

# Armstrong Elementary School Portfolio

## 2023-2024



**Tracy Atkins,  
Principal**

**8601 White  
Horse Road  
Greenville, SC  
29617**

**2018-19 through  
2022-23**

**Superintendent: Burke Royster**

***"Striving for Excellence"***

**SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)**

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (one year)**

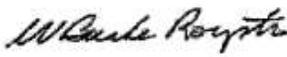
**Required Signature Page**

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.

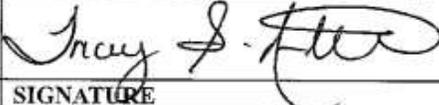
**Assurances for the School Renewal Plans**

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.

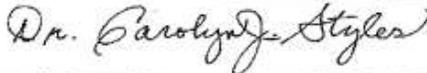
**SUPERINTENDENT**

Dr. W. Burke Royster		5/1/2024
PRINTED NAME	SIGNATURE	DATE

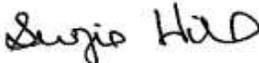
**PRINCIPAL**

Tracey Sullivan Atkins		4/26/24
PRINTED NAME	SIGNATURE	DATE

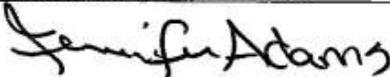
**CHAIRPERSON, BOARD OF TRUSTEES**

Dr. Carolyn Styles		5/1/2024
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Suzie Hill		4/19/24
PRINTED NAME	SIGNATURE	DATE

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

Jennifer Adams		4-26-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: \*601 White Horse Road Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-1100

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

## Stakeholder Involvement for School Renewal

### Position and Name

1. Principal Tracy S. Atkins
2. Teacher Harriet Norris
3. Parent/Guardian Sara Southerlin
4. Community Member Jimmy Vereen, Danny Seay, Deputy Johnson
5. Paraprofessional Sterling Simmons
6. School Improvement Council Member: Suzie Hill
7. Read to Succeed Reading Coach Jennifer Adams
8. School Read To Succeed Literacy Leadership Team Lead Jennifer Adams
9. School Read To Succeed Literacy Leadership Team Member Caroline Sweeting

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

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances**  
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<p><b>Yes</b> No N/A</p>	<p><b>Academic Assistance, PreK–3</b> The school 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).</p>
<p><b>Yes</b> No N/A</p>	<p><b>Academic Assistance, Grades 4–12</b> The school 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).</p>
<p><b>Yes</b> No N/A</p>	<p><b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
<p><b>Yes</b> No N/A</p>	<p><b>Staff Development</b> The school 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.</p>
<p><b>Yes</b> No N/A</p>	<p><b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>

<p>Yes No N/A</p>	<p><b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>Yes No N/A</p>	<p><b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<p>Yes No N/A</p>	<p><b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<p>Yes No N/A</p>	<p><b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<p>Yes No N/A</p>	<p><b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>

<p>Yes No N/A</p>	<p><b>Parenting and Family Literacy</b> The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<p>Yes No N/A</p>	<p><b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<p>Yes No N/A</p>	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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# Introduction

Our school portfolio was developed to document the changes and progress our school has made while working to continuously improve student achievement. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories utilized in this school portfolio are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- *Annual School Report Card*

This school portfolio is a living document that describes Armstrong Elementary and includes actual evidence of the work being conducted in our Professional Learning Community. It describes the Armstrong Elementary Community, our vision for the school, goals, plans, progress, and achievements in the context of client demographics, school/stakeholder needs, and school partnerships. The portfolio describes how we build and utilize our overall school plan for the purpose of increasing student achievement and learning, which is our ultimate goal. One can see an overview of all the progress and changes we have been able to accomplish within each section and throughout the school during this time. This portfolio also shows how all of these parts fit together to make our school a positive, safe place for our students and faculty members

A team of teachers were involved in developing the narrative for our school portfolio based on input from the all faculty and staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work on the school portfolio. In addition, information from our Advanced Ed survey was gathered through input by parents, students, and community stakeholders, as well as teachers. Input was also received by students, parents, and teachers as reported on The School Report Card survey.

# Leadership

The Principal at Armstrong Elementary School is Tracy S. Atkins. This is Ms. Atkins' ninth year serving in this capacity. Leadership is supported by the Administrative Assistant, Instructional Coach, Literacy Coach, and Title I Facilitator.

The decision-making process is a collaborative effort that involves school and district administration as well as faculty, staff, and members of the community. Recognizing the growing demands for higher student achievement and accountability at the classroom level, our teachers have become increasingly involved in the decision-making process over the past six years as demonstrated in the diagram below:

- Armstrong Leadership Team, made up of the Principal, Assistant Principal, Instructional Coach, Literacy Specialist, and Title 1 Facilitator
  - -participate in the development of Title I Needs Assessment
  - review teacher observations to determine coaching needs
  - coordinate Instructional Rounds
  - review data to determine school wide areas of opportunity
  - plan effective, specific Professional Learning Opportunities
  - enforce district and school initiatives
  - reflect on student learning and teaching
  - plan for sharing teacher best practices
  - participate and create action plans related to Focus Group Meetings
- Armstrong Faculty Council (Building Representatives), made up of the Principal, Leadership Team and Grade/Department Representatives was established to:
  - -ensure the implementation of district and state standards and school vision
  - -review data and planning for improvement
  - -encourage and modeling school wide-expectations of best practices
  - -help determine and implement school goals
  - -guide, enforce, and reinforce the school portfolio plan
  - -coordinate grade level activities

- -attend monthly focused council meetings
- -communicate team concerns, successes, and feedback on specific school initiatives
  
- School wide events are coordinated by all stakeholders throughout the year. These events include American Education Week, Black History Month, Hispanic Heritage Month, Student Conferences, Read Across America Event, school wide reading competition and a variety of other activities. The team may recommend specific courses of action that will support the implementation of a high-quality instructional program aligned with the state's curriculum standards to celebrate various national holidays and observances.
  
- Grade Level Teams/Data Teams - The purpose of grade-level teams are to maintain unity of curriculum, instruction, assessment, maintain pacing and to implement the standards at each grade level. Therefore, each teacher will:
  - -participate in meetings with his/her grade level
  - -coach and support the implementation of the standards
  - -study and support each other's implementation of *Best Practices*
  - -Grade level data analysis to inform remediation and enrichment needs
  - -plan instruction that is engaging and student oriented
  - - Weekly math and ELA PLCs

# Executive Summary

## Needs Assessment for School Climate: 2022-2023 School Report Card and Cognia Survey Results

(average of parent, teacher and student survey results)

- Percent satisfied with learning environment- 80.3%
- Percent satisfied with social and physical environment-86.5%
- Percent satisfied with school-home relations- 89.5%
- Student Explosion Rate- 0%

## Needs Assessment for Student Achievement:(SDE School Report Card 2022-2023

- ELA – 43.2%
- Math- 43.9%

## Needs Assessment for Teacher and Administrator Quality: PD focus for the 2023-2024 School Year

- SEL Training
- Acting Right Training
- ELA Training on writing
- Reading Workshop
- Math Problem Solving
- Orton Gillingham
- Training on working with ML students
- LETERS
- Lexia usage
- Guided Reading Training with Jan Richardson

### •Significant Challenges for 2023-2024

- Armstrong Elementary School's students are in need of intense instruction in foundations of reading practices. We have realized many of our students are very hesitant to read because they struggle with basic reading practices which include vocabulary development, phonics instruction, writing about reading, interpreting and creating charts and graphs, informational text, and mathematical problem solving. We are continuing to address these challenges with professional development, focused professional learning communities, and intervention and enrichment during an Instructional Enrichment period held each day. We have grade level focused PLCs weekly to help our teachers develop effective instructional lessons. We are working towards school wide implementation of Orton Gillingham and LETRS.

•**Significant awards, results, or accomplishments for 2023-2024:**

- Armstrong was a PEP Grant Recipient for the 2023-2024 school years. This grant provided many instructional resources for all teachers as well as a collection of books for every student to take home in a book bag and keep for their own personal use.
- Armstrong offered an After-School Program in the 2023-2024 school year to better serve our students' needs through integrated, hands-on activities which provide intense reading support services. All activities are standard driven and data driven based on student identified areas of opportunities using SC Ready and Mastery Connect Data.
- Armstrong had a few enrichment clubs 2023-2024 and will continue this in future years based on Greenville County's G+ initiative which gave our students opportunities to develop their skills in sports, dramatic arts and physical fitness. We had a Yoga Club before school, Robotics Club and some enrichment after school tutoring.
- Armstrong is a Growth Mindset School. Based on this approach, students learn their brains are malleable. In addition, they learn the difference between a growth mindset verses a fixed mindset. Students learn the importance of staying focused and hard work ethic when learning gets challenging. Teachers incorporate the Growth Mindset philosophy across all content areas, while helping students believe in the power of "Yet".
- We are a Sean Layne's Acting Right Curriculum. It is designed to teach students how to manage their emotions, calm their bodies and focus their minds using the Focus Five Strategies.

# School Profile

## Armstrong Elementary

8601 White Horse Road  
Greenville, SC 29617  
Telephone: (864) 355-1100  
Fax: (864) 355-1158

[www.greenville.k12.sc.us/armstrng/](http://www.greenville.k12.sc.us/armstrng/)

**Grades:** K4 - 5th Grade

**Enrollment:** 428

**School Location:** 8601 White Horse Road

**Directions** - <http://www.greenville.k12.sc.us/gcsd/Schools/directions.asp>

**Principal:** Tracy S. Atkins

**Email:** [tsatkins@greenville.k12.sc.us](mailto:tsatkins@greenville.k12.sc.us)

## School Facility Summary

- Building includes Gym, Music, Art Room, Guidance room, STREAM Lab,
- Building with 33 Classrooms, Library, Guidance Office, Social Work Office
- Speech Lab • PTA Office, Psychologist/Occupational Therapy Room, Mental Health Counselor, Cafeteria, Small Dining Room, Kindness Cafe
- Faculty Workrooms on each hall

## Awards and Honors

- Artist In Residence (SMARTS Grant)
- Donors Choose Grants
- Public Education Partners
- Growth Mindset Character Recognition
- Webmaster's Choice Silver Award
- National Board-Certified Teachers
- United Way Achievement Award

## School Personnel Data – reflects 23-24 GCS online school profile

- Administrator- 2
- Teachers/professional staff-38
- Support Staff- 26
- National Board Staff- 3
- Teachers with Master's Degree or above- 15
- Percentage of Teacher Attendance- 93.55%

## Student Population

- Enrollment- 222 males,206 females
- Special Education- 20%
- Gifted and Talented- 4 %
- Attendance- 92.77%
- Retention- less than 1%
- Ethnicity-36.4% -White, 22.2% -African American, 30.6% -Hispanic, 1% Asian, 1% American Indian/Alaskan Native, 8.4% two or more races

# School Profile Summary

Armstrong Elementary School (AES) has continued to be a transient population throughout the years. Our student enrollment has changed in terms of cultural diversity, and our faculty and staff continue to work diligently to accommodate our changing population. As we have grown, our student population has become more diverse regarding both ethnicity and socio-economic status. One hundred percent of our student population receives free lunch and universal free breakfast to all students. Armstrong also provides universal free breakfast and lunch to all students. Due to our percentage of students on free and reduced lunch, we became a Title I school for the 2004-2005 school year. Through research, best practices, and targeted professional development, our school strives to improve student achievement with a focus on English Language Arts and Math.

In addition to excellent educational opportunities, Armstrong Elementary School encourages participation in various academic groups. Our programs include after school extended day program, LEXIA groups, character education with emphasis on Focus 5 activities and Growth Mindset, Safety Patrols, and before school tutoring. Armstrong has a Parent Teacher Association (PTA) that supports school activities, and is available to support teachers by purchasing instructional materials and student incentives. The PTA hosts various events for the teachers, students and their families, including Meet the Teacher, Teacher Appreciation Week, Skate Nights, Family Movie Nights, Parent Trainings, Parent Lunch and Learns, Spring Carnival and host quarterly PTA meetings.

Armstrong had 2 new programs that began in the 2023-2024 school year that continue. We set up and are using Lexia in a lab program weekly for all students. Teachers continue to use in the classrooms, but in the lab the students are pulled into small groups. We have also a Literacy Lab that is focused around guided reading for all 1<sup>st</sup> graders.

Armstrong continues to use Balanced Literacy to meet the ELA needs of our student population. Our school also continues to use a MTSS along with OnTrack to meet the academic and behavioral needs of our students.

Armstrong rewards academic achievement in many ways. For the 2023-2024 we will be we will be implementing Student of the Month every month. We have an End of the Year Celebrations, and classroom-based student recognition programs such as Growth Mindset Awards. In addition to this, on any given day, a student may come to share a note of praise from the teacher and receive special recognition from the office. Armstrong promotes reading through many parent involvement activities that focus on the importance of reading with your child.

Armstrong Elementary School also teaches students that in order to become responsible individuals, we must reach out to others. Each year at Christmas the faculty and staff, business partners, and Santa Helpers provide Christmas toys and gifts for numerous families in need. Armstrong faculty members have made donations to the United Way and sponsored canned food drives for local food pantries along with Toys for Tots during the

holiday season. In addition, we assist Berea First Baptist Church by providing week end food bags for many families in our community.

As we continue our path to excellence, our challenge remains to meet the needs of each student, both academically and socially as we prepare tomorrow's leaders and help them achieve their personal best. Each child is important and deserves our very best efforts.

## School Governance and Financial Management

Armstrong Elementary school is under the jurisdiction of Greenville County Schools. All financial claims and monies are handled using the processes outlined by Greenville County School District. Additional funds that may become available at the school level are requisitioned using the appropriate forms and are approved by the principal. PTA allows teachers the opportunity to request funds for special projects within their classrooms. Teachers submit proposals and the PTA Board decides whether or not to grant their request.

## Parent Involvement

Armstrong Elementary is consistently striving to increase parent involvement. We have regular PTA meetings, open house and School Improvement Committee. Our school and our PTA plan events throughout the school year that focuses on getting our parents involved. We host Trunk or Treat, carnivals, and encourage our parents to stay involved in their student's education.

# Business Partnerships

Partner	How Partner is Utilized
Furman University	Clinical observations and America Reads tutors and Standard Code of Dress donations
North Greenville University	Clinical observations and Practicum Students
Wal-Mart	Donations and reduced pricing when purchasing large quantities of materials for students In-house Food Bag Project
Berea First Baptist	Weekend Food Bags
Berea First Baptist	Good News Club
Berea First Baptist	Classroom tutors and Student Mentors
Greenville Drive	Reading All Stars
Greenville Road Warriors	Corporate Sponsorship
Kiwanis Club	Sponsor of Terrific Kids Program
Lowe's	Donations for improving school grounds/school beautification
Chick-fil-a	Fundraisers and in-house event catering
Ingles	In-house event catering
Masonic Lodge	Donation to support student achievement
Bojangles	Teacher appreciation donations
Donaldson Career Center	Career Day Speaker

# Instructional and Organizational Priorities

In our instructional setting, the content of the curriculum, instructional strategies, the monitoring of student achievement, and the professional development programs of our school are congruent with each other and well aligned with the school’s mission and beliefs.

Based on studies done for the Advance Ed and our school portfolio, the following instructional organizational priorities have been established:

- Student achievement and performance standards for self-assessment, as well as school-wide improvement
- Continuing development of collaborative networks with families and community members
- Continuing development of a collaborative decision-making process these same studies have helped us to establish the following student learning needs and desired results Personal and social responsibility-increased evidence of students taking responsibility for personal actions, demonstrating respect for self and others, and good citizenship
- Thinking and reasoning skills-increased evidence of students gathering information and using varied strategies to learn and generate new ideas
- Communication Skills-increased evidence of students using, understanding, and analyzing a variety of communication forms

School’s major academic and behavioral features/programs/initiatives:

<ul style="list-style-type: none"> <li>• Academic Honor Rolls</li> <li>• Advanced Technology (computers, laptops, Chromebooks, iPads, mini iPads)</li> <li>• Improved Classroom Libraries</li> <li>• RTI</li> <li>• Extended Day Program</li> <li>• STREAM Lab</li> <li>• Before School Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced Literacy</li> <li>• Regional Team Monthly Celebrations</li> <li>• Awards Day (end of the year)</li> <li>• Safety Patrols</li> <li>• Battle of the Books</li> <li>• Growth Mindset Instructions</li> <li>• Acting Right/Focus Five Instruction</li> <li>• Armstrong Positive Behavior Program</li> </ul>	<ul style="list-style-type: none"> <li>• Growth Mindset Ceremonies</li> <li>• Title 1 parent trainings</li> <li>• Community partnerships</li> <li>• MTSS</li> <li>• Lexia Lab</li> <li>• Literacy Lab</li> </ul>
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# Mission, Vision, Values, and Beliefs

The implications of current educational research were reviewed and discussed by the planning team, which helped us take into account “best practices” identified through research and the challenges and opportunities our students will likely face in the future.

## Mission

We the faculty at Armstrong Elementary School will create a safe environment that inspires and improves the quality of life for the students we serve.

## Vision

We promise to...

Collaborate productively and efficiently to cultivate a community of learners;  
Develop the potential of individual students while promoting a love for life-long learning;  
Empower our students to make a difference and achieve excellence;  
Encourage our students to be confident learners as we collectively share best practices through a quality education

## Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and Beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Staff was asked to brainstorm independently before we produced our core beliefs about what curriculum, instruction, assessment, and environment will increase our students' learning.

We believe...

- We believe all children can learn.
- We believe all people have positive qualities.
- We believe everyone is entitled to equal access to the educational process.
- We believe in respect and dignity for all people.
- We believe children are entitled to a nurturing atmosphere at home and at school, enabling them to reach their full potential.
- We believe learning is a lifelong process.
- We believe all people are responsible for their actions.
- We believe education must equip everyone to succeed in a changing world

# Shared Vision

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Armstrong Elementary School students:

## Curriculum

- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of rigorous standards for measuring and improving the quality of school work
- Focus on Pacing as set through District Landing Page

## Instruction

- Developmentally appropriate instructional programs
- Every student engaged in learning
- Instruction that matches the learning style of the students
- Instruction utilizing available technologies
- Inclusive Practices
- Integration of Mastery Connect and TE 21

## Assessment

- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real-world tasks in a system of standards-based instruction
- Common Assessments
- Data Teams/PLC that focus on assessment and student growth
- TE 21 Benchmarks

## Environment

- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide

Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success

## Student Achievement Needs Assessment

### ELA % Meets or Exceeds Expectations

	2020-2021	2021-2022	2022-2023
3rd	26.70%	33.9%	39.3%
4th	40%	29.3%	50%
5th	34.5%	41.5%	39.3%

### Math % Meets or Exceeds Expectations

	2020-2021	2021-2022	2022-2023
3rd	36.7%	43.6%	58.3%
4th	36%	27.6%	35.1%
5th	31%	35.8%	33.9%

### Teacher and Administrator Quality-Professional Development or 24-25

- LETRS
- Orton Gillingham Intermediate and new teachers
- Guided Reading
- Weekly ELA and Math PLCs
- Classroom Management and school wide Discipline









# GOAL AREA 1 – Performance Goal 1

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe & Healthy Schools, etc.)\*

(\* required)

**Performance Goal 1:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 42% in 2022-23 to 72% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math			Projected (ES)	52%	57	62	67	72%
SCDE School Report Card	42%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Instructional Leadership Team	n/a		
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Instructional Leadership Team , teachers, Title 1 math specialist	n/a		
3. Integrate mathematical concepts into other subject curriculum maps,	2024-2029	· Coaches, teachers, Title 1 specialists	n/a		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).					
<b>Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.</b>					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>· Coaches, Math Academic Specialists, teachers</li> </ul>	n/a		
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> <li>· Coaches, Math Academic Specialists, teachers</li> </ul>	n/a		
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers, Instructional Coach, Administration, Title 1 Academic Specialists</li> </ul>	n/a		
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Academic Specialist</li> </ul>	n/a		
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	n/a		
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team, Title 1 Academic Specialists</li> </ul>	n/a		
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Leadership Team, Title 1 Academic Specialists	n/a		
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team, Academic Specialist</li> </ul>	n/a		
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> <li>· Administration, Teachers</li> </ul>	n/a		
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers, Academic Specialist, Title 1 Facilitator, Teachers</li> </ul>	\$500	Title 1	

## GOAL AREA 1 – Performance Goal 2

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe & Healthy Schools, etc.)\*

(\* required)

**Performance Goal 2:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 43% in 2022-23 to 73% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA			Projected (ES)	<u>53%</u>	<u>58%</u>	<u>63%</u>	<u>68%</u>	<u>72%</u>
SCDE School Report Card	<u>43%</u>	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.</b>					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Instructional Leadership	n/a		
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Literacy Coach, Instructional Coach, Academic Specialist	n/a		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	<ul style="list-style-type: none"> <li>• Reading Interventionist, Classroom teachers, Instructional Leadership Team</li> </ul>	n/a		
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	<ul style="list-style-type: none"> <li>• Classroom teachers, Interventionist, Instructional Leadership Team</li> </ul>	n/a		
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<ul style="list-style-type: none"> <li>• Classroom Teachers, Instructional Leadership Team</li> </ul>	n/a		
<b>Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>• Classroom Teachers, Literacy Coach, Academic Specialists</li> </ul>	n/a		
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Leadership Team, Academic Specialist, Teachers</li> </ul>	n/a		
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> <li>• Teachers, Instructional Leadership Team</li> </ul>	n/a		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Interventionist, Literacy Coach, Teachers	n/a		
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Teachers, Literacy Coach, Instructional Coach	n/a		
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Instructional Leadership Team, Academic Specialist	n/a		
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Teachers, Instructional Leadership Team	n/a		
<p>8. R43-205 GCS Strategic Plan Strategy</p> <p>G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p>	2024-2025	· Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.</p>					
<p><b>Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</b></p>					
<p>1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> <li>Instructional Leadership Team, Teachers, Academic Specialist</li> </ul>	<p>n/a</p>		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Instructional Coach, Literacy Coach, Teachers, Academic Specialist	n/a/		
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Teachers, Instructional Coach, Literacy Coach, Interventists	n/a		
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Literacy Coach, Teachers, Instructional Coach	n/a		
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Instructional Leadership Team, Academic Specialist	n/a		
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Instructional Leadership Team	\$500	Title 1	
<b>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	· Literacy Coach, Academic Specialist, Instructional Coach	n/a		
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Leadership Team	n/a		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· Literacy Coach, Teachers, Academic Specialist	n/a		
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Teachers, Instructional Leadership Team, teachers	n/a		
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team, Academic specialists	n/a		

## GOAL AREA 2 – Performance Goal 1

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 1:</b> 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Administration	n/a		
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher	2024-2029	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
placements and other opportunities for a path to education.					
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· Instructional Leadership Team	n/a		

## GOAL AREA 2 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> Reduce teacher turnover by 0.5 percentage points annually through 2029.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	15.5%	15%	14.5%	14%	13.5%
	16%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Teachers will be empowered with a voice in decision making</b>					
1. Building Representatives will monthly meet to address climate and teacher empowerment (ways to cultivate empowerment)	2024-2029	• Building Representative Council and Instructional Leadership Team	n/a		

## GOAL AREA 3 – Performance Goal 1

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 1:</b> Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	8.3%	7.3%	6.3%	5.3%	4.3%
	9.3%	TBD	Actual (School)					

*\*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.</b>					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering	2024-2029	· Instructional Leadership Team, Teachers	n/a		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers, Instructional Leadership Team</li> </ul>	n/a		
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<ul style="list-style-type: none"> <li>· Administration, Guidance</li> </ul>	n/a		
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<ul style="list-style-type: none"> <li>· Mentors, Instructional Leadership Team</li> </ul>	n/a		
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<ul style="list-style-type: none"> <li>· Administration</li> </ul>	n/a		
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<ul style="list-style-type: none"> <li>· Guidance, Teachers</li> </ul>	n/a		
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Teachers	n/a		
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· Instructional Leadership Team	n/a		
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Guidance, Instructional Leadership Team, Teachers	n/a		
<b>Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· School Personnel/ administration	\$300	Local Funds	
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Instructional Leadership Team, Teams	n/a		
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Instructional Leadership/ Guidance	n/a		
<b>Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· APBP committee, Administration, teachers	n/a		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<ul style="list-style-type: none"> <li>· APBP, Administration, Guidance</li> </ul>	n/a		
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<ul style="list-style-type: none"> <li>· APBP committee, Administration</li> </ul>	n/a		
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers, Guidance, Instructional Leadership Team</li> </ul>	n/a		
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> <li>· On Track, Instructional Leadership Team, APBP Committee</li> </ul>	n/a		

## GOAL AREA 3 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, reduce the percentage of students who are chronically absent* by 10 points.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	23.25%	21%	19%	17%	15.25%
	25.25%	TBD	Actual (School)					

\*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.</b>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Guidance, School Social Worker, Administration	n/a		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> <li>· Guidance, School Social Worker, Administration</li> </ul>	n/a		
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> <li>· Guidance, School Social Worker, Administration</li> </ul>	n/a		
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> <li>· School district trainers, Administration</li> </ul>	n/a		
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> <li>· Guidance, School Social Worker, Administration</li> </ul>	n/a		
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> <li>· Guidance, School Social Worker, Administration</li> </ul>	n/a		
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<ul style="list-style-type: none"> <li>· Nurse, School Social Worker, Administration</li> </ul>	n/a		

## GOAL AREA 3 – Performance Goal 3

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe & Healthy Schools, etc.)\*

(\* required)

**Performance Goal 3:** Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack.	2024-2029	.			
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	.			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	.			
<b>Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	.			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	.			
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	.			
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	.			
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	.			
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic,	2024-2029	.			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and academic) present in the school community.					

**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 31% in 2016-17 to 61% 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 5% 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	31% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 36%	41%	46%	51%	56%	61%
		School Actual Elementary 28.6%	37.9%	waiver	33.3%		
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	52.1%		
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention and Enrichment time to remediate and enrich reading skills	August 17, 2021 June 3, 2022	Classroom teachers and interventionists	None	N/A	Lesson Plans
2. Supplemental reading instruction to focus on student specific reading needs	August 17, 2021 June 3, 2022	Reading Specialists	\$55,000	Title 1	Lesson Plans and Class Schedule
3. Faculty and staff continued training in Balanced Literacy	Faculty and staff continued training in Balanced Literacy	Leadership Teams	None	N/A	Training minutes, Lesson Plans, Instructional Rounds Learning Walks Observations

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

**PERFORMANCE GOAL 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 36% in 2016-17 to 66% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% annually.

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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	36% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 41%	46%	51%	56%	61%	66%
		School Actual Elementary 41.6%	44.5%	waiver	34.5%		
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	52.8%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention and Enrichment time to remediate and 1. enrich math skills	August 17, 2021 June 3, 2022	Classroom teachers	None	N/A	Lesson plans and classroom observations, district benchmark data
2. Grade Level Common Assessments developed in Mastery Connect and TE 21 or by the district specialists	August 17, 2021 June 3, 2022	Classroom teachers, Instructional Coach	None	N/A	Data Team Meeting notes, grade level notes and teacher gradebook
3. Updated math unit unpacking and pacing	August 17, 2021 June 3, 2022	Math Specialist, Instructional Coach, and classroom teachers	None	N/A	Lesson Plans, notes, Observations

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by **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	<b>School Projected Elementary</b>	<b>40.82%</b>	<b>45.82%</b>	<b>50.82%</b>	<b>55.82%</b>	<b>60.82%</b>
		<b>School Actual Elementary</b> <b>35.8%</b>	<b>46.1%</b>	<i>waiver</i>	28%		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary</b> <b>60</b>	<b>64</b>	<i>waiver</i>	56.4%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of Science Kits	August 17, 2021 June 3, 2022	Classroom teacher Stream Lab Teacher	None	N/A	Lesson Plans and classroom observations
2. Grade Level Common Assessments developed in Mastery Connect and TE 21	August 17, 2021 June 3, 2022	Classroom Teacher	None	N/A	Data team meeting notes, grade level meetings, teacher gradebooks
3. STREAM Lab activities	August 17, 2021 June 3, 2022	Classroom teacher Stream Lab Teacher	None	N/A	Lesson Plans, Observations

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	28% Meets Expectations and Exceeds Expectations	School Projected Hispanic 33%	38%	43%	48%	53%	58%
SC READY ELA SC SDE Website		School Actual Hispanic 32.3%	35%	waiver	29%		
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	35.8%		

SC READY ELA SC SDE Website	26% Meets Expectations and Exceeds Expectations	School Projected AA 31%	36%	41%	46%	51%	56%
SC READY ELA SC SDE Website		School Actual AA 23.8%	35.5%	waiver	29%		
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	27.5%		
SC READY ELA SC SDE Website	1% Meets Expectations and Exceeds Expectations	School Projected SWD 6%	11%	16%	21%	26%	31%
SC READY ELA SC SDE Website		School Actual SWD 0%	1.78%	waiver	5%		
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	19.3%		

SC READY ELA SC SDE Website	10% Meets Expectations and Exceeds Expectations	School Projected LEP 15%	20%	25%	30%	35%	40%
SC READY ELA SC SDE Website		School Actual LEP 40%	26.4	<i>waiver</i>	26%		
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	<i>waiver</i>	33.6%		
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	School Projected PIP %	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual PIP x	x	<i>waiver</i>	31%		
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	<i>waiver</i>	37.3%		

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 38%</b>	43%	48%	53%	58%	63%
SC READY Math SC SDE Website		<b>School Actual Hispanic  41.9%</b>	36.67%	<i>waiver</i>	33%		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	39	42	45	48	51
SC READY Math SC SDE Website		<b>District Actual Hispanic  42</b>	43	<i>waiver</i>	41.3%		
SC READY Math SC SDE Website	34% Meets Expectations and Exceeds Expectations	<b>School Projected AA 39%</b>	44%	49%	54%	59%	64%
SC READY Math SC SDE Website		<b>School Actual AA 25.3%</b>	40.68%3	<i>waiver</i>	29%		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	27	30	33	36	39
SC READY Math SC SDE Website		<b>District Actual AA 28</b>	30	<i>waiver</i>	24.6%		

SC READY Math SC SDE Website	3 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD 8%</b>	13%	18%	23%	28%	33%
SC READY Math SC SDE Website		<b>School Actual SWD 0%</b>	8.9%	<i>waiver</i>	8%		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	18	21	24	27	30
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>	20	<i>waiver</i>	25.9%		
SC READY Math SC SDE Website	23 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP 28%</b>	33%	38%	43%	48%	53%
SC READY Math SC SDE Website		<b>School Actual LEP 48.6%</b>	29.4%	<i>waiver</i>	30%		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	40	43	46	49	52
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	<i>waiver</i>	40%		

SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>					
SC READY Math SC SDE Website		<b>School Actual PIP</b> 		<i>waiver</i>	30%		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP</b> 	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>District Actual PIP</b> 		<i>waiver</i>	38%		

ACTION PLAN FOR STRATEGY #4:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring Program	August 17, 2021 June 3, 2022	Tutoring program teachers	\$2000	Title 1- CARES ACT	Plans and assessments
2.Small group tutoring	August 17, 2021 June 3, 2022	Classroom teachers/ interventionist	None	N/A	Tutoring schedule and plans
3.Summer School	June- July 2022	Summer school staff		School District Funds	Plans and assessments



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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 73%	Kindergarten through Grade 5 78%	Kindergarten through Grade 5 83%	Kindergarten through Grade 5 88%
	Meets and Exceeds	School Actual 48.2%	Kindergarten through Grade 5 68%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	40%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = Grade 1 =91%	Kindergarten = Grade 1 =96%	Kindergarten = Grade 1 =100%	Kindergarten = Grade 1 =100%

	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>School Actual</b>	Kindergarten = Grade 1 =86%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten= 26% Grade 1=45%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	<b>School Projected</b>		Grade 2 – 30% Grade 5 – %	Grade 2 – 35% Grade 5 – %	Grade 2 – 40% Grade 5 – %	Grade 2 –45 % Grade 5 – %
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>School Actual</b> 42.6%	Grade 2 – 25% Grade 5 – %	Grade 2 –25% Grade 5 – %	Grade 2 –17 % <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to</i>		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above

	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	<u>2018</u> 2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile <u>2020</u> 2 <sup>nd</sup> grade criteria RIT = 188 72 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 227 68 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</i>		

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

ACTION PLAN FOR STRATEGY #5:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Additional reading enrichment/remediation during I/E time	August 17, 2021 June 3 2022	Classroom teacher	None	N/A	Lesson Plans, observations
2. Professional Learning Opportunities focused on Balanced Literacy	August 17, 2021 June 3, 2022	ELA Academic Specialist, Administrator,	None	N/A	Lesson Plans, Observations, Meeting Notes, Instructional

ACTION PLAN FOR STRATEGY #5:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Literacy Specialist			Rounds
3. Small group intervention (RTI)	August 17, 2021 June 3, 2022	RTI teachers	None	N/A	Lesson Plans and observations

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes/no Ethnic Diversity = yes/no	Gender Diversity = yes/no Ethnic Diversity = yes/no	Gender Diversity = yes/no Ethnic Diversity = yes/no	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	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. Shining Stars Recruitment Participation	August 17, 2021 June 3, 2022	Principal	None	N/A	Resume Log
2. Application and Interview Record	August 17, 2021 June 3, 2022	Principal	None	N/A	Interview and Application Record completed
3. Contact HR for resumes for qualified, diverse candidates	August 17, 2021 June 3, 2022	Principal	None	N/A	email

**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 83%	71.5%	waiver	100%		
SC SDE School Report Card Survey	x	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100%	100%	waiver	100%		
SC SDE School Report Card Survey	x	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Parents</b> 96%	77.8%	<i>waiver</i>	100%		
SC SDE School Report Card Survey	92	<b>District Projected Students</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Students</b> 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	98	<b>District Projected Teachers</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Teachers</b> 97	97	<i>waiver</i>			
SC SDE School Report Card Survey	91	<b>District Projected Parents</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Parents</b> 88	89	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct annual survey	Spring (annually)	Literacy Specialist	None	N/A	Survey results
2. Safety Patrol (student voice)	August 17, 2021 June 3, 2022	Faculty Advisor	None	N/A	Schedules/meetings
3. School Improvement Council	Monthly	SIC Chairperson	None	N/A	Notes and agendas from meeting

**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 0%	0%		0%		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. OnTrack meetings to look at behavior needs	August 17, 2020 June 4, 2021	OnTrack Coordinator	None	N/A	Meeting Notes

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. MTSS for behavioral needs	August 17, 2020 June 4, 2021	Leadership Team and school staff	None	N/A	Notes and observations
3. Contact district behavior support staff as needed	August 17, 2020 June 4, 2021	Administration	None	N/A	Administrative notes

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

**PERFORMANCE GOAL 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	84%	86%	88%	90%	92%

		<b>School Actual</b> 82%	82	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.		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	90	90	90	90	90
		<b>District Actual</b> 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of Armstrong Positive Behavior Plan	August 17, 2021 June 3, 2022	School Administration	None	N/A	Survey by Administration
2. Implementation of Growth Mindset Philosophy and Sean Layne's Acting Right Curriculum	August 17, 2021 June 3, 2022	School Community	None	N/A	Survey by Administration
3. Implementation of school wide social emotional learning	August 17, 2021 June 3, 2022	School Community	None	N/A	Survey by Administration

**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%
180 <sup>th</sup> day Attendance Report		School Actual 95.16%	94.74%				
	(2016-17) 95	District Projected	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monthly attendance Celebration	August 17, 2020 June 4, 2021	School social worker	\$30.00	School funds	PowerSchool record
2. End of year recognition at awards day for perfect attendance	August 17, 2020 June 4, 2021	Attendance clerk	\$100.00	School funds	PowerSchool record
3.					

**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 ≤5% Lonely ≤9% Angry ≤7%	Afraid ≤5% Lonely ≤9% Angry ≤7%	Afraid ≤5% Lonely ≤9% Angry ≤7%	Afraid ≤5% Lonely ≤9% Angry ≤7%	Afraid ≤5% Lonely ≤9% Angry ≤7%
		School Actual Afraid – 6% Lonely – 15% Angry – 13%	Afraid ≤6% Lonely ≤15% Angry ≤13%	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.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% 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 ≤

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implementation of Focus Five Curriculum/Acting Right Curriculum	August 17, 2020 June 4, 2021	Principal and Staff	None	N/A	Observations
2. Onsite Mental Health Counselor Services	August 17, 2020 June 4, 2021	Mental Health Counselor	None	N/A	Mental Health Counselor log/schedule
3. Small Social Groups	August 17, 2020 June 4, 2021	Guidance counselor	none	N/A	Lesson Plan