= maintained	Gender Diversity= maintained Ethnic Diversity= maintained	Gender Diversity= maintained Ethnic Diversity= maintained	
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%	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. Develop recruitment plans for positions where there is no or minimal diversity.	2018-2023	Leadership	$0	NA	Diversity of candidates

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Interview and hire quality candidates who are diverse.	2018-2023	Leadership	$0	NA	Ongoing interviewing and hiring of qualified candidates

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	x	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students x	x	**waiver**	**94**		
SC SDE School Report Card Survey	x	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers x	x	**waiver**	**87.5**		

SC SDE School Report Card Survey	x	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents x	x	waiver	Data N/A		
SC SDE School Report Card Survey	**92**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	waiver	**93**		
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver	**98**		
SC SDE School Report Card Survey	**91**	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	waiver	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Create and maintain PBIS incentives and develop and implement social skills program.	2018-2023	PBIS Committee	$200	Local Funds	Classroom and office referrals

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) x	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		**School Actual** x	x	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	0.3		

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Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) x	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**School Actual** x	x	0	0		
	(2016-17) **.04**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**District Actual** .04	.10	**.03**	**.004**		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Create and maintain PBIS incentives and develop and implement social skills program.	2018-2023	PBIS Committee	$200	Local Funds	Classroom and office referrals

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	x	x	x	x	x
		School Actual x	x	x	**Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic**	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	90	90	90	90	90

		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)
1. Continue to monitor and implement attendance celebrations and	2018-2023	2. Continue to monitor and implement	2018-2023	3. Continue to monitor and	2018-2023

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)
incentives.		attendance celebrations and incentives.		implement attendance celebrations and incentives.	

4. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	1. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	5. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023
2. Use data from GC Source, teacher/staff, and parent referrals to identify at- risk students	2018-2023	3. Use data from GC Source, teacher/staff, and parent referrals to identify at- risk students	2018-2023	6. Use data from GC Source, teacher/st aff, and parent referrals to identify at-risk students	2018-2023

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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) x	**School Projected**	95	95	95	95	95
180th day Attendance Report		**School Actual** x	x	95.9	93		
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**District Actual 95**	95	96	92		

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x
		School Actual Afraid – % Lonely – % Angry – %	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	**Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic**	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5

		District Actual Afraid – 5% Lonely – 10% Angry – 8%	**Afraid – 5% Lonely – 10% Angry – 8%**	**Afraid – 5% Lonely – 10% Angry - 7%**	**Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic**	*Note: Cognia surveys have been discontinued.* *Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Create and maintain PBIS incentives and develop and implement social skills program.	2018-2023	PBIS Committee	$200	Local Funds	Classroom and office referrals