



STERLING SCHOOL

Strategic Plan & School Portfolio

STRATEGIC PLAN

Dr. Josh Patterson, Principal

Greenville County Schools

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL *Sterling School*

GREENVILLE COUNTY SCHOOL DISTRICT


SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*one year*)

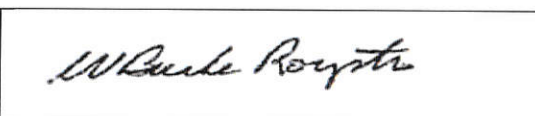
Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

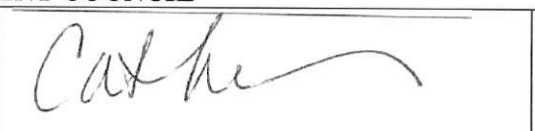
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/2018
PRINTED NAME	SIGNATURE	DATE

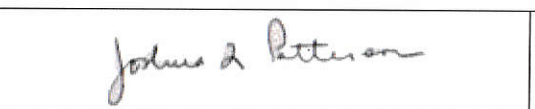
SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Catherine Schumacher		8.1.18
	SIGNATURE	DATE

PRINCIPAL

Dr. Josh Patterson		8.1.18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kim Marchbanks		8.1.18
PRINTED NAME	SIGNATURE	DATE

School Address: 99 John McCarroll Way, Greenville, SC 29607
 School Telephone: (864) 355-4480
 Principal Email Address: jpatterson@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|---------------------------|
| 1. PRINCIPAL _____ | Dr. Josh Patterson _____ |
| 2. TEACHER _____ | Ebony Nye _____ |
| 3. PARENT/GUARDIAN _____ | Catherine Shumacher _____ |
| 4. COMMUNITY MEMBER _____ | Rakenya Lewers _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Shayla Read _____ |
| 6. Read to Succeed Reading Coach _____ | Kim Marchbanks _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Kim Marchbanks _____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

<u>POSITION</u>	<u>NAME</u>
Counselor _____	Chameka Duncan _____
Counselor _____	Casey Noble _____
Assistant Principal _____	Jeremy Murphy _____
Instructional Coach _____	Deborah Foulkes _____
_____	_____
_____	_____

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Academic Assistance, PreK–3 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>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Academic Assistance, Grades 4–12 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>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parent Involvement 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>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Staff Development 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>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration 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>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmental Screening 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>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (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>

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy</p> <p>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>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority 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>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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

Sterling School is home to two programs: Sterling elementary, serving 381 students 4K-5th grades, and the Charles Townes Center, a select program for 444 highly gifted students (grades 3-8). The programs operate within a single school and will be guided by unified beliefs, vision, and mission.

The School Improvement Council (SIC) and teaching staff have worked this year to identify key areas in which Sterling School should spend time and energy advancing itself over the next five years. Teachers worked in grade level teams based on the following grade levels: early childhood, elementary and middle school. The teachers and School Improvement Council reviewed test scores data, ADVANCED Ed survey data and completed the Advanced Ed self-assessment. The data and charts were reviewed and compiled in the current Strategic Plan.

Over several sessions the SIC developed a list of items indicative of the current culture, as well as the culture that we want to see develop and flourish at Sterling School. This list of items fit into two key focuses: experiential learning and inclusivity.

Executive Summary

Student Achievement

Needs Assessment:

Students in the Sterling Program come to us from diverse backgrounds, cultures, and situations.

Challenges we face include building the foundational skills and fundamental knowledge required to close the achievement gap between our students from poverty and our students from higher socioeconomic backgrounds. Specifically, Sterling School needs to:

- Improve student achievement across minority subgroups
- Target instruction at foundational literacy and math skills
- Increase performance in all core content areas as determined by school goals

Teacher and Administrator Quality

Needs Assessment:

Both the Sterling and Charles Townes Center Programs require highly trained faculty and support staff to meet the needs of our students. Highly gifted students require high levels of social and emotional support as well as a very rigorous, challenging, and personalized academic environment. Students from poverty require high levels of social and emotional support, intensive academic support, and a personalized academic environment. To meet these diverse needs, Sterling School must:

- Provide differentiated professional development to faculty and staff
- Use innovative practices to identify and meet the social-emotional and academic needs of all students
- Collaborate across grade levels and programs to best serve each child and family
- Continuously use benchmarks and other formative assessment data to inform instruction and tailor PD to meet the instructional needs of our faculty

Climate

Needs Assessment:

Surveys of students, parents, and staff indicate general approval of the education that students at Sterling School receive. However, data relating to student discipline indicates that more work needs to be done to help our students learn how to navigate peer relationships and we need to improve communication and collaboration between school and home. Specifically, Sterling School will:

- Utilize trauma-informed practices
- Continue training faculty and staff on responsive classrooms
- Integrate soft-skills and character education into content areas when appropriate
- Build upon the advisory curriculum for middle school students

- Streamline communication between school, PTA, and home
- Increase opportunities to partner with families and community organizations
- Continuously assess and address potential safety concerns

Challenges:

- Maintaining a unified school across both programs with such diverse populations and needs.
- Providing the instructional support required to promote success for all students, especially our struggling learners.
- Continuously improving instructional practices and remaining innovative in meeting the academic needs for all of our students, especially our highly gifted learners.

Accomplishments:

During the past three years, Sterling School has made significant progress. Professional development funds and school resources have been spent with school goals and objectives as key criteria. The school staff, PTA and School Improvement Council has been involved in the review and assessment of the Strategic Plan. We continue to make progress in addressing deficiencies and needs by implementing the Gifted Program and successfully developing the Sterling Elementary Program in grades 4K- 5.

- Niche.com Best Public Elementary School in Greenville County
- National Academic Quiz Tournaments Middle School State Champions
- Junior Beta Club Quiz Bowl National Champions: 2015, 2016, 2017, & 2018
- MathCounts Region Champions: 2010, 2011, 2012, 2013, 2014, 2015, 2016, & 2017
- Black History Quiz Bowl Champions: 2015 & 2018
- Caroline D. Bradley Scholarship for Gifted Students Recipient: Samuel Qin
- First Lego League Robotics Team Awards:
 - North American Open International Invitational Tournament Participants: 2018
 - State Runners Up: 2018
 - State Champions: 2017
 - Razorback Invitational: 2nd Place: 2017
- Youth in Government Premier Delegation Award: 2017
- Greater Greenville Master Gardeners Association: \$3,500 Grant Recipient: 2017
- ASCE Upstate SC Bridge Event 2nd Place: 2017
- 11 Nationally Board Certified Teachers
- Teachers and Administrators Presented at
 - American Council on the Teaching of Foreign Language National Conference: 2017
 - South Carolina Association for School Administrators Innovative Ideas Institute (i3): 2018
 - ASCD National Conference: 2016

School Profile

Sterling School is home to two programs: Sterling Elementary, serving 381 students 4K-5th grades, and the Charles Townes Center, a select program for 444 highly gifted students (grades 3-8). The programs operate within a single school and will be guided by unified beliefs, vision, and mission, but with differentiated methods for meeting that vision and accomplishing the mission.

The uniqueness of each program is based in large part on the manner in which we modify the content, process, product, and learning environment in order to meet the specific needs of each child. Skills related to student collaboration and teamwork are delivered by means of “hands-on, inquiry-based instruction, integration of the arts, and intense focus on research and utilization of technology. Resources are shared between programs and all students are offered opportunities to engage, challenge, and learn from each other in a manner that will be culturally/personally affirming and academically rich. We create a sense of community where each individual knows that he or she is respected and valued.

The programs take advantage of the opportunity to experience education at its highest level. By participating in a joint endeavor, all members of Sterling School will deepen their understanding of issues, which influence our community and country and will gain perspective regarding the diversity that characterizes our world. Additionally, there are frequent opportunities for students to contribute to the exchange of ideas and knowledge within and beyond their learning community. Beyond the academic statistics, it is the hope of the parents and community that all students will learn how to be leaders of their own lives and will reach their true potential.

Sterling School is helping all students develop the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. Our school’s collective success is the result of a dedicated staff partnered with supportive families and community members, working diligently to provide opportunities that enable our students to achieve their fullest potential and prepare them for tomorrow’s world.

Sterling School seeks to provide a robust academic experience through differentiated, student-centered instruction. We encourage an emphasis of the 4 C’s (critical thinking, creativity, collaboration, and communication) that includes a personalized approach to teaching and learning. Sterling provides a unique, innovative instructional program that includes guided practice, project based learning, STEM, 1:1 laptop initiative, and the integration of the arts.

In our ongoing efforts to develop the “Whole Child,” we are working to strengthen our school’s Social Emotional Learning (SEL) framework. We partner with Mentor Upstate to provide identified students with meaningful, positive one-on-one relationships. In supporting students who may be exposed to chronic stress and trauma, our faculty receives training provided by the Compassionate Schools network. Several local community partners also support our ongoing training, including the Julie Valentine Center, Mental Fitness, and the Greenville County Police Department. An advisory program was implemented in our middle school, providing opportunities for students to interact with each other, discuss relevant topics, set goals, and support each other through the challenges of middle school life.

At Sterling, we are living out our mission by preparing students for “tomorrow’s world.” We believe everyone must share the educational responsibility of preparing our students.

Faculty & Staff:

Dr. Josh Patterson brings 16 years of experience in public education and has just completed his first year as principal of Sterling School. The leadership team also consists of Jeremy Murphy, assistant principal, with 12 years of experience including 2 years at Sterling School, and Antrina Miller, administrative assistant, with 17 years of experience is entering her first year at Sterling.

Sterling School is home to 56 highly qualified teachers as determined by the South Carolina State Board of Education. Of those, 25% have obtained national board certification in their respective areas, 40% have earned their gifted and talented endorsement, and 52.1% have earned advanced degrees.

Sterling School also has 3 guidance counselors, one guidance clerk, one data clerk, and one receptionist, as well as 1 bookkeeper, 1 instructional coach, 1 literacy specialist, and 1 program director.

Sterling School serves two main populations, one is an urban population consisting primarily of families from the Nicholtown Community of Greenville. The second population consists of highly gifted students from urban, suburban, and rural areas of the county. As a result, our demographics are complex, but the aggregate consists of 825 students, 32% of whom qualify for free or reduced lunch, 8% are served under IDEA as students with special needs, and 53% are identified as being gifted and talented. Our average daily attendance last year was 96.29%.

Sterling's primary academic focus is on personalized learning that challenges and meets the needs of all students. The faculty and staff accomplish this by providing instruction through balanced literacy, guided math, technology integration, and differentiated instruction based on the individual needs of each student. Additionally, Sterling is a member of OnTrack Greenville and is working to meet both the social-emotional and academic needs of its students through initiatives such as PBIS, MTSS, Compassionate Schools, and Trauma-Informed Classrooms. These initiatives are spearheaded by members of the school leadership team, instructional team, and various grade level and content area leaders.

Mission, Vision, and Beliefs

Sterling School seeks to create an environment in which each student receives a personalized educational experience that allows them to explore their world, be enriched, and allow them to excel both academically and emotionally as they prepare for the next challenge they face at school and in life.

At Sterling, we believe a successful learner is not one "whose achievement is measured solely by academic tests" but rather as one "who is knowledgeable, emotionally and physically healthy, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond formal schooling." (The Learning Compact, 2007, pg.4).

This effort is achieved through a whole child approach. The five tenets that encompass the framework are based on Abraham Maslow's Hierarchy of Needs. Maslow arranged his needs into a hierarchy to illustrate the foundational requirement of one need in order to successfully strive and obtain the next. Reflecting Maslow's hierarchy, ASCD's Whole Child tenets are arranged in a hierarchy: Healthy, Safe, Engaged, Supported, and Challenged. If the child is not healthy, then how can that child be expected to be engaged or challenged in classroom activities? If the child does not feel physically or emotionally safe, then how can that child truly be expected to think freely, collaborate with others, and explore their boundaries? While one tenet does not need to be perfected before working on the others, there is still an underlying understanding that an imperfect previous tenet will hamper further growth and progress.

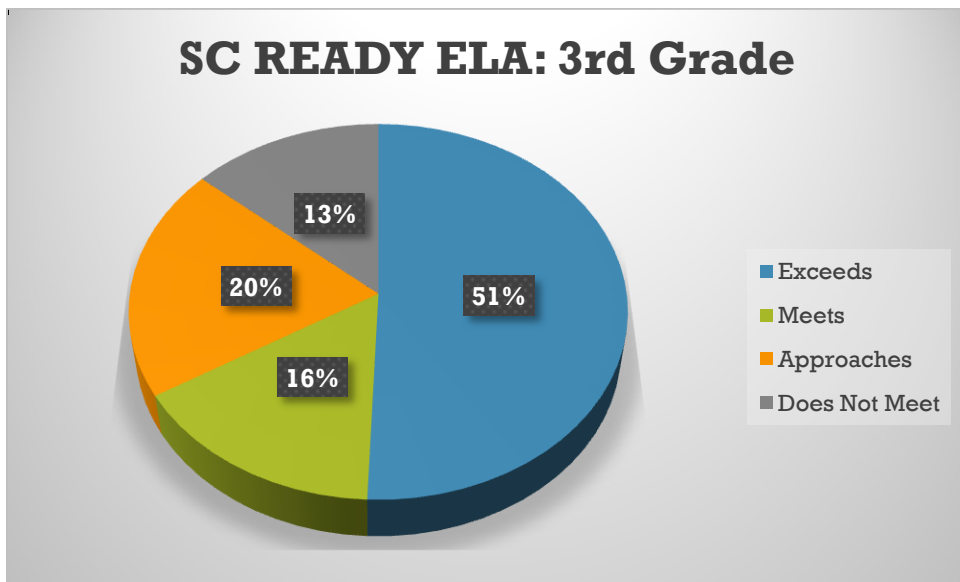
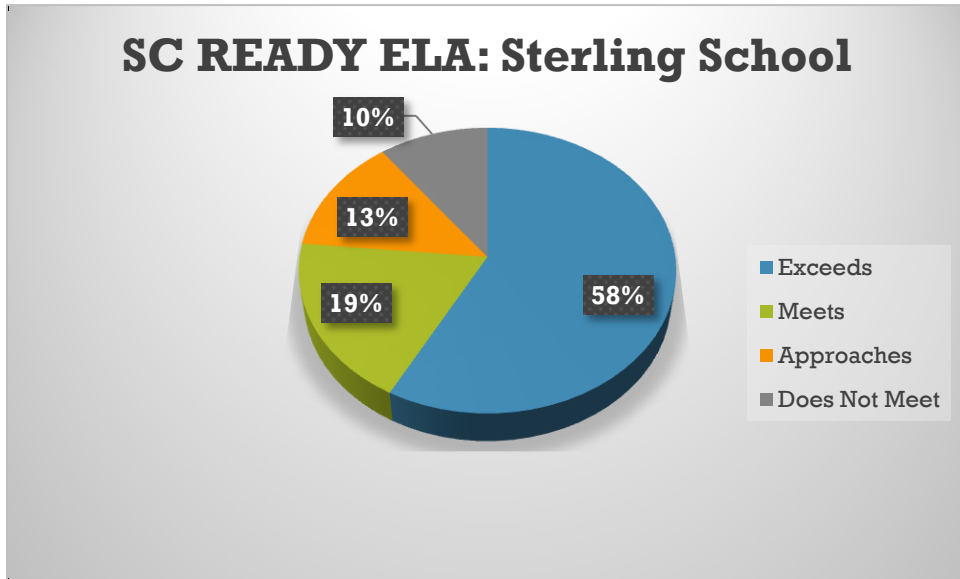
We ensure the actualization of the tenets through a rigorous, inquiry-based curriculum that is data-informed and personalized to our students' varying needs. Our school is focused in providing tailored instruction through a framework of guided practice, project/inquiry based learning, and blended instruction (to support our school's 1:1 initiative). Teachers also receive training/support around best practices in social emotional learning: advisory for middle school, trauma-informed training/practice, and Positive Behavior Interventions & Supports (PBIS).

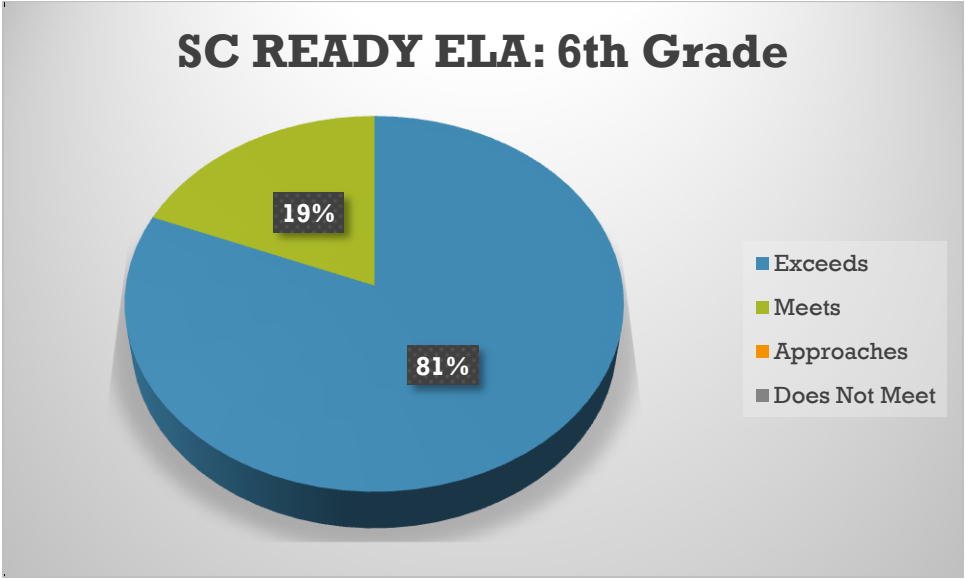
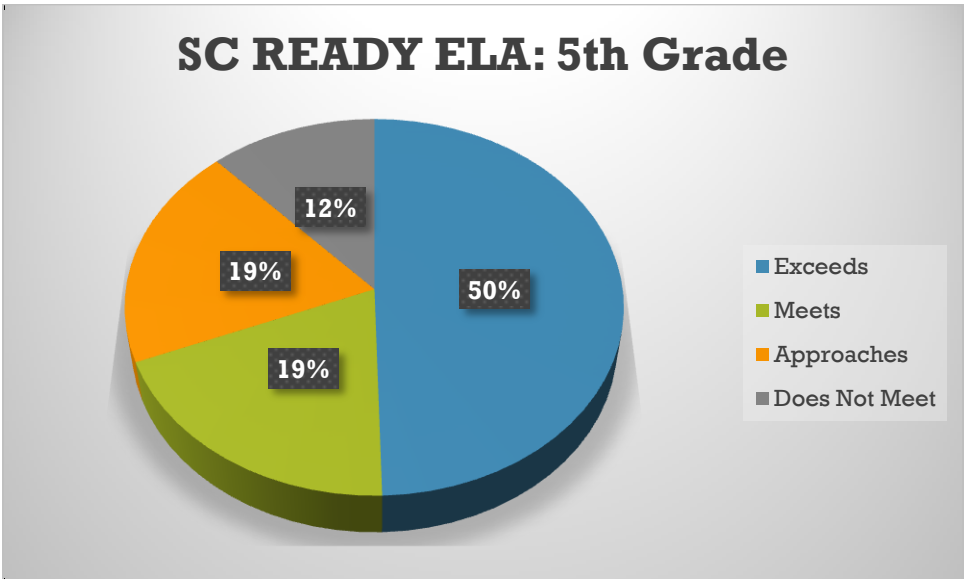
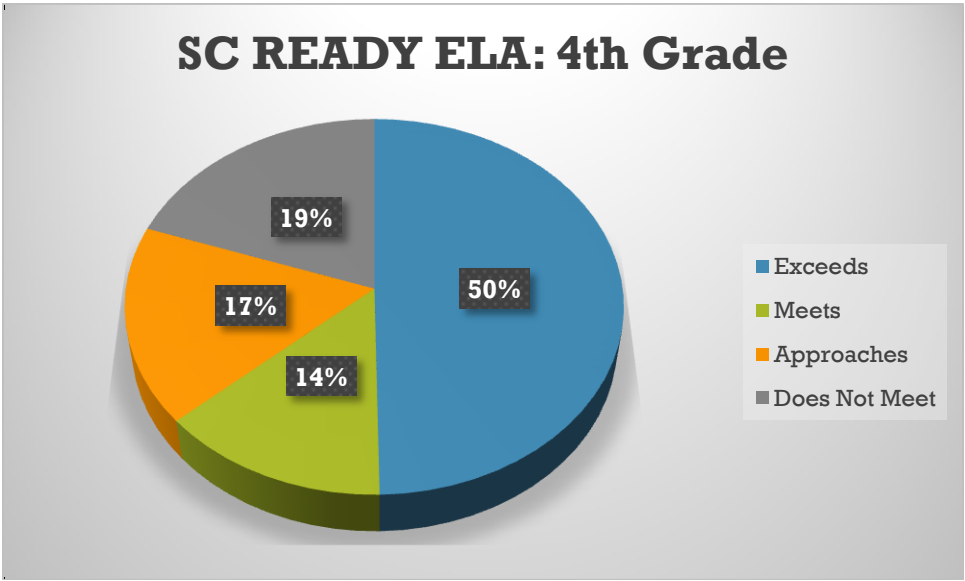
Our school strives to meet the current needs of students while successfully preparing students for life beyond high school. Implementing a whole child approach to education and ensuring that every child is safe, healthy, supported, engaged, and challenged must be more than rhetoric. Research and common

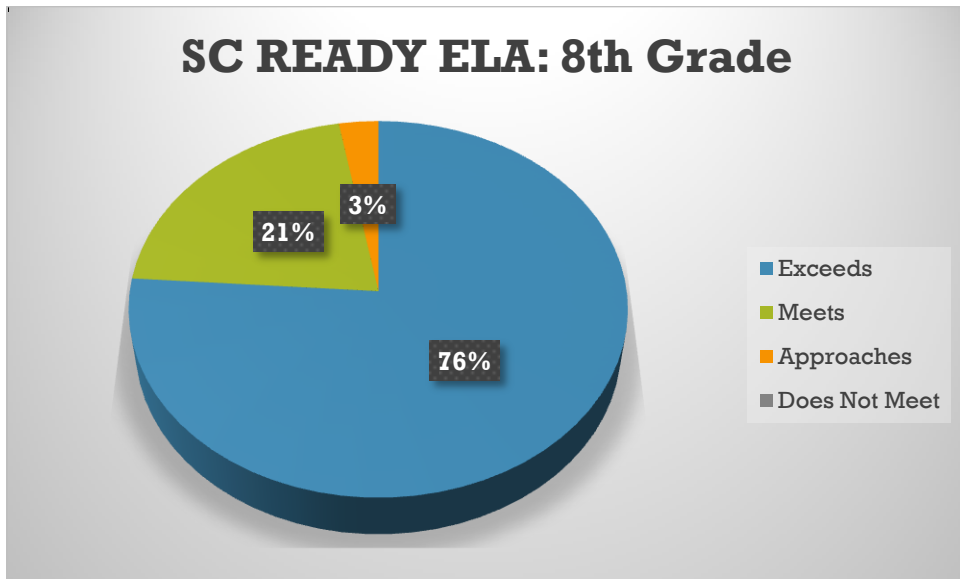
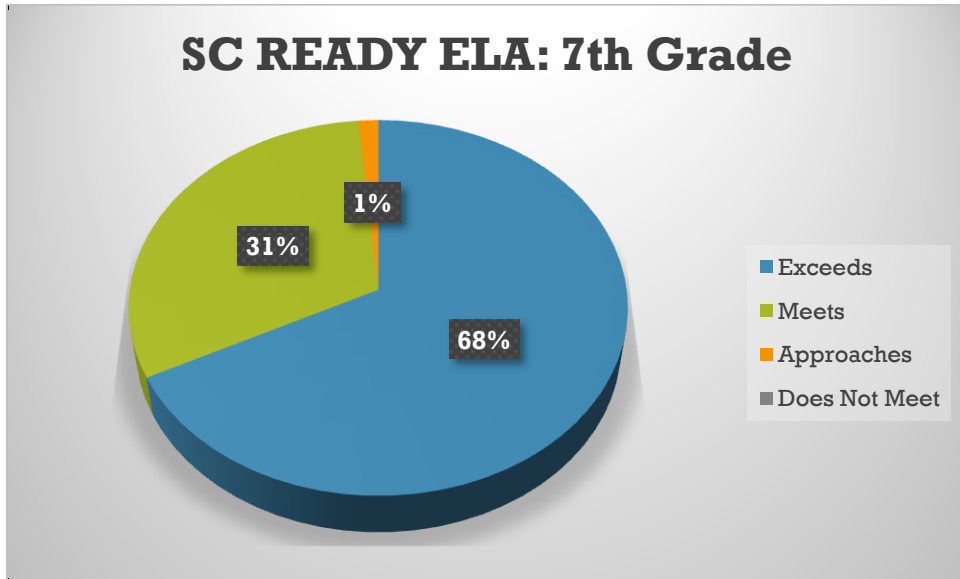
sense support the advancement of student’s social, emotional, and academic development. Thus, bringing the vision of Whole Child into reality requires the active support of all stakeholders.

Data Analysis and Needs Assessment

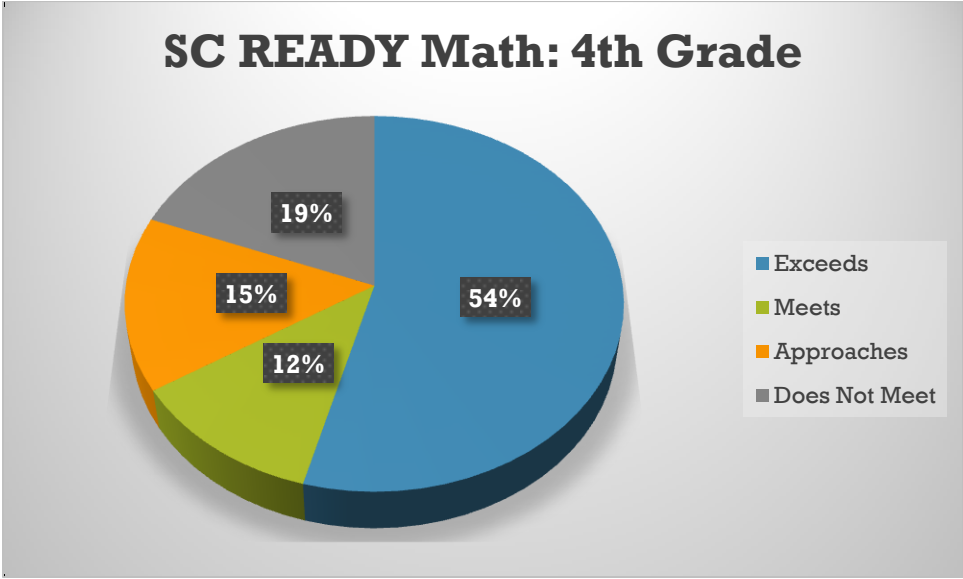
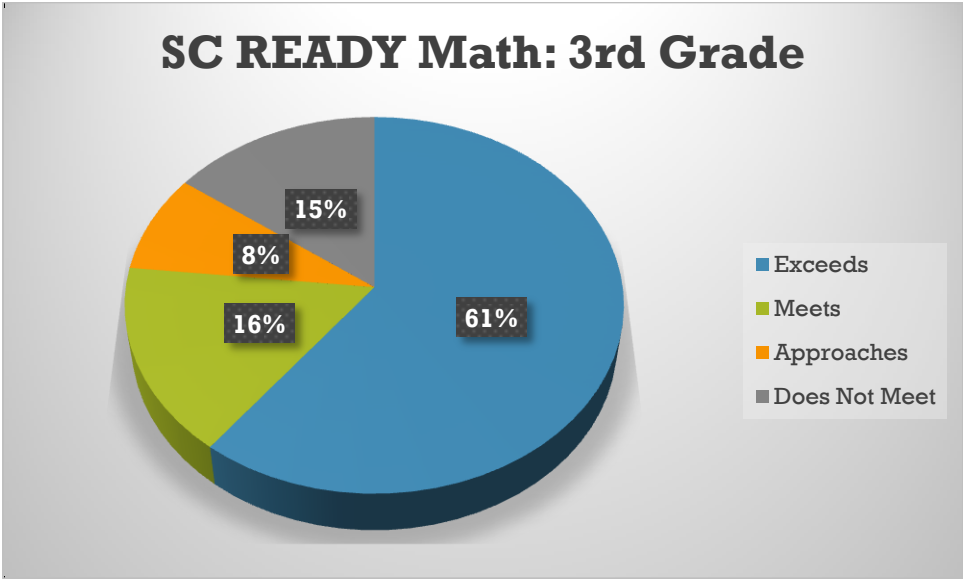
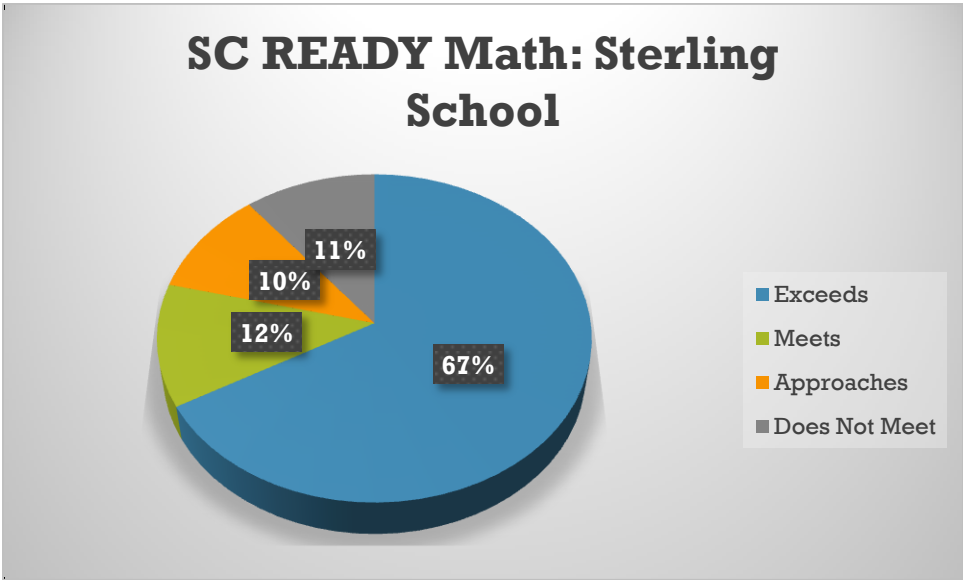
SC READY ELA

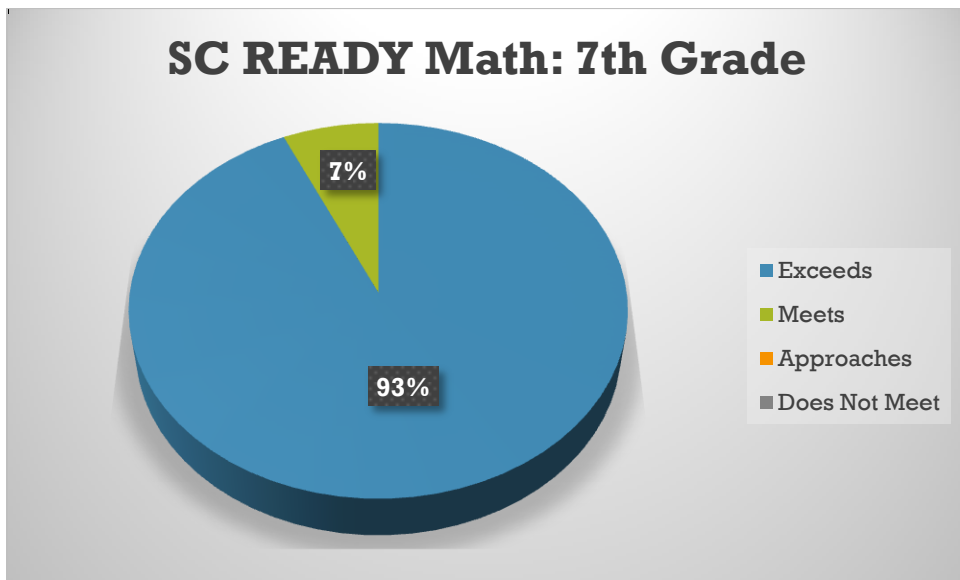
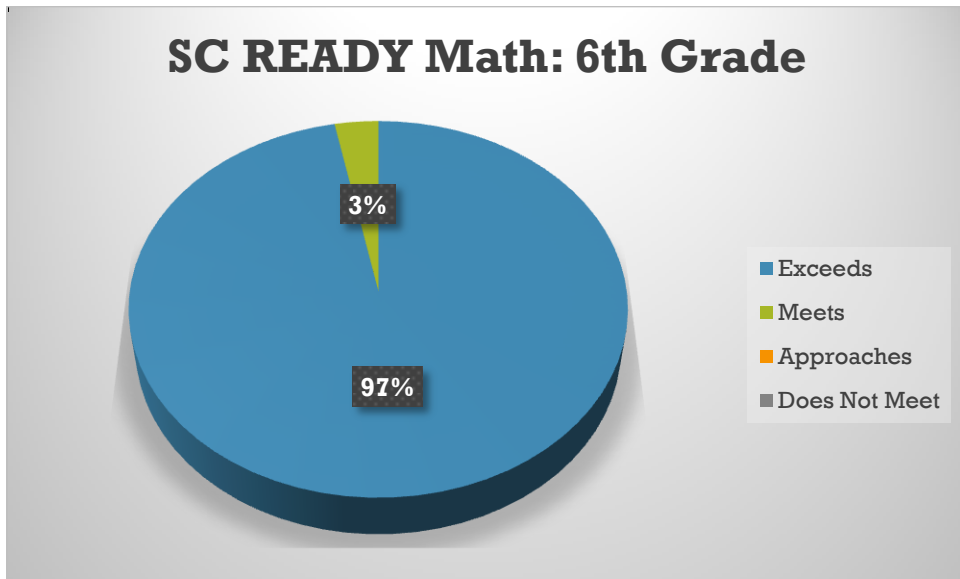
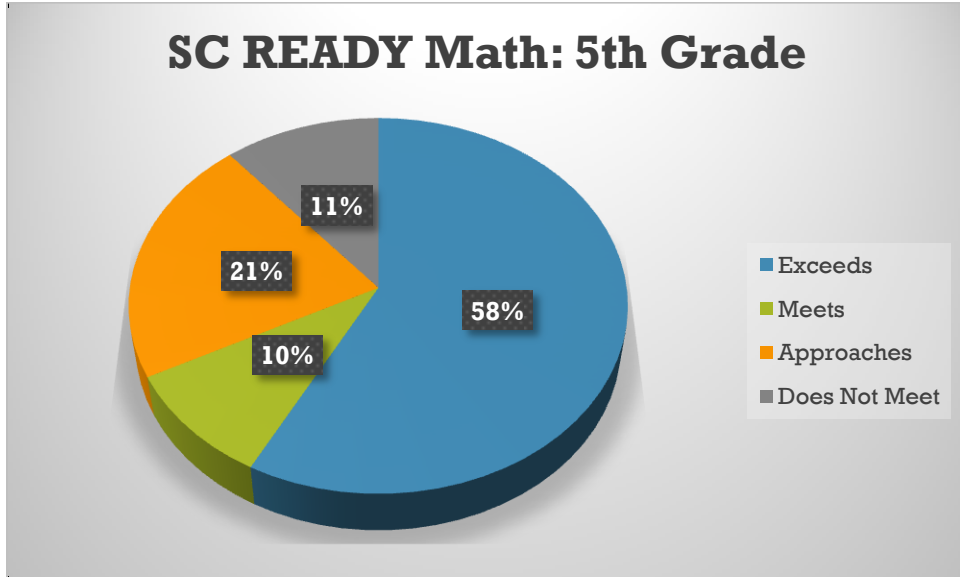


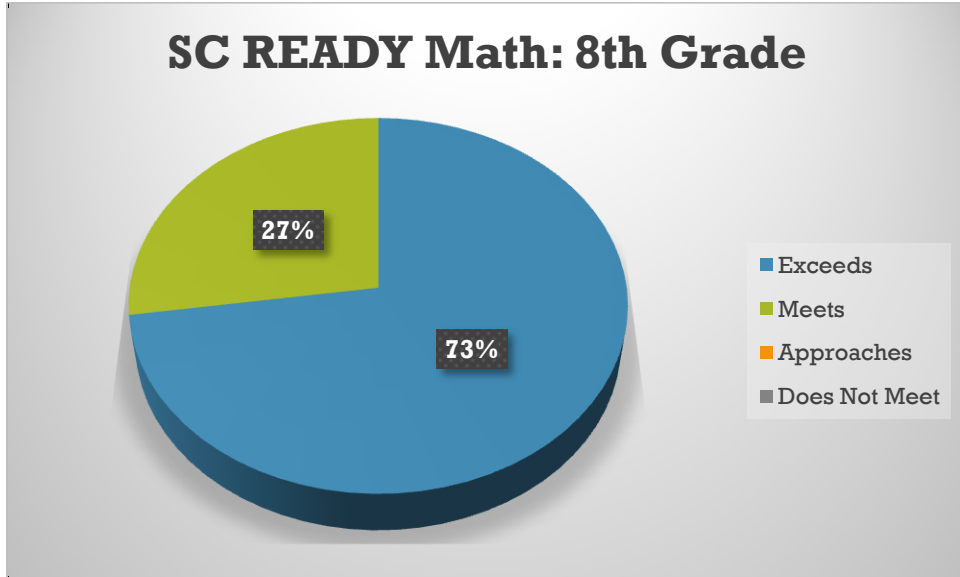




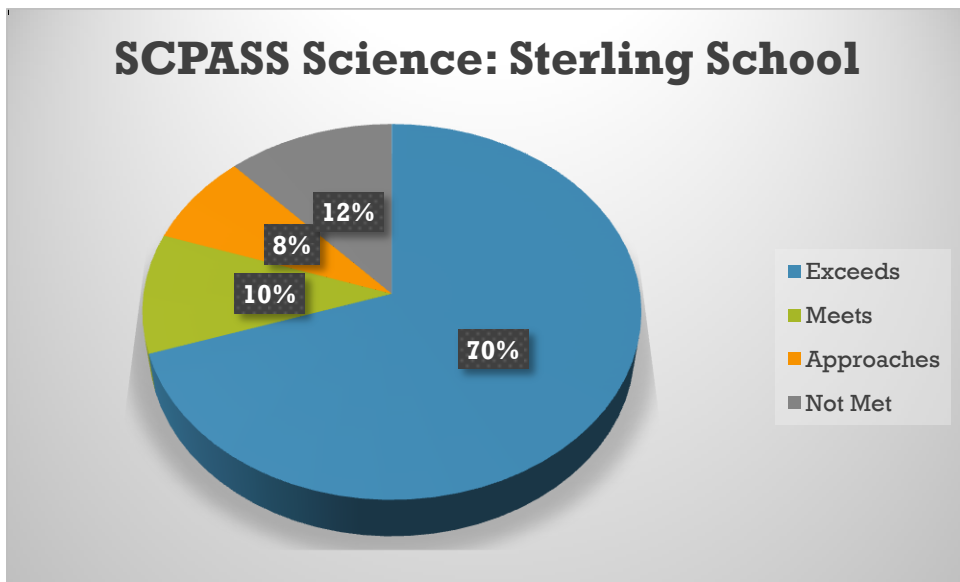
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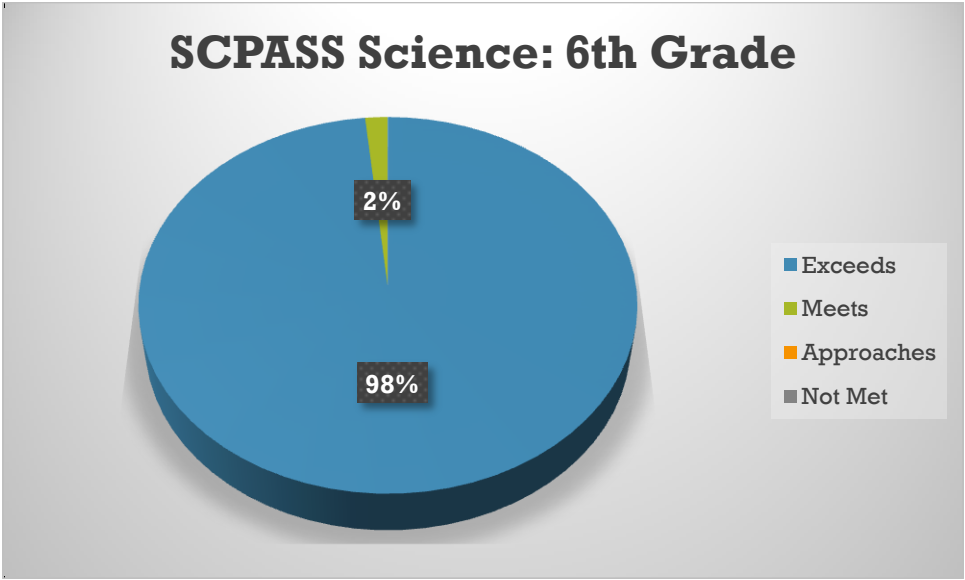
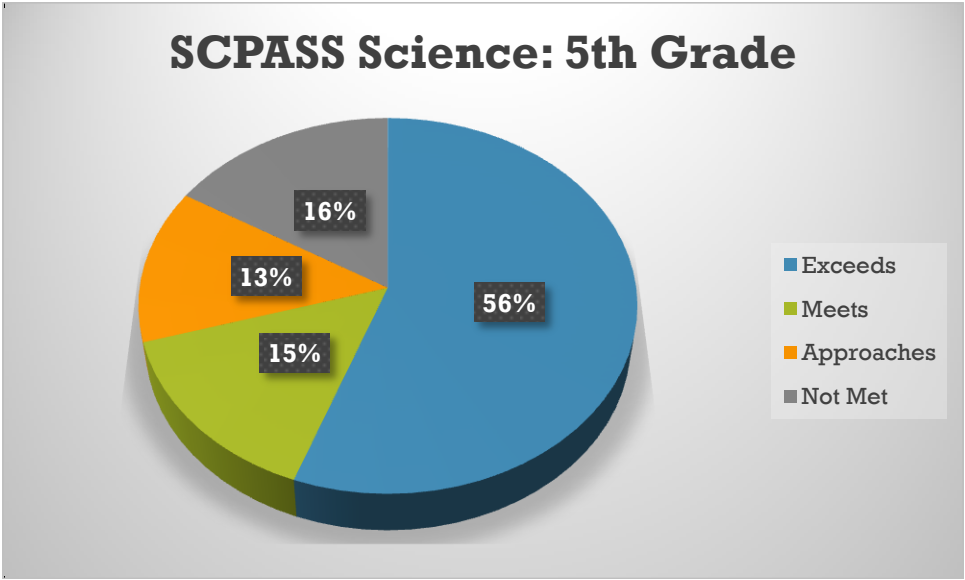
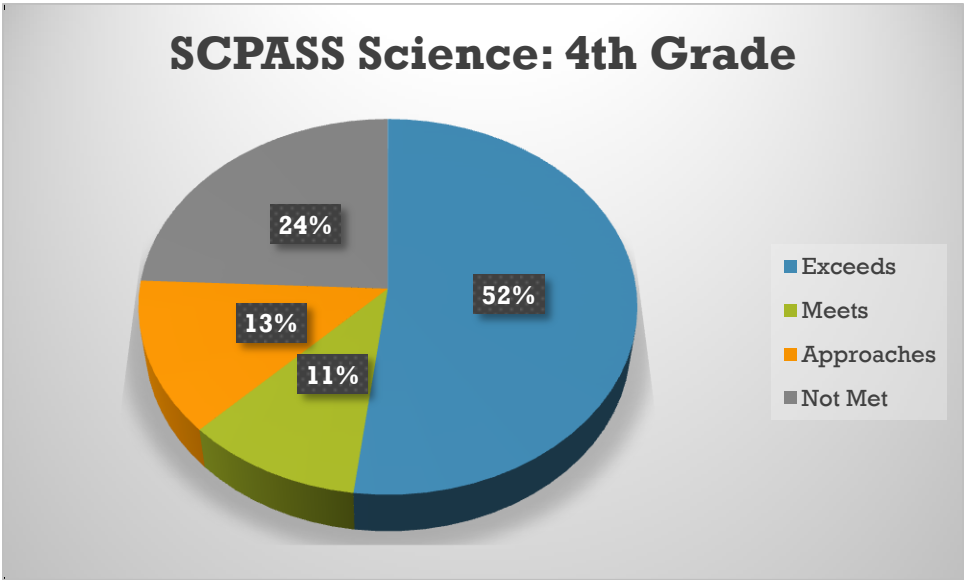


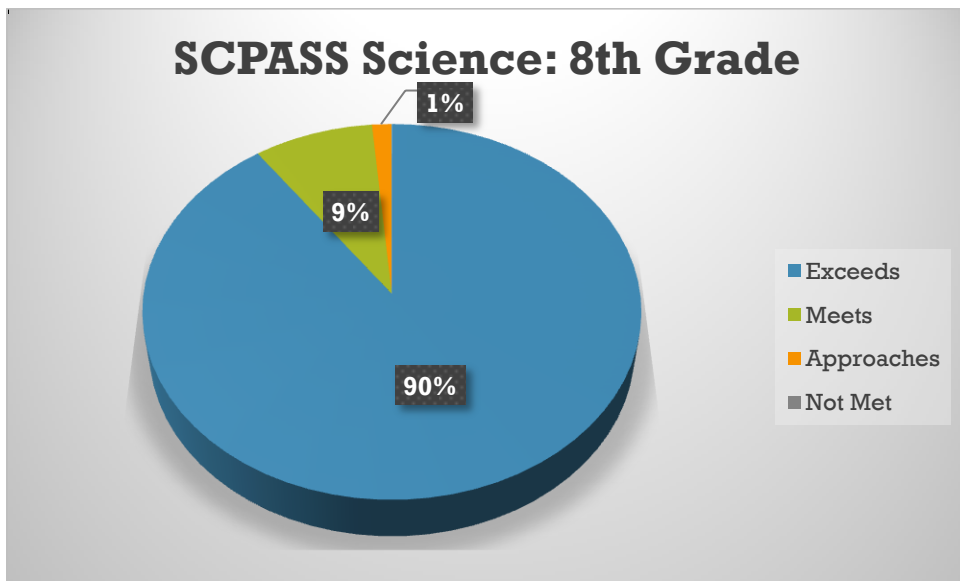
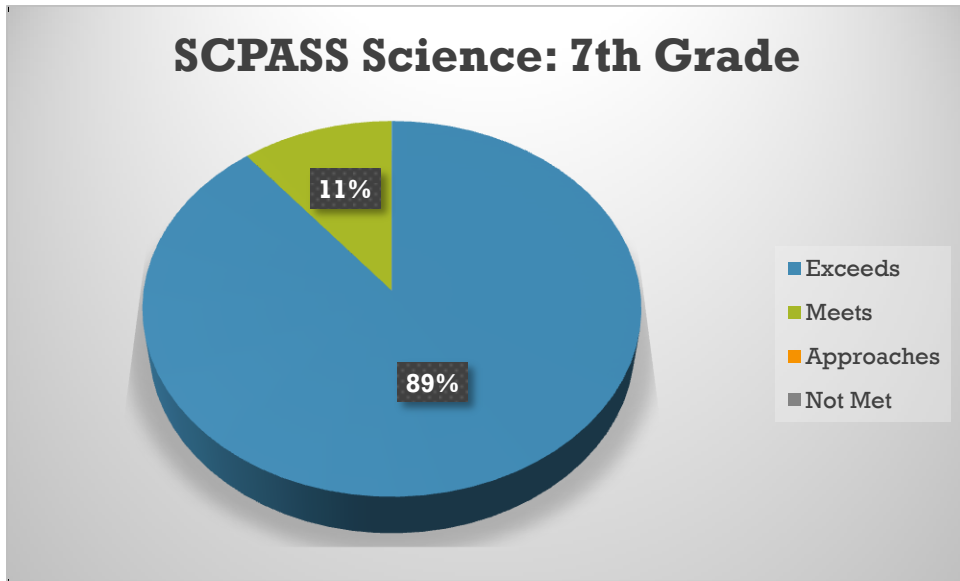




SCPASS Science

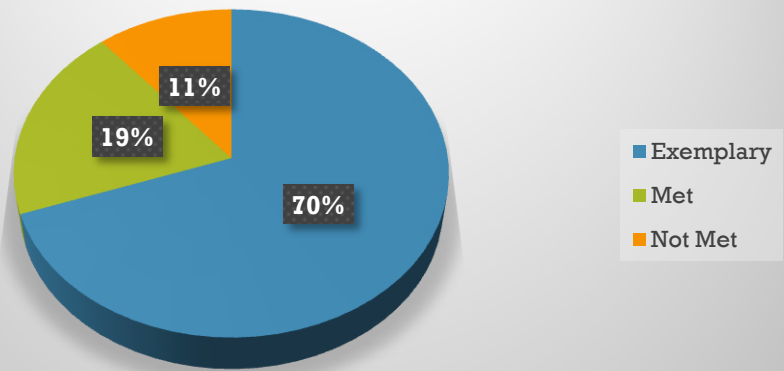




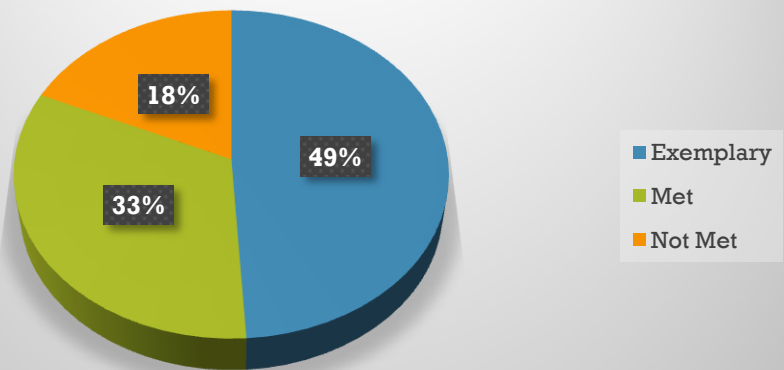


SCPASS Social Studies

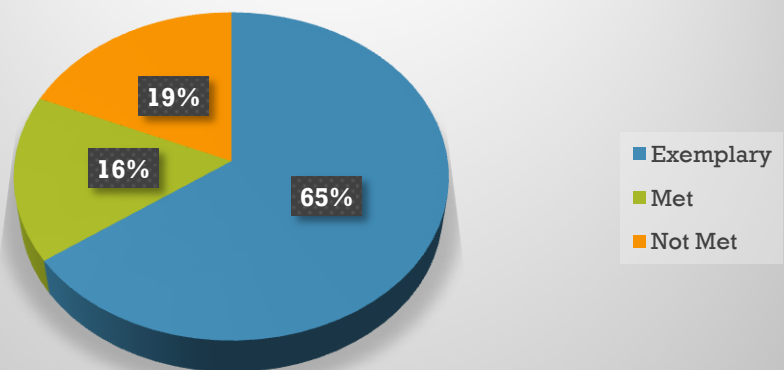
SCPASS Social Studies: Sterling School



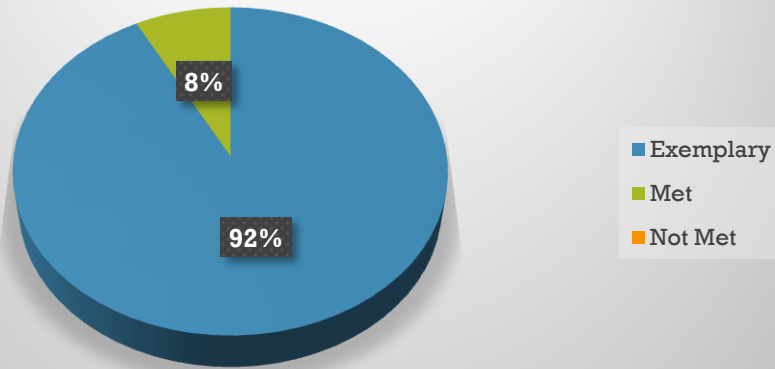
SCPASS Social Studies: 4th Grade



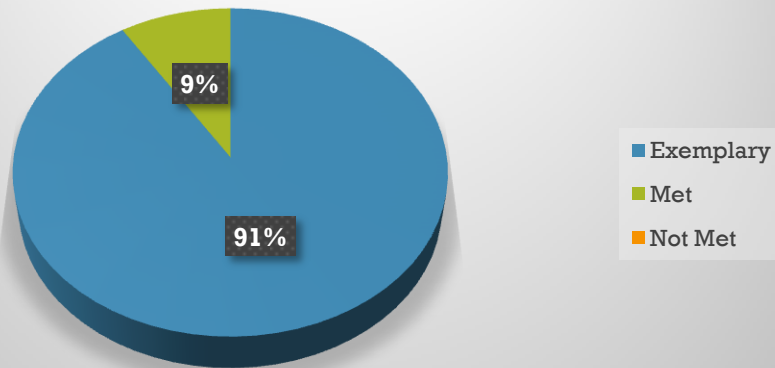
SCPASS Social Studies: 5th Grade



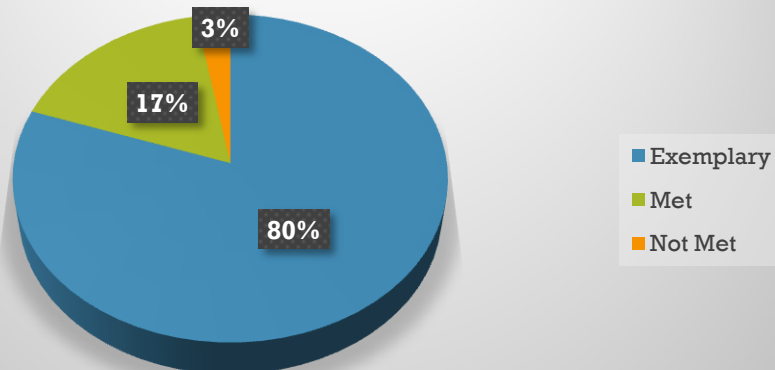
SCPASS Social Studies: 6th Grade



SCPASS Social Studies: 6th Grade



SCPASS Social Studies: 8th Grade

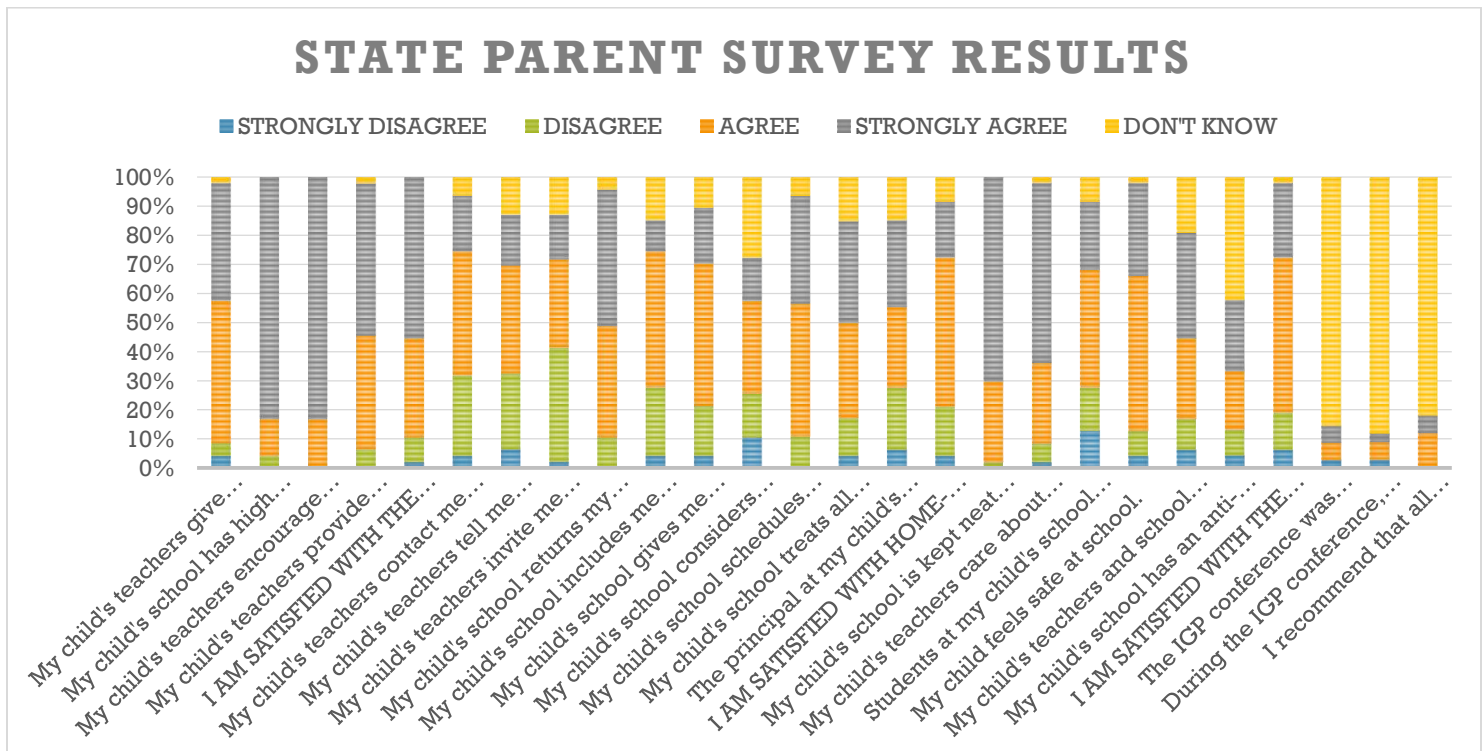
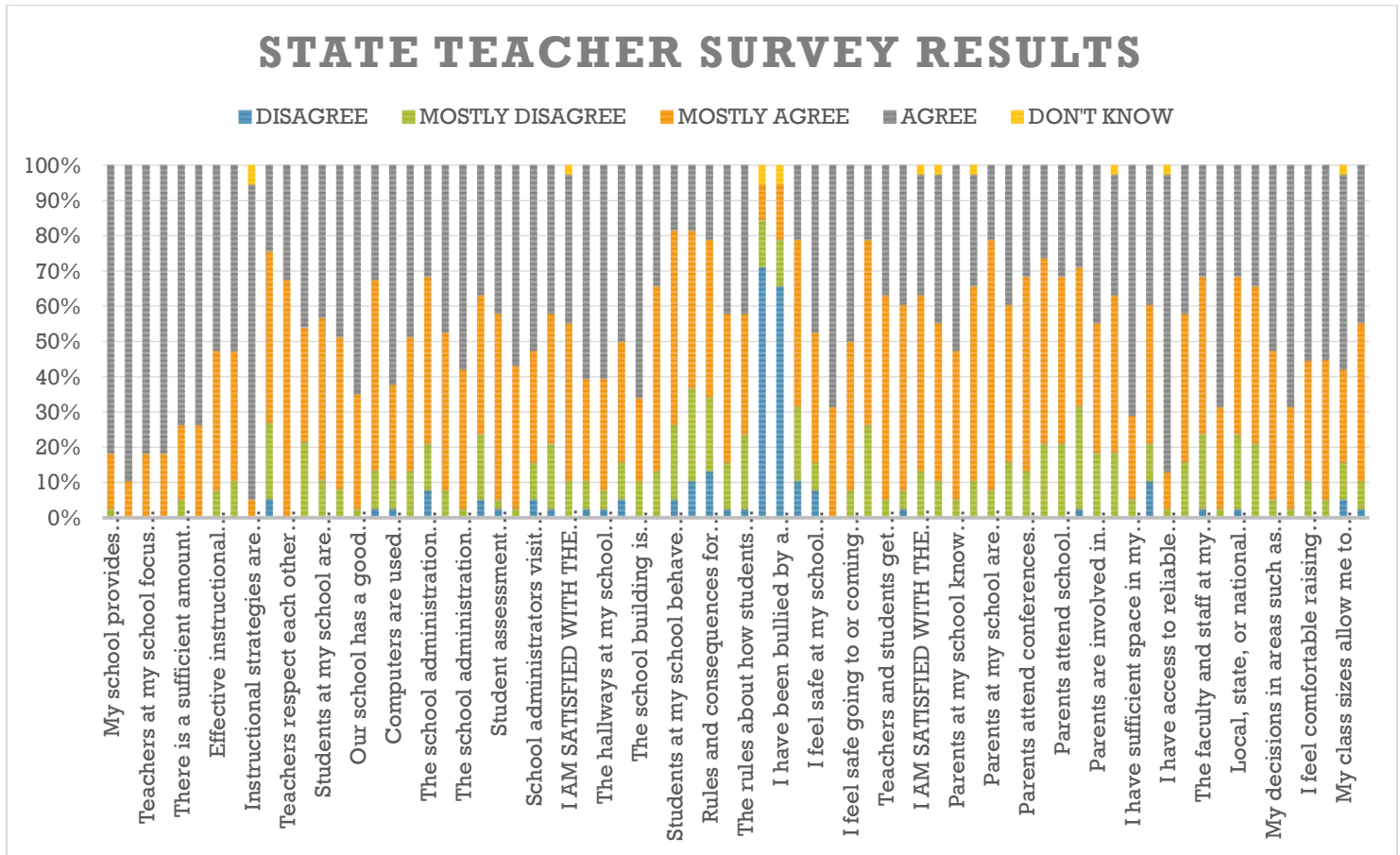


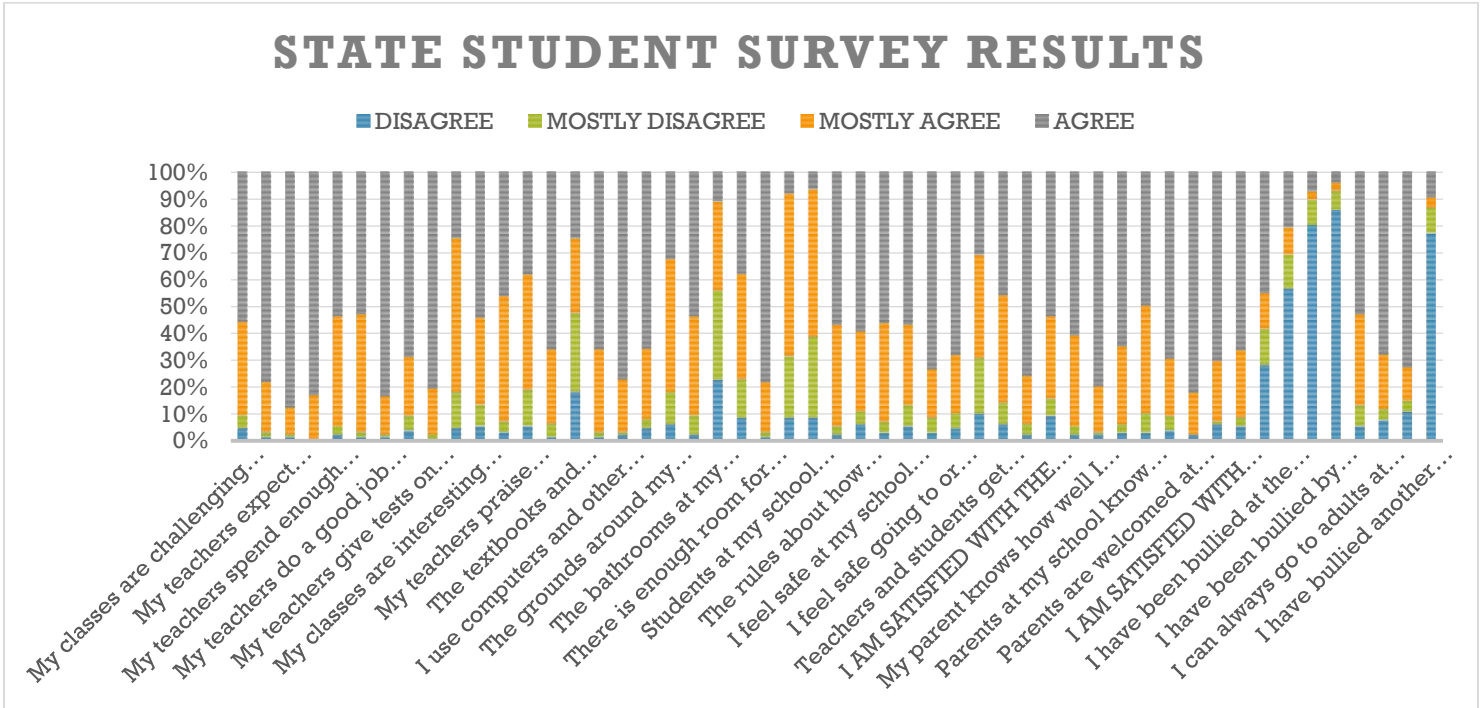
Teacher & Administrator Quality

Sterling Professional Development 2017-2018

<p>Inquiry/PBL (Project Based Learning) - Goal was to provide rich learning opportunities for our students to apply skills they are learning in a meaningful project based approach. Primary audience was our CTC (Gifted Ed.) teachers.</p>	<p>These professional development sessions were offered once a month for a total of 7 sessions. Sept. 13, 2017 Oct. 11, 2017 Nov. 8, 2017 Jan. 10, 2018 Feb. 21, 2018 Mar. 14, 2018 April 25, 2018</p>
<p>Guided Math - Goal was to provide instructional guidance and support for the implementation of guided math groups in elementary classrooms. Primary audience was Sterling Program teachers.</p>	<p>These professional development sessions were offered once a month for a total of 6 sessions. Sept. 20, 2017 Oct. 18, 2017 Nov. 15, 2017 Feb. 7, 2018 Mar. 21, 2018 April 18, 2018</p>
<p>Compassionate Schools - Professional development sessions were focused on a variety of topics and speakers that provided teachers with information, strategies and resources to support the social/emotional needs of our students.</p>	<p>These professional development sessions were offered once a month for a total of 6 sessions. Sept. 27, 2017 Oct. 25, 2017 Nov. 29, 2017 Jan. 31, 2018 Feb. 28, 2018 Mar. 28, 2018</p>

School Climate Needs Assessment:





[Sterling School's School Report Card may be found here.](#)

Action Plan

Elementary

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 77 % in 2016-17 to 92 % in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 77 (2016-17)	School Projected Elementary	80	83	86	89	92
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary	52	55	58	61	64
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Balanced Literacy Curriculum	2018-2023	Administration, Instructional Coach, Literacy Coach, Classroom Teachers, and Literacy Consultant	\$1500	Local Funds	Classroom Observation Data, Weekly Grade Level Meeting Minutes, Professional Development Agendas/Minutes, Teacher Unit/Lesson Plans, Student Learning Portfolios
2. Guided Reading Instruction--Professional Development	2018-2023	Administration, Instructional Coach, Literacy Coach, Classroom Teachers, and Literacy Consultant	\${ASK DEBORAH}	District and Local Funds	Professional Development Plans/Agendas Student Portfolios Teacher created Unit/Lesson Plans Classroom Observation Records
3. Level classroom texts for differentiated instruction	2018-2023	Administration, Instructional Coach, Literacy Coach, Classroom Teachers, and Literacy Consultant	\$6,000	PTA and Local Funds	Purchase Orders/Invoices for Texts Teacher Lesson Plans Classroom Observation Records

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 79 % in 2016-17 to 94 % in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>79%</u> (2016-17)	School Projected Elementary	82	85	88	91	94
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary	57	60	63	66	69
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Guided Math Instruction and Professional Development	2018-2023	Administration, Instructional Coach, School-based Math Lead Teacher, District Academic Specialists	\$1500	Local Funds	Classroom Observation Data, Weekly Grade Level Meeting Minutes, Professional Development Agendas/Minutes, Teacher Unit/Lesson Plans, Student Learning Portfolios
2. Integrating technology resources to create a blended learning environment	2018-2023	Administration, Instructional Coach, School-based Math Lead Teacher, District Academic Specialists	\$20,000	District and Local Funds	Teacher lesson plans Classroom observation records Student achievement data
3. Utilizing district benchmark data to drive instruction and raise achievement	2018-2023	Administration, Instructional Coach, School-based Math Lead Teacher, District Academic Specialists, Classroom Teachers	\$0	N/A	Teacher lesson plans Classroom observation records Student achievement data

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only 73	School Projected Elementary	76	79	82	85	88
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development for teachers by partnering with the district academic specialists	2018-2023	Administration, Instructional Coach, District Academic Specialists, Classroom Teachers	\$1000	Local Funds	PD agendas, Teacher Lesson Plans, and Classroom Observation Records

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Partner with Roper Mountain Science Center for improved science teaching and field trips	2018-2023	Administration, Roper Mountain Science Center Leadership, Classroom Teachers	\$5000	District and Local Funds	Lesson Plans, Classroom Observation Records, Field Trip Itineraries, and Student Achievement Data
3. Technology integration with 1:1 Chromebook initiative	2018-2023	Administration, Instructional Coach, District Technology Team, Classroom Teachers	\$20,000	District and Local Funds	Lesson Plans, Classroom Observation Records, Online Learning Management System Records, Student Achievement Data

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only 80%	School Projected Elementary	83	86	89	92	95
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Partner with Tamara Finley and the other district academic specialists to improve social studies instruction.	2018-2023	Administration, Instructional Coach, District Academic Specialists, Classroom Teachers	\$1000	Local Funds	PD agendas, Teacher Lesson Plans, and Classroom Observation Records
2. Integrate social studies texts into ELA and literacy instruction	2018-2023	Administration, Instructional Coach, District Academic Specialists	\$5000	Local and District Funds	Instructional Coach coaching cycle documentation, Teacher lesson plans, Classroom observation data, Student Achievement Data
3. Integrate technology to improve student engagement and learning outcomes for students in social studies.	2018-2023	Administration, Instructional Coach, District Technology Coordinator, Classroom Teachers	\$20,000	Local and District Funds	PD agendas, teacher lesson plans, classroom observations, data from MasteryConnect and other LMS data, Student Achievement Data

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations N/A (2016-17)	Projected Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20 (2016-17)	Projected AA	25	30	35	40	45
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20% (2016-17)	Actual AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 14 (2016-17)	Projected SWD	19	24	29	34	39
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 14 (2016-17)	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected LEP					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u> </u> (2016-17)	Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20 <u> </u> (2016-17)	Projected SIP	25	30	35	40	45
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u> </u> (2016-17)	Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u> </u> (2016-17)	Projected Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u> </u> (2016-17)	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _23_ (2016-17)	Projected AA	28	33	38	43	48
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _23_ (2016-17)	Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 24 <u> </u> (2016-17)	Projected SWD	29	34	39	44	49
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 24 <u> </u> (2016-17)	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u> </u> (2016-17)	Projected LEP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual LEP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 23__ (2016-17)	Projected SIP	28	33	38	43	48
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only 22	Projected AA	27	32	37	42	47
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected LEP					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only 22	Projected SIP	27	32	37	42	47
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only 54	Projected AA	59	64	69	74	79
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected LEP					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only 54	Projected SIP	59	64	69	74	79
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual SIP					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development for teachers by partnering with the district academic specialists	2018-2023	Administration, Instructional Coach, District Academic Specialists, Classroom Teachers	\$1000	Local Funds	PD agendas, Teacher Lesson Plans, and Classroom Observation Records
2. Partner with Roper Mountain Science Center for improved science teaching and field trips	2018-2023	Administration, Roper Mountain Science Center Leadership, Classroom Teachers	\$5000	District and Local Funds	Lesson Plans, Classroom Observation Records, Field Trip Itineraries, and Student Achievement Data
3. Technology integration with 1:1 Chromebook initiative	2018-2023	Administration, Instructional Coach, District Technology Team, Classroom Teachers	\$20,000	District and Local Funds	Lesson Plans, Classroom Observation Records, Online Learning Management System Records, Student Achievement Data

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

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

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
FastBridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD

		District Actual					
FastBridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
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: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
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: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	94	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide an onsite law enforcement officer (School Resource Officer)	2018-2023	Greenville County Sheriff Department and Greenville City Police	\$70,000	Greenville County Sheriff Department	Availability of an SRO.
2. Clear method for communicating/reporting safety issues	2018-2023	Administration, Law Enforcement, District Leadership	\$10000	District and Local Funds	Use of SafeCeivers, Reporting procedures in parent/student handbook, reporting procedures in teacher handbook, presence of school safety plan
3. School Safety Plan with Appropriate training and drills for teachers	2018-2023	Administration, District Administration, and Law	1000	District and Local Funds	Safety Plan, Drill Schedule, Professional Development

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Enforcement			

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize guidance counselors and behavior interventionist to work with students with behavioral difficulties before they reach the point of being recommended for expulsion.	2018-2023	Behavioral Interventionist Guidance Counselors Administration Classroom Teachers	\$35,000	1/2 FTE	Guidance/Intervention records Disciplinary referrals (Decreased)
2. Mental Health Counseling for identified students	2018-2023	Mental Health Counselor, Guidance Counselors, Teachers, Administration	\$50,000	Greenville Mental Health	Decreased disciplinary referrals for students with mental health concerns.
3. PBIS and MTSS implementation	2018-2023	All faculty and staff	\$10,000	District, Local, and PTA Funds	Data from GCSource and MTSS/OnTrack Meeting Notes Decreased disciplinary referrals and increased interventions

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	88	School Projected	90	90	90	90	90
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will utilize the Compassionate Schools Framework to foster a caring environment in their classrooms.	2018-2023	All faculty and staff	\$2000 for training	Professional Development Funds	PD Agendas Classroom rules and procedures Classroom observation records Guidance lesson

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					plans
2. Sterling will implement PBIS schoolwide to foster positive behaviors and safe learning environments.	2018-2023				PD Agendas Classroom rules and procedures Guidance lesson plans
3. Teachers will implement trauma-informed and responsive classroom practices to facilitate a safe and positive learning environment.	2018-2023				PD Agendas Classroom rules and procedures Classroom observation records Guidance lesson plans

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		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96.8	School Projected	95	95	95	95	95
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will contact parents of students who miss more than 3 days of school	2018-2023	Classroom Teachers, Attendance Clerk	\$0	N/A	School Attendance Reports and Teacher Contact Logs

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Guidance clerk and/or counselor will contact parents and hold attendance intervention conferences for students who miss more than 5 days of school.	2018-2023	Attendance Clerk, Guidance Clerk, Counselor	0	N/A	School Attendance Reports and Teacher Contact Logs, Attendance intervention conference logs
3. Administration will conference with parents of any students who miss more than 8 days of school.	2018-2023	Administration, Attendance Clerk, Guidance Counselor, Guidance Clerk, Classroom Teacher	0	N/A	Administration attendance intervention conference logs and/or truancy 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: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 4% Lonely – 6% Angry – 7%	School Projected	Afraid ≤ 3 Lonely ≤ 5 Angry ≤ 6	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 5	Afraid ≤ 1 Lonely ≤ 3 Angry ≤ 4	Afraid ≤ 1 Lonely ≤ 2 Angry ≤ 3	Afraid ≤ 1 Lonely ≤ 1 Angry ≤ 2
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide mental health counseling for students identified as having mental health issues	2018-2023	Mental Health Counselor, Administration, Guidance Counselor,	\$0	Greenville Mental Health	Decreased disciplinary referrals for students acting out in anger--fighting,

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Classroom Teacher, Social Worker			hit/kick/strike, etc.
2. Provide research-based guidance curriculum to improve social-emotional skills for students	2018-2023	Guidance Counselors, Classroom Teachers, Administration	\$5000	District and Local Funds	Decreased disciplinary referrals for students acting out of emotion, Guidance Counseling Contact Logs and Classroom Teaching schedule
3. Use of Trauma-Informed and Responsive Classroom Practices to reduce negative student interactions and negative emotional responses	2018-2023	Administration, Guidance Counselors, Classroom Teachers, All School Faculty and Staff	\$10000	District and Local Funds	Decreased disciplinary referrals for students acting out in anger-- fighting, hit/kick/strike, etc.

Middle

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 99 % in 2016-17 to 100 % 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.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1 % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 99 (2016-17)	School Projected Middle	100	100	100	100	100
		School Actual Middle					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development for Teachers of Highly Gifted & Talented Students	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach	\$10,000	District and Local Funds	PD Agendas, Classroom Observation Records, and Teacher Lesson Plans
2. Technology Integration and 1:1 Implementation	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach, District	\$15,000	District and Local Funds	PD Agendas, Teacher Lesson Plans, LMS Records, Classroom Observation Records

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Technology Team			
3. Utilizing MasteryConnect and other achievement data and tests to better align with gifted education principles and accelerated learning	2018-2023	Administration, District Academic Specialists, Instructional Coach, Classroom Teachers	10,000	District and Local Funds	Student Achievement Data

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 100% in 2016-17 to 100% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 100 (2016-17)	School Projected Middle	100	100	100	100	100
		School Actual Middle					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development	2018-2023	Administration,	\$10,000	District	PD Agendas,

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
for Teachers of Highly Gifted & Talented Students		District Gifted Education Specialist, District Academic Specialists, Instructional Coach		and Local Funds	Classroom Observation Records, and Teacher Lesson Plans
2. Technology Integration and 1:1 Implementation	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach, District Technology Team	\$15,000	District and Local Funds	PD Agendas, Teacher Lesson Plans, LMS Records, Classroom Observation Records
3. Utilizing MasteryConnect and other achievement data and tests to better align with gifted education principles and accelerated learning	2018-2023	Administration, District Academic Specialists, Instructional Coach, Classroom Teachers	10,000	District and Local Funds	Student Achievement Data

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 1 % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only 99	School Projected Middle	100	100	100	100	100
		School Actual Middle					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	District Projected Middle	TBD	TBD	TBD	TBD	TBD
		District Actual Middle					

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development for Teachers of Highly Gifted & Talented Students	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach	\$10,000	District and Local Funds	PD Agendas, Classroom Observation Records, and Teacher Lesson Plans
2. Technology Integration and 1:1 Implementation	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach, District Technology Team	\$15,000	District and Local Funds	PD Agendas, Teacher Lesson Plans, LMS Records, Classroom Observation Records
3. Utilizing MasteryConnect and other achievement data and tests to better align with gifted education principles and accelerated learning	2018-2023	Administration, District Academic Specialists, Instructional Coach, Classroom Teachers	10,000	District and Local Funds	Student Achievement Data

<p>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority</p>
<p><i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other</p>
<p>PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.</p>
<p>INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by <u> 0 </u>% annually.</p>

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only 100	School Projected Middle	100	100	100	100	100
		School Actual Middle					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	District Projected Middle	TBD	TBD	TBD	TBD	TBD
		District Actual Middle					

Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development for Teachers of Highly Gifted & Talented Students	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach	\$10,000	District and Local Funds	PD Agendas, Classroom Observation Records, and Teacher Lesson Plans
2. Technology Integration and 1:1 Implementation	2018-2023	Administration, District Gifted Education Specialist,	\$15,000	District and Local Funds	PD Agendas, Teacher Lesson Plans, LMS Records, Classroom

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		District Academic Specialists, Instructional Coach, District Technology Team			Observation Records
3. Utilizing MasteryConnect and other achievement data and tests to better align with gifted education principles and accelerated learning	2018-2023	Administration, District Academic Specialists, Instructional Coach, Classroom Teachers	10,000	District and Local Funds	Student Achievement Data

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected LEP					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected SIP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected LEP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual LEP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected LEP					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected LEP					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual SIP					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
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: 6 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
PowerSchool		School Actual					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	94	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	94	School Actual Students					
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SC SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Students					
SC SDE School Report Card Survey	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SC SDE School Report Card Survey	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide an onsite law enforcement officer (School Resource Officer)	2018-2023	Greenville County Sheriff Department and Greenville City Police	\$70,000	Greenville County Sheriff Department	Availability of an SRO.
2. Clear method for communicating/reporting safety issues	2018-2023	Administration, Law Enforcement, District Leadership	\$10000	District and Local Funds	Use of SafeCeivers, Reporting procedures in parent/student handbook, reporting procedures in teacher handbook, presence of school safety plan
3. School Safety Plan with Appropriate training and drills	2018-2023	Administration, District	1000	District and Local	Safety Plan, Drill Schedule,

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
for teachers		Administration, and Law Enforcement		Funds	Professional Development

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	202
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ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤ .07	≤ .07	≤ .07	≤
		School Actual				
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤
		District Actual				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize guidance counselors and behavior interventionist to work with students with behavioral difficulties before they reach the point of being recommended for expulsion.	2018-2023	Behavioral Interventionist Guidance Counselors Administration Classroom	\$35,000	1/2 FTE	Guidance/Intervention records Disciplinary referrals (Decreased)

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Teachers			
2. Mental Health Counseling for identified students	2018-2023	Mental Health Counselor, Guidance Counselors, Teachers, Administration	\$50,000	Greenville Mental Health	Decreased disciplinary referrals for students with mental health concerns.
3. PBIS and MTSS implementation	2018-2023	All faculty and staff	\$10,000	District, Local, and PTA Funds	Data from GCSource and MTSS/OnTrack Meeting Notes Decreased disciplinary referrals and increased interventions

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 middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	65	School Projected	68	71	74	77	80
		School Actual					
AdvancED Culture & Climate Surveys	MS and HS 51	District Projected	54	58	62	66	70
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will utilize the Compassionate Schools Framework to foster a caring environment in their classrooms.	2018-2023	All faculty and staff	\$2000 for training	Professional Development Funds	PD Agendas Classroom rules and procedures Classroom observation records Guidance lesson plans
2. Sterling will implement PBIS schoolwide to foster positive behaviors and safe learning environments.	2018-2023				PD Agendas Classroom rules and procedures Guidance lesson plans
3. Teachers will implement trauma-informed and responsive classroom practices to facilitate a safe and positive learning environment.	2018-2023				PD Agendas Classroom rules and procedures Classroom observation records Guidance lesson plans

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		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96.8	School Projected	97	97	97	97	97
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will contact parents of students who miss	2018-2023	Classroom Teachers,	\$0	N/A	School Attendance Reports and Teacher

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
more than 3 days of school		Attendance Clerk			Contact Logs
2. Guidance clerk and/or counselor will contact parents and hold attendance intervention conferences for students who miss more than 5 days of school.	2018-2023	Attendance Clerk, Guidance Clerk, Counselor	0	N/A	School Attendance Reports and Teacher Contact Logs, Attendance intervention conference logs
3. Administration will conference with parents of any students who miss more than 8 days of school.	2018-2023	Administration, Attendance Clerk, Guidance Counselor, Guidance Clerk, Classroom Teacher	0	N/A	Administration attendance intervention conference logs and/or truancy 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: 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 middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 6% Lonely – 10% Angry – 4%	School Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 3	Afraid ≤ 4 Lonely ≤ 8 Angry ≤ 2	Afraid ≤ 3 Lonely ≤ 7 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 6 Angry ≤ 1	Afraid ≤ 1 Lonely ≤ 5 Angry ≤ 1
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide mental health counseling for students identified as having mental health issues	2018-2023	Mental Health Counselor, Administration, Guidance Counselor,	\$0	Greenville Mental Health	Decreased disciplinary referrals for students acting out in anger--fighting,

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Classroom Teacher, Social Worker			hit/kick/strike, etc.
2. Provide research-based guidance curriculum to improve social-emotional skills for students	2018-2023	Guidance Counselors, Classroom Teachers, Administration	\$5000	District and Local Funds	Decreased disciplinary referrals for students acting out of emotion, Guidance Counseling Contact Logs and Classroom Teaching schedule
3. Use of Trauma-Informed and Responsive Classroom Practices to reduce negative student interactions and negative emotional responses	2018-2023	Administration, Guidance Counselors, Classroom Teachers, All School Faculty and Staff	\$10000	District and Local Funds	Decreased disciplinary referrals for students acting out in anger-- fighting, hit/kick/strike, etc.