

RUDOLPH GORDON SCHOOL

SCHOOL PORTFOLIO

2018-19 THROUGH 2022-23



JACKIE PARKER, PRINCIPAL

GREENVILLE COUNTY SCHOOL DISTRICT

DR. W. BURKE ROYSTER, SUPERINTENDENT

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Rudolph Gordon School*

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster	<i>W. Burke Royster</i>	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

<i>Jackie Parker</i>	<i>Jackie Parker</i>	3-8-21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells	<i>Lynda Leventis-Wells</i>	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

<i>Tricia Surles</i>	<i>Tricia Surles</i>	3-8-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kim E. White	<i>Kim E. White</i>	3-8-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: *1507 Scuffletown Road*

SCHOOL TELEPHONE: (864) *452-0200*

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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:	Jackie Parker
2. TEACHER:	Beth Hadley
3. PARENT/GUARDIAN:	Danielle Ledford
4. COMMUNITY MEMBER:	Laura-Allen Kerlin
5. PARAPROFESSIONAL	Deb Fuls
6.. SCHOOL IMPROVEMENT COUNCIL:	Tricia Surles
7. Read to Succeed Reading Coach	Kim E. White
8. School Read to Succeed Literacy Leadership Team Lead	Kim E. White
9. School Read to Success Literacy Leadership Team Member	Leigh Laskis

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>
Assistant Principal	Carrie McCain
Assistant Principal	Dan Anderson
Instructional Coach	Celeste Keely
School Counselor	Carrie Pulley
School Counselor	Susan Pritchett
Reading Interventionist	Linda Jenny
Teacher	Catherine Osborne
Teacher	Brooke Key
Teacher	Sheena Abrams
Teacher	Lauren Reaves
Teacher	Libby Wright
Secretary	Elizabeth Suchenski

***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.

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

√ **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

√ **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

√ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

√ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

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

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

√ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

 Developmental Screening
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

 Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

√ **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

√ **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

√ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Table of Contents

Introduction	1
Executive Summary	4
School Profile	6
Mission, Vision, and Beliefs	9
Data Analysis and Needs Assessment	10
Action Plan	15

Introduction

A new Action Plan has been written to be implemented from 2018-2023. The process began in April 2018 with an overview presented to the faculty, staff, PTA, and SIC. Groups were formed with representation from our various stakeholders. These groups reviewed the survey data collected from parents, students, and our faculty and staff. State survey results included on the school's report card and results from the survey given as part of our self-assessment were used to identify strengths and areas for improvement for our total school program. Student data from standardized tests was critiqued to develop student achievement goals that are specific, measurable, attainable, results-oriented, and time-bound. The plan is updated every year. Stakeholders that served on the standards teams and the portfolio teams are:

Self-Assessment: Standard 1 – Purpose and Direction
Portfolio: Mission, Vision, Beliefs

- Catherine Osborne, kindergarten teacher, chairperson
- Kristie Smith, 1st grade teacher
- Emily Sisson, 2nd grade teacher
- Lauren Reaves, 3rd grade teacher
- Kristi Calvert, Science Lab Teacher
- Kim White, Literacy Coach
- Kristin Bence, music teacher
- Charles Wyche – 6th grade teacher
- Ellis Prickett – 6th grade teacher
- Kelly Miller – 7th grade teacher
- Christopher Rivardo – 8th grade teacher
- Nicole Welsh – SPED teacher
- Sarah Sarton – 7th grade teacher
- Amy McConaghy, kindergarten assistant
- Natalie Coones, 1st grade teacher
- Melissa Benham, 4th grade teacher
- Lindsay Elsenheimer – PE teacher
- Michelle Hawkins – 2^{ns} grade teacher
- Susan Pritchett – guidance counselor
- Carlie Peden – guidance counselor

Self-Assessment: Standard 2 – Governance and Leadership
Portfolio: School Profile

- Ann Owens, kindergarten teacher, chairperson
- Victoria Missouri, 2nd grade teacher
- Beth Hadley, 4th grade teacher
- Leslie Dutcher, 5th grade teacher
- Kristin Beitel, MS PE teacher
- Lynne Dixon, kindergarten assistant
- Angie Saunders, Office Clerk
- Bernadette Farrow, cafeteria manager
- Kathi Owens, Elementary STEAM lab manager
- Stephen Smith, plant engineer
- Debbie Lombel – 6th grade teacher

- Amber Willis – 7th grade teacher
- Jonathan Gordon – 8th grade teacher
- Mary Grace Orr – SPED
- Janet Ford – registrar
- Mary Beth Cooper – 1st grade teacher
- Shelley Graf – guidance counselor
- Alison Heape – music teacher
- Erin Hoffman – 3rd grade teacher
- Whitney Llana – 3rd grade teacher
- Laurie Schmotzer – 6th grade teacher

Self-Assessment: Standard 3 – Teaching and Assessing for Learning
Portfolio: Data Analysis and Needs Assessment, Introduction

- Sheena Abrams, 2nd grade teacher, chairperson
- Jackie Parker, principal
- Erin Williams, kindergarten teacher
- Megan Phillips, 1st grade teacher
- Linda Goretzke, 1st grade teacher
- Nicole Poore, 3rd grade teacher
- Haleigh Poole, 4th grade teacher
- Nicholas Russell, 5th grade teacher
- Tracy Willis, challenge teacher
- Lori Hall, resource teacher
- Lindsay Hardin, Literacy Coach
- Deb Fuls, kindergarten assistant
- Kimberly Rush, Media Specialist
- Ellis Prickett, 6th Grade SS
- Emily Modrak, 6th Grade Math
- Tiffany Rickey, Media Specialist
- Carla Hunt, SPED assistant
- Melissa Benham, 4th Grade teacher

Self- Assessment: Standard 4 – Resources and Support Systems
Portfolio: School Profile

- Brooke Key, 1st grade teacher ,chairperson
- Carrie Pulley, guidance counselor
- Kelly Tetzlaff, kindergarten teacher
- Rachel Tabor, 5th grade teacher
- Angie Nelson, 2nd grade teacher
- Robin Sanford, 4th grade teacher
- Lauren Sierputowski, 4th grade teacher
- Amy Rodgers, 4th grade teacher
- Hannah Luther, SPED
- Brooke Vickery, speech pathologist
- Linda Snow-Moors, speech pathologist
- Megan Pope, nurse
- Elizabeth Suschenski, secretary/bookkeeper
- Gwynna Buckner, secretary/bookkeeper
- Alyssa Nichols – 6th grade teacher
- AJ Jeffcoat – 6th grade teacher
- Emily Modrak – 8th grade teacher
- Brandy Garrett – GTT teacher
- Nicole Springs – SPED
- Tiffany Bearfield – Office clerk
- Maggie Timmersman – 4th grade teacher
- Tiffany Rickey – MS media specialist
- Susan Parris – art teacher

Self-Assessment: Standard 5 – Using Results for Continuous Improvement
Portfolio: Executive Summary

- Libby Wright, 5th Grade teacher, chairperson
- Celeste Keely, instructional coach
- Darsi Bolding, Kindergarten teacher
- Leigh Laskis, 1st grade teacher
- Lauren Kuykendall-Carter – 1st grade teacher
- Ela Zende – 2nd grade teacher

- Kimberly graham – 3rd grade teacher
- Kimberly Cooksey – 5th grade teacher
- Laura Shaw – art teacher
- Faith Holloway – kindergarten assistant
- Sarah Shady – 6th grade teacher
- Kim Ashworth – 8th grade teacher
- Mandy Tucker – 8th grade teacher
- Brittany Williams – Spanish teacher
- Ashley DeJong – art teacher
- Brittany Saunders – strings teacher
- Sara Taylor – office clerk
- Carla Hunt – computer lab manager
- Linda Jenny - .5 reading interventionist
- Angela Mason – 3rd grade teacher
- Mark Best – 5th grade teacher

Each group participated in developing and updating the 2018-2023 Action Plan. The plan includes five-year performance goals, annual objectives, and strategies to achieve the goals. The action plan addresses student achievement, teacher and administrator quality, and school climate.

Executive Summary

2019 Student Achievement Assessment Findings for Rudolph Gordon

- SC Ready English.....66% Meets or Exceeds Expectations
- SC Ready Math.....67% Meets or Exceeds Expectations
- SCPASS Science.....70.9% Met or above
- SCPASS Social Studies.....85.9 Met or above

**Due to the extenuating circumstances surrounding the COVID – 19 Pandemic, the state of South Carolina did not administer any standardized tests in the spring of 202. Therefore, the most current date is from 2019.*

Teacher and Administrator Quality

- 5 Administrators (one principal, three assistant principals, and one administrative assistant)
- 92 Teachers
- 16 Support Staff
- 74% of the teaching staff have an advanced degree
- 96% of the teaching staff are on continuing contract
- 5 National Board-Certified Teachers
- 11 Teachers are in the GCS Virtual Program whose home school is Rudolph Gordon

School Climate Findings

The students, parents and teacher surveys indicate the following:

- The school is safe and is well kept
- The school cares about individual student’s needs.
- The teachers have high expectations for students and implement the state curriculum effectively.

Significant Challenges from past 3 years

- Transitioning to a K-8 school with 8th grade added during the 2020-21 school year.
- Training new teachers on district initiatives (Fountas and Pinnell, PBL/ STEAM, Carnegie Math, Big Ideas textbooks, and new technology tools to facilitate online learning)
- Expanding our athletic program with an increase in the number of sports
- Implementation of new district curriculum/standards in Social Studies
- Finding safe and effective ways to continue implementation of Guided Math and Reading groups in grades K5 – 5th, ensuring that all safety protocols are followed
- Implementation of Language and Words Study Kits in grades K5 – 3rd
- Training for Coaching Cycles
- Vertical Teaming Opportunities
- Logistics of faculty and staff meetings while ensuring that all Covid-19 safe protocols and procedures are followed
- Implementation of Carnegie Math and Algebra I
- Logistics of balancing a hybrid schedule with both eLearning and face-to-face instruction
- Logistics of managing students enrolled in the Virtual School, as well as those enrolled in Brick-and-Mortar
- The overall change in protocols for instruction, including, but not limited to , eLearning, social distancing, mask-wearing, physical barrier infrastructures (plexi-glass), increase hygiene practices, and altering the flow of foot traffic throughout the building.

Accomplishments, Results, and Awards

- All teachers are Highly Qualified
- Above the district average on middle school SC Pass and SC Ready scores
- 7th grade string orchestra scoring “excellent” on Concert Performance Assessment
- Safe School Award for 10 straight year
- Palmetto Gold and Silver awards for academic achievement

School Profile

Rudolph Gordon School welcomed students for the first time in August of 2008. Parents, students, and community leaders joined together with the school faculty and staff to create a learning environment where family values are respected, diversity is celebrated, teamwork is modeled, and academic success for every student is expected.

The two-story facility honors Dr. Rudolph G. Gordon, who retired in 2000 as District Superintendent of Greenville County Schools. In 2005, the Greenville County School Board voted unanimously to name the new school in his honor, acknowledging his accomplishments and leadership in education and community. The school media center is named in memory of his wife, Corrine Smith Gordon, to honor her many years of dedication to the students in Greenville County as a school media specialist. In the fall of 2018, Rudolph Gordon School opened the doors to 6th grade students and became a K-8th grade school. The 7th grade was added in August of 2019, and the 8th grade was added in August of 2020. There are approximately 1200 students enrolled at RGS, with an additional 340 students enrolled in the Virtual Program.

The school capacity is for one thousand, six hundred. Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, and a state-of-the-art media center. Each classroom is equipped with a Promethean board, and Rudolph Gordon School is one-to-one Chromebook school for all students. Additionally, the primary cafeteria seats 300, and the secondary cafeteria seats 300. The new building houses grades five through eighth grade students. Rudolph Gordon School is built to support project-based learning, which includes collaboration, technology and hands-on learning in innovation labs. Classroom instruction includes integration of curriculum and STEAM (Science, Technology, Engineering, Arts and Mathematics) activities.

School security is an ongoing focus for Rudolph Gordon School. An emergency response plan is in place, which includes background checks for all school visitors. The staff and students routinely participate in practice drills to determine the strengths and needs of the school. Students are taught the “Ignore the Door” policy developed by the Greenville County School District. An SRO (school resource office) is housed on campus.

The student population at Rudolph Gordon School is culturally diverse with six home languages represented. Enrollment figures show the following ethnic distribution of students: (These numbers include the virtual student population along with the brick and mortar population.

Student Groups	Total School Enrollment 1548 (B 792/G 756)	Percentage
Caucasian	1152 (592/560)	74%
African American	182 (92/90)	12%
Hispanic	119 (67/52)	7.6%
Two or More Races	47 (21/26)	3%
Other / Asian	45 (19/26)	2.9%
Poverty Index		31.1%

The poverty index, related to the number of students qualifying for free or reduced-price meals, is 31.1%. Approximately 15.2% of the students qualify for assistance through the special education department, and 26.9 percent of students qualify for the gifted and talented program in grades 3, 4, and 5. The average daily attendance for Rudolph Gordon Elementary is 96.5%. The retention rate of students is less than 1% annually. Students are heterogeneously grouped for instruction with students spending the majority of the day with their classroom teacher. The ratio of teachers to students is 1 to 22.2.

The school leadership team consist of one principal, three assistant principals, and one administrative assistant that support 60 classroom teachers who instruct students based on the following distribution: 20 students in kindergarten through third grade classrooms, and 24 or more in fourth through eighth grade classes. Additionally, there are support teachers that teach art, music, physical education, speech, challenge, and resource, literacy intervention, Gateway to Technology, and band. A bilingual teacher works with students on a weekly basis. An instructional coach assists teachers in planning and implementing effective lessons, a part-time literacy coach supports classroom teachers in literacy instruction, as well as provide reading intervention to identified students through RTI, along with three part-time reading interventionists. Four and a half school counselors conduct classroom lessons, implementing character and SEL (Social, and Emotional Learning) education, address the needs of our virtual students, as well as provide a variety of counseling services for our students. A part time mental health counselor is onsite 2 days per week to work with certain students. Other support personnel include two secretary/bookkeepers, three and a half office clerks, two nurses, a cafeteria manager, a plant engineer, a media clerk, and five kindergarten-teaching assistants. Additionally, there are six special education support assistants that work with identified students. The following percentages further describes the teaching staff of Rudolph Gordon School: 70.2% have advanced degrees, 95% are on continuing contract and the average teacher attendance rate is 91.3%.

Members of the faculty council have an equal voice in decision-making. Council members often initiate topics for discussion and disseminate information from the principal. When making decisions, a consensus is reached with the understanding that the outcome is in the best interest of our school.

Committees play a major role in the decision-making process. They work collaboratively to move the school toward accomplishing goals outlined in the strategic plan. Ongoing and ad-hoc committees that have specific roles form the leadership structure. Committees share recommendations with the faculty and staff for discussion. By incorporating everyone in the shared decision-making process, commitment is heightened to achieve the school's mission, vision, and goals.

Professional Learning Communities (PLCs) are utilized to increase dialogue among grade levels. Teachers use data from many sources to inform and plan instruction. The commitment from our PLCs to improve the teaching and learning environment is evident in the increases in student achievement scores on monthly common assessments and yearly state testing.

The PTA works with the faculty and staff to enhance the home-school relationship to positively affect the education of all students. Officers are responsible for presenting a yearly budget to the PTA members for approval. The budget is created to support school improvement plans. PTA initiatives include fundraisers, family school events, membership drives, student encouragement for academic achievement, operation of a school store, and festivals. The PTA sponsors a volunteer program that provides teachers with valuable resources that include the following: SEEDS reading program, Book Buddies program, laminating, incentives for academic achievement, and school beautification projects. Over 20,000 volunteer hours are reported annually. The PTA has a Facebook page, which announces upcoming events and serves to announce specific school volunteer needs. PTA board meetings are held monthly, and school-wide PTA meetings are scheduled four times a year.

The School Improvement Council is an advisory committee to the school's principal. Members assist in the preparation of the school's strategic plan, participate in monitoring and evaluating annual initiatives, help write the narrative for the state Report Card, work with the principal to prepare the annual report to the community, and advise the leadership team on the spending of state, district, and local funds. The council is composed of parents, teachers, and community members. Meetings are held monthly.

Rudolph Gordon's PTA and SIC have been very instrumental in establishing our partnerships. Local businesses contribute incentives, provide monetary rewards, and sponsor grants for our teachers.

Rudolph Gordon School offers many opportunities for student participation and recognition. Outstanding character is recognized through the guidance department. Academic achievement and perfect attendance are rewarded with ribbons, certificates, and incentives provided by business partners and the PTA. Students' creative abilities are showcased through the school writing wall, school newsletters, and community newspapers and publications. In addition, Rudolph Gordon offers a very strong fine arts program. Talent is showcased in local, county, and state art competitions and county and state choral performances. Sports teams (girls volleyball, basketball, softball, and soccer along with boys basketball, baseball, and soccer) were added to the school environment in the fall of 2019 with the addition of our 7th grade program.

Effective discipline is an integral part of a successful school program. Parents and students receive a school handbook, which includes the district's code of conduct and Rudolph Gordon School policies, procedures, and regulations. Teachers also send home their individual classroom discipline plans and procedures. Students are encouraged and expected to maintain appropriate behavior at all times.

Our academic curriculum is developed in alignment with state and district academic standards to meet the diverse needs of our students. All teachers develop a syllabus outlining student expectations, classroom rules and procedures, and academic standards. The Fountas and Pinnell balanced literacy model is used for language arts instruction, Everyday Counts Math strategies are incorporated into lessons, and writing and technology are integrated in all subject areas. Other strategies used to enhance academic instruction include Accelerated Reader, IXL Math, science kits, small group guided reading instruction, and weekly hands-on science instruction in a lab setting to support and enrich classroom science lessons. Computer-assisted instruction, based on state standards, is incorporated into the teaching and learning environment.

Teachers receive on-going training for school initiatives, and Professional Learning Communities are utilized to increase dialogue among faculty members in order to enhance student learning. The faculty participated in STEAM training provided by our district academic science specialist through Clemson University and will continue with ongoing training. In addition, Rudolph G. Gordon has a teacher lead Discovery Leadership team that provides on-going staff training through Discovery Education.

Mission, Vision, Beliefs

MISSION

The mission of Rudolph Gordon School, in cooperation with home and community, is to prepare children to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment.

Vision

The vision for Rudolph Gordon Elementary is that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork.

BELIEFS

We believe:

1. All children can learn.
2. All children should be given learning opportunities to meet their unique needs, gifts, and learning styles in order to reach their full potential.
3. Education is a shared responsibility involving students, teachers and staff, parents, and community members.
4. School should be a safe and nurturing environment where the cultures and customs of families are respected.
5. Educational experiences should encourage students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

The South Carolina READY Assessment assessed students in reading, writing, and math. The results are below.

SC Ready 2019 ELA

Grade	Students Tested	Did Not Meet	Approaches	Meets	Exceeds	Meets/Exceeds
3	155	12.9% (20/155)	21.9% (34/155)	29.0% (45/155)	36.1% (56/155)	65.1% (101/155)
4	184	14.1% (26/184)	15.8% (29/184)	27.7% (51/184)	42.4% (78/184)	70.1% (129/178)
5	178	10.7% (19/178)	28.7% (51/178)	34.8% (62/178)	25.8% (46/178)	60.6% (108/178)
6	170	10.6% (18/170)	20.0% (34/170)	37.6% (64/170)	31.8% (54/170)	69.4% (118/170)
Grand Total	687	12.1% (83/687)	21.5% (148/687)	32.3% (222/687)	34.1% (234/687)	66.4% (456/687)

Strengths	Areas for Consideration
3 rd – TDA Writing and Reading Literary Text	3 rd – Inquiry
4 th – TDA Writing and Language, Craft, & Structure	4 th – Meaning, Context, and Craft
5 th – TDA Writing and Language	5 th – Language, Craft, & Structure and Meaning & Content
6 th – TDA Writing and Meaning, Context, & Craft	6 th – Language, Craft, & Structure

SC Ready 2019 Math

Grade	Students Tested	Did Not Meet	Approaches	Meets	Exceeds	Meets/Exceeds
3	156	10.3% (16/156)	17.3% (27/156)	32.1% (50/156)	40.4% (63/156)	72.5% (113/156)
4	184	15.8% (29/184)	21.7% (40/184)	32.6% (60/184)	29.9% (55/184)	62.5% (115/184)
5	178	14.6% (26/178)	23.0% (41/178)	24.2% (43/178)	38.2% (68/178)	62.4% (111/178)
6	170	9.4% (16/170)	21.2% (36/170)	27.6% (47/170)	41.8% (71/170)	69.4% (118/170)
Grand Total	688	12.6% (87/688)	20.9% (144/688)	29.1% (200/688)	37.4% (257/688)	66.5% (457/688)

Strengths	Areas for Consideration
3 rd – Fractions, Geometry	3 rd – Number Sense/Base Ten
4 th – Geometry	4 th – Measurement and Data
5 th – Geometry	Analysis
6 th – Data Analysis and Statistics	5 th – Algebraic Thinking and Operations
	6 th – Number Sense and Base Ten

SCPASS Science

	2017	2018	2019
Does Not Meet	13.6%	8.7%	12%
Approaches	26.5%	22.8%	17.1%
Meets	30.8%	34.9%	36.3%
Exceeds	29.0%	33.6%	34.6%

Teacher and Administrator Quality

Professional Development Calendar for 2020-21

Based on Technology, ELA Goals, and Math Goals
Rudolph Gordon School “Inspiring a Passion for Learning”

Data Analysis: (Includes analysis of Mastery Connect Benchmark Data)

- September
- November
- February
- April

Technology Mondays: (Based on available technology at RGS and teacher needs)

- September 28
- October 19
- November 16
- December 14
- January 11
- February 8
- March 15

Math Training provided by Stephanie Burdette. TBD

PLC Training: Weekly with Middle School by McCain, Acton, or Keely

Mathia / Carnegie: Weekly sessions by Acton and McCain – Parent Virtual Meeting TBD

Pulse Check for all teachers: Weekly

Literacy / ELA Updates

- September 17 – 5th grade
- September 16 – K5/1st/3rd
- September 30– 2nd grade / Word study – after school
- September 29 – 4th grade

Instructional Protocol: Learning Outcome (Learning Target Review)

- October 5 – grades 6th, 7th, and related arts
- October 12 – grades K-5th and related arts

Vocabulary Word Walls: October

Accountable Talk: October (Connections to math)

PD Digital Notebooks: October

Book study: *The Teacher 50 Critical Questions for Inspiring Classroom Excellence* by Baruti K. Kafele

- August – March

School Climate Needs Assessment

School Climate Survey

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

Below are the 2019 survey results from teachers, students and parents.

Number of surveys returned	(T)49	(S)167	(P)73
Percent satisfied with learning environment	95.9%	89.8%	95.9%
Percent satisfied with social and physical environment	96%	86.1%	97.2%
Percent satisfied with school-home relations	97.9%	90.8%	83.5%

<https://ed.sc.gov/data/report-cards/sc-school-report-card>
 (Link to school report card)

Impact of COVID-19:

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

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

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 62.7% in 2016-17 to 77.7% in 2022-23.

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	62.7% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	65.7	68.7	71.7	74.7	77.7
		School Actual Elementary 66.1%	67.3	<i>waiver</i>			
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	<i>waiver</i>			

ACTION PLAN FOR PERFORMANCE GOAL 1 (Student Achievement):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.	2018-2023	Administrators Instructional Coach	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2023	Administrators Instructional Coach	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Instructional Coach Teachers	\$0	NA	Mastery Connect Reports

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 60% in 2016-17 to 75% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	60 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	63	66	69	72	75
		School Actual Elementary 62.7	66.7	<i>waiver</i>			
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	<i>waiver</i>			

ACTION PLAN FOR PERFORMANCE GOAL (Student Achievement):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement tasks that promote reasoning and problem solving.	2018-2023	Instructional Coach Teachers	\$0	NA	Observations
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary.	2018-2023	School Principals Instructional Coach Teachers	\$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Provide professional learning opportunities to build content knowledge and pedagogy.	2018-2023	Principal Instructional Coach	\$0	NA	Evidence of unit and lesson planning, collaborative dialogue, increase the use of Mastery Connect for assessment alignment, evidence of content specific PLO

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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	72	75	78	81	84
		School Actual Elementary 69	70.5	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	<i>waiver</i>			

ACTION PLAN FOR PERFORMANCE GOAL 3 (Student Achievement):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.	2018-2023	Administrators Instructional Coach	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2023	Administrators Instructional Coach	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK	2018-2023	School Principals	\$0	NA	Observations, 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: 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	64.8% Meets Expectations and Exceeds Expectations	School Projected Hispanic	67.8	70.8	73.8	76.8	79.8
SC READY ELA SC SDE Website		School Actual Hispanic 54	60	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48

SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>			
SC READY ELA SC SDE Website	49.2 % Meets Expectations and Exceeds Expectations	School Projected AA	52.2	55.2	58.2	61.2	64.2
SC READY ELA SC SDE Website		School Actual AA 64	55	<i>waiver</i>			
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	<i>waiver</i>			
SC READY ELA SC SDE Website	14.8 % Meets Expectations and Exceeds Expectations	School Projected SWD	17.8	20.8	23.8	26.8	29.8
SC READY ELA SC SDE Website		School Actual SWD 27	29	<i>waiver</i>			

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	<i>waiver</i>			
SC READY ELA SC SDE Website	47 % Meets Expectations and Exceeds Expectations	School Projected LEP	50	53	56	59	62
SC READY ELA SC SDE Website		School Actual LEP 27	30	<i>waiver</i>			
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>			
SC READY ELA SC SDE Website	41 % Meets Expectations and Exceeds Expectations	School Projected PIP	44	47	50	53	56

SC READY ELA SC SDE Website		School Actual PIP 50	50	<i>waiver</i>			
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>			
SC READY Math SC SDE Website	51 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	54	57	60	63	66
SC READY Math SC SDE Website		School Actual Hispanic 57	73	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>			

SC READY Math SC SDE Website	42 % Meets Expectations and Exceeds Expectations	School Projected AA	45	48	51	54	57
SC READY Math SC SDE Website		School Actual AA 42	45	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>			
SC READY Math SC SDE Website	20 % Meets Expectations and Exceeds Expectations	School Projected SWD	23	26	29	32	35
SC READY Math SC SDE Website		School Actual SWD 33	28	20			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30

SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>			
SC READY Math SC SDE Website	47 % Meets Expectations and Exceeds Expectations	School Projected LEP	50	53	56	59	62
SC READY Math SC SDE Website		School Actual LEP 50	60	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>			
SC READY Math SC SDE Website	41 % Meets Expectations and Exceeds Expectations	School Projected PIP	44	47	50	53	56
SC READY Math SC SDE Website		School Actual PIP 50	47	<i>waiver</i>			

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

ACTION PLAN FOR PERFORMANCE GOAL 5 (Student Achievement):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide Strategy and content support for teachers	2018-2023	Instructional Coach	\$0	NA	School-based professional development offerings that provide best practice strategies and content for teachers
2. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Administrators Instructional Coach	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds
3. School will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups	2018-2020	Administrators Instructional Coach	\$0	NA	Evidence of EWRS intervention logs and team meetings

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 = 77%	Kindergarten through Grade 5 = 78%	Kindergarten through Grade 5 = 79%	Kindergarten through Grade 5 = 80%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 76%	<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	School Projected		Kindergarten = 61% Grade 1 = 58%	Kindergarten = 62% Grade 1 = 59%	Kindergarten = 63% Grade 1 = 60%	Kindergarten = 64% Grade 1 = 61
	K5 Criteria 41 or more accurate sounds per minutes (40th percentile) Grade 1 criteria 71 or more	School Actual	Kindergarten = 61% Grade 1 = 58%	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID – 19 pandemic.</i>			
MAP Winter Reading	Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 50% Grade 5 – 50%	Grade 2 – 50 % Grade 5 – 50%	Grade 2 – 50% Grade 5 – 50%	Grade 2 – 50% Grade 5 – 50%
South Carolina MAP Linking Study – December 2016	2 nd grade criteria RIT = 189 64 th percentile 5 th grade criteria RIT = 216 68 th percentile	School Actual	Grade 2 – 45% Grade 5 – 45%	Grade 2 – 45% Grade 5 – 45%	Grade 2 = 5 th Grade data point not available – school board decision to wave 5 th grade testing.		
Fountas and Pinnell Kindergarten	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K – 5 69%	<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	District Projected		5K - 52% or above Grade 1 – 57% or above	5K - 54% or above Grade 1 – 59% or above	5K - 56% or above Grade 1 – 61% or above	5K - 58% or above Grade 1 – 63% or above
		District Actual	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID – 19 pandemic.</i>			

<p>MAP Winter Reading</p>	<p>% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA</p>	<p>District Projected</p>		<p>Grade 2 – 36% or above Grade 5 – 32% or above</p>	<p>Grade 2 – 36% or above Grade 5 – 32% or above</p>	<p>Grade 2 – 36% or above Grade 5 – 32% or above</p>	<p>Grade 2 – 36% or above Grade 5 – 32% or above</p>
<p>South Carolina MAP Linking Study – February 2018 and July 2020</p>	<p>2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile</p>	<p>District Actual</p>	<p>Grade 2 – 38% Grade 5 – 39%</p>	<p>Grade 2 – 38% Grade 5 – 41%</p>	<p>Grade 2 = 37% 5th grade data point not available – School Board decision to waive 5th grade testing due to Act 142 testing requirements.</p>		

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

ACTION PLAN FOR PERFORMANCE GOAL 6 (Student Achievement):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with fidelity across grades	2018-2023	Administration Literacy Specialist Instructional Coach Teachers	\$0	NA	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 rd grade
2. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Administration Literacy Specialist Instructional Coach Teachers	\$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs Teachers lead focused reading conferences and small group work Students can articulate and demonstrate progress toward their reading goal(s)
3. Implement the MTSS framework and intervention guidelines with fidelity	2018-2023	Administration Literacy Specialist Instructional Coach	\$0	NA	Formative and summative assessments to inform about the focus, duration and effectiveness of the intervention

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline will be established in 2019-2020	School Actual		Gender Diversity = Yes Ethnic Diversity = Yes	Gender Diversity = Yes Ethnic Diversity = Yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline will be 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 PERFORMANCE GOAL 1 (Teacher/Administrator Quality):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify quality candidates who are diverse	2018-2023	Principal	\$0	NA	Ongoing identification of candidates
2. Network with all stakeholders to identify diverse candidates.	2018-2023	Principal	\$0	NA	Ongoing identification of candidates

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

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

PERFORMANCE GOAL 1: Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	95	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 95.2	≥ 90	<i>waiver</i>			
SC SDE School Report Card Survey	98	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	≥ 90	<i>waiver</i>			

SC SDE School Report Card Survey	97	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 97.1	≥ 90	<i>waiver</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>			

ACTION PLAN FOR PERFORMANCE GOAL 1 (School Climate):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal	\$0	NA	Newsletters, Social Media Posts, SIC and PTA agendas
2. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concern or issues	2018-2023	Administrators	\$0	NA	Tips received from multiple stakeholder groups
3. Provide front office staff with training in recognizing and deescalating volatile situations	2018-2023	Administrators	\$0	NA	Training provided
4. Continued use of the Level I and Level II background checks	Ongoing	Front office staff	Changes annually	District General Fund	Volunteer checks completed

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 %. (The SDE Report Card survey given to students, teacher, and parents was suspended for 2019-20.)

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0			
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8	1.5	0.9			
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Annual Expulsion Rate

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

ACTION PLAN FOR PERFORMANCE GOALS 2 & 3 (School Climate)					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018-2023	Administrators School Counselors Teachers	\$0	NA	Students in need being matched with services
2. Increase awareness of community based resources that families can reach out to for guidance and support	2018-2023	School Counselors	\$0	NA	Information disseminated and utilized
3. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions	2018-2023	Administrators	\$0	NA	Information disseminated through various formats

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	90	90	90	90	90
		School Actual 91	90	90	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.</i>		

ACTION PLAN FOR PERFORMANCE GOAL 4 (School Climate):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	School Counselors	TBD	Local	Students assigned to an adult at the school
2. Provide opportunities for support staff to be inclusive in school culture	2018-2023	Administrators	\$0	NA	Support staff included in decision making and support of students

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

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

PERFORMANCE GOAL 5: Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 95.43	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 95.43	95.12	96.5			
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96			

ACTION PLAN FOR PERFORMANCE GOAL 5 (School Climate):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use data from GC Source, teacher/staff, and parent referrals to identify at risk students	2018-2023	On Track Coordinator Attendance Clerk Administrators	\$0	NA	Students are identified and appropriate supports are assigned
2. Improve school-level interventions related to attendance	2018-2023	Attendance Team	TBD	District General Fund	Parental participation in interventions
3. Develop a “welcome packet” and student ambassadors program to guide students who enter the school mid-year	2018-2023	School Counselors	\$0	NA	Welcome information and procedure in place

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 ≤10 Angry ≤8	Afraid ≤5 Lonely ≤9 Angry ≤7	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤7 Angry ≤5
		School Actual Afraid – 4% Lonely – 10% Angry – 8%	Afraid ≤5 Lonely ≤7 Angry ≤3	Afraid ≤6 Lonely ≤10 Angry ≤4	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.</i>	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%	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR PERFORMANCE GOAL 6 (School Climate):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train staff and students on the anonymous reporting process	2018-2023	School Counselors	\$0	NA	Students and staff aware and able to report
2. Each school will ensure its character education program addresses bullying behaviors	2018-2023	Administrators School Counselors	\$0	NA	Appropriate programs utilized by schools
3. Expand Internet Safety and Cyberbullying outreach program.	2018-2023	School Counselors	\$0	NA	Programs offered

Impact of COVID-19:

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

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

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

Middle School Grade Levels

2018-2019 – 6th grade only

2019-2020 – 6th and 7th grade

2020-2021 – 6th, 7th, and 8th grade

Baseline year = 2018-2019

6th grade data only

For subgroup data, there are only two subgroups due size (n<40). In 2018-2019, Rudolph Gordon's 6th grade had the gender subgroup and pupils in poverty (PIP) subgroup.

Projections will be made at the end of the 2020-2021 school year, when the school has data for grades 6, 7, and 8 combined.

School Report Card Survey data will be reported for the middle after the school participates in the survey with 8th grade students.

2020 Middle School Report Card

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9TSZzaWQ9MjMwMTEsNw>

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 ____% in 2016-17 to 81% 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 3% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	NA	71	75	78	81
		School Actual Middle	69	<i>waiver</i>			
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	46	49	52	55	58

		District Actual Middle 44	49	<i>waiver</i>			
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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. Workshops on the integration of reading and writing strategies	2018-2023	Administration IC	\$0		Professional Development report of attendance
2. Conduct classroom observations to look for effective reading and writing strategies	2018-2023	Administration	\$0		Observation logs
3. Assess student progress using district benchmarks	2018-2023	Administration	\$0		Quarterly Benchmarks from the district Other benchmarks used by teachers

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 ____% in 2016-17 to ____81_% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	x % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	NA	72	75	78	81
		School Actual Middle x	69	<i>waiver</i>			
SC READY Math SDE website and School Report Card	40% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle 43	44	<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. Workshops on the integration of math strategies	2018-2023	Administration IC	\$0		Professional Development Report
2. Conduct classroom observations to look for effective math strategies	2018-2023	Administrators	\$0		Observation logs
3. Utilize benchmark data to inform instruction	2018-2023	Administration Teachers IC	\$0		Benchmark data from the district and other data received by teachers

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):		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 6 only	School Projected Middle	NA	74	77	80	83
		School Actual Middle x	71	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53	53	<i>waiver</i>			

*Beginning in 2019-20, grade 6 will be administered SCPASS Science. Percentages prior to 2019-20 represent Grade 6 and Grade 8.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Workshop of the integration of science strategies	2018-2023	Administration IC	\$0		Professional Development Report
2. Conduct classroom observations to look for effective science strategies	2018-2023	Administration	\$0		Observation logs
3. Use district science benchmarks	2018-2023	Administration IC Teachers	\$0		Benchmark tests

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected Hispanic	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual Hispanic x	N<40	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>			

SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected AA	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual AA x	N<40	<i>waiver</i>			
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	<i>waiver</i>			
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected SWD	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual SWD x	N<40	<i>waiver</i>			
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	<i>waiver</i>			
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected LEP	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual LEP x	N<40	<i>waiver</i>			
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>			
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP	NA	61	64	67	70
SC READY ELA SC SDE Website		School Actual PIP x	58.2	<i>waiver</i>			

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>			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected Hispanic	x	x	x	x	x
SC READY Math SC SDE Website		School Actual Hispanic x	N<40	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected AA	x	x	x	x	x

SC READY Math SC SDE Website		School Actual AA x	N<40	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected SWD	x	x	x	x	x
SC READY Math SC SDE Website		School Actual SWD x	N<40	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>			

SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected LEP	x	x	x	x	x
SC READY Math SC SDE Website		School Actual LEP x	N<40	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP	NA	59	62	65	68
SC READY Math SC SDE Website		School Actual PIP x	56.4	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48

SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>			
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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. Professional development on identified areas for improvement	2018-2023	Administration IC	\$0		MAP data, State tests, Benchmarks, EOC scores, PD survey for teachers
2. Provide reading and math time prior to school starting.	2018-2023	Administration Teachers	\$0		Attendance data for before school participation
3. Incorporate reading and math strategies across all subject areas	2018-2023	Administration Teachers	\$0		School and district benchmarks EOC data Math and reading tests given by teachers

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: 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		School Projected		Yes	Yes	Yes	Yes
PowerSchool		School Actual Yes or No	yes	yes	yes		
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100	100			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide System 44 and Read 180	2018-2023	IC SPED teachers Teachers Administration	\$0	District provided	PowerSchool report of students enrolled
2. Training for System 44 and Read 180	2018-2023	IC SPED Teachers Teachers Administration	\$0	District provided	PowerSchool report of students enrolled

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify quality candidates who are diverse	2018-2023	Administration	\$0		Ongoing identification of candidates
2. Network with all stakeholders to identify diverse candidates	2018-2023	Administration	\$0		Ongoing identification of candidates

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

PERFORMANCE GOAL 1: Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	x	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students x	x	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	x	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers x	x	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

SC SDE School Report Card Survey	x	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents x	x	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
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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. Provide students, teacher, and parents with Drill procedures via newsletters, social media, and website	2018-2023	Administration Teachers	\$0		Feedback on social media posts SIC Agendas
2. SRO presents information to parents at PTA meetings, social posts, and parenting workshops	2018-2023	SRO Administration	\$0		Workshop Feedback Feedback on social media posts PTA Agendas
3. Continued use of Level I and Level II background checks	2018-2023	Front office staff Administration	\$0	District provided	Volunteer checks report

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
GCS Expulsion Report from Kent Owens	(2016-17) x	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual x	0.6	.01			
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) x	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual x	0	.01			
GCS Expulsion Report from Kent Owens	(2016-17) 0.04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		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. School-Wide discipline plan for middle school students	2018-2023	Administration Teachers/staff	\$0		Monthly Discipline report from teachers
2. Provide positive reinforcement for desired behaviors	2018-2023	Administration	\$100	Local Funds	Monthly rewards list
3. Provide counseling services for identified students	2018-2023	Guidance counselors Administration	\$0		Logs of interventions provided

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 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 2018-19	School Projected	NA	77	80	83	86
		School Actual x	74	68	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide guidance services to identified students	2018-2023	Counselors	\$0		On Track Data Guidance records
2. Expand mentoring program	2018-2023	Counselors	\$0		Students assigned to an adult at the school
3. Provide opportunities for students to report problems or issues they are facing	2028-2023	Administration Counselors	\$0		District reports School Information

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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 th day Attendance Report	(2016-17) x	School Projected	95	95	95	95	95
		School Actual 95.43	95.12	96.5			
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		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. Improve school level interventions for attendance	2018-2023	Attendance Clerk Counselors Administrators	\$0		Monthly attendance rates
2. Identify students at risk of failure due to attendance	2018-2023	Attendance Clerk Administration	\$0		Weekly attendance rates
3. Incentives for regular quarterly attendance	2018-2023	Administration Attendance Clerk Guidance Counselor	\$1000	Local Funds	Quarterly reports for attendance

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 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	Baseline 2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2018-19	School Projected	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 10	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 10	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 9	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 9	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 8
		School Actual	Afraid – 4% Lonely – 10% Angry – 5%	Afraid – 6% Lonely – 8% Angry – 6%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid – % Lonely – % Angry – %	Afraid – % Lonely – % Angry – %
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary	Afraid – 7% Lonely – 16% Angry – 14%	Afraid - 7% Lonely - 16% Angry - 15%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	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. Promote extra-curricular activities for students	2019-2023	AD Director Administration Teachers	\$0		Participation and try out rates
2. Provide students with a caring adult on campus	2018-2023	Counselors Faculty and Staff	\$0		List of students assigned to adults
3. Provide a "Welcome Packet" to new students	2018-2023	Counselors	\$1000	Local Funds	Procedures in place and number of new students affected