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 NAME: Sterling School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(one year)*

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	4/23/19
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Josh L. Patterson	Joshua L Patterson	3/29/19
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors	Charles J Saylors	4/23/19
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Catherine Schumacher	C Schumacher	3/29/19
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kim R. Marchbanks	Kim R Marchbanks	3/29/19
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS:

SCHOOL TELEPHONE: (864)

PRINCIPAL E-MAIL ADDRESS:

SCHOOL'S ADDRESS: 99 John McCarroll Way
Greenville, SC 29607
SCHOOL'S TELEPHONE: (864) 355-4480

PRINCIPAL'S E-MAIL 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.

	POSITION	***NAME***
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.

POSITION	***NAME***
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.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the school complies with all applicable Act 135 requirements.

__X__ **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).

__X__ **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).

__X__ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

__X__ **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*.

__X__ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__X__ **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

__X__ **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).

__X__ **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.

X **Full-Day Child Development**

The school provides full-day child development programs for **four-year-olds**. The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X **Developmentally Appropriate Curriculum for PreK–3**

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.

X **Parenting and Family Literacy**

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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process 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, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X **Recruitment**

The school 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): Educational level of parent below high school graduation, 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.

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

The school 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.

Table of Contents

Introduction..... 7

Executive Summary 7

School Profile..... 9

Mission, Vision, & Beliefs..... 10

Data Analysis & Needs Assessment 11

Action Plan 24

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.

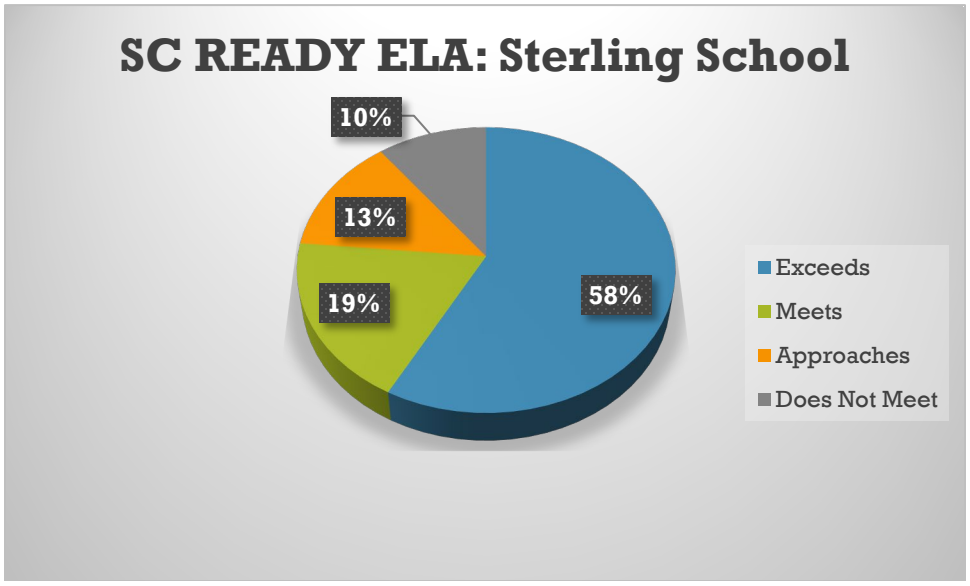
We ensure the actualization of the tenets through a rigorous, inquiry-based curriculum that is data-informed and personalized to our students' varying needs. Our school is focused in providing tailored instruction through a framework of guided practice, project/inquiry based learning, and blended instruction (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).

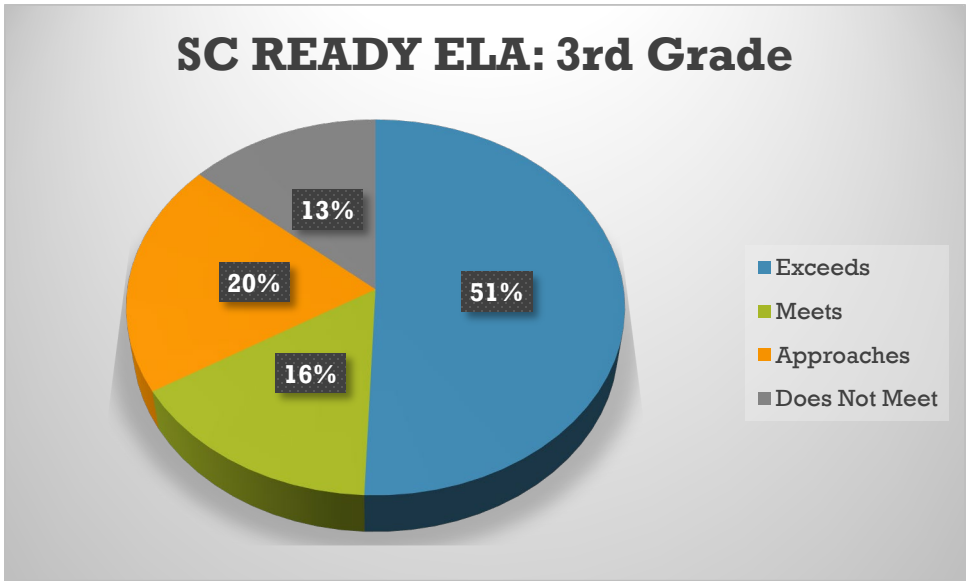
Our school strives to meet the current needs of students while successfully preparing students for life beyond high school. Implementing a whole child approach to education and ensuring that every child is safe, healthy, supported, engaged, and challenged must be more than rhetoric. Research and common

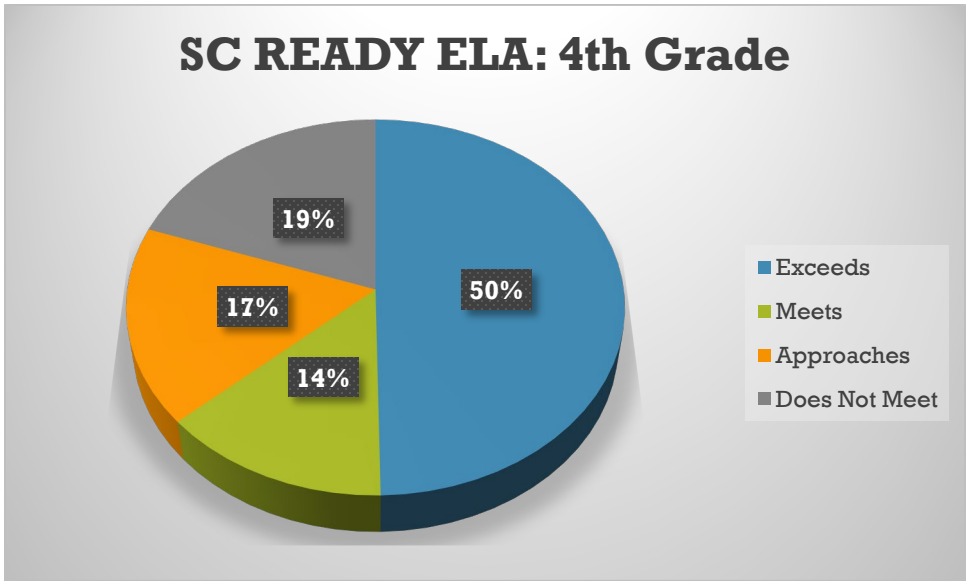
sense support the advancement of student's social, emotional, and academic development. Thus, bringing the vision of Whole Child into reality requires the active support of all stakeholders.

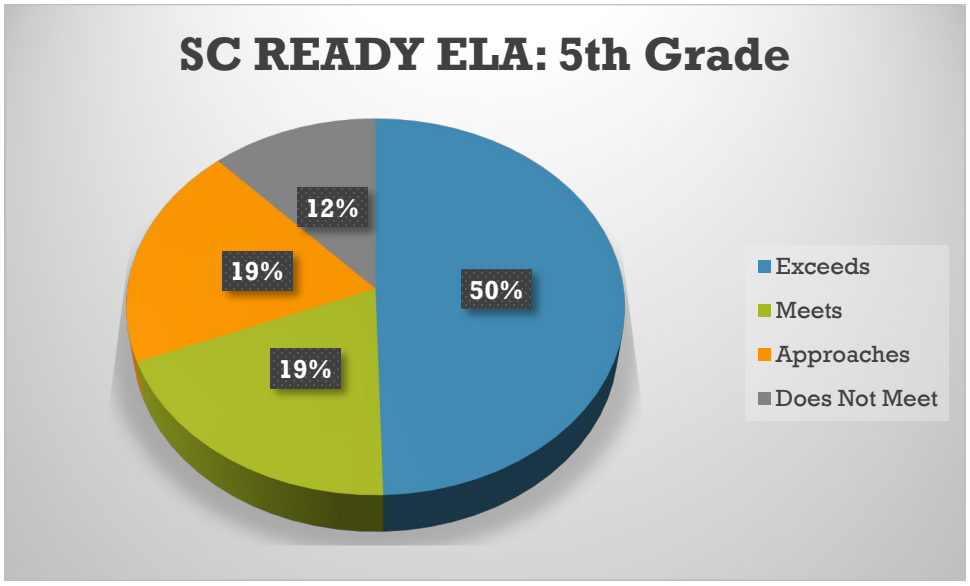
Data Analysis and Needs Assessment

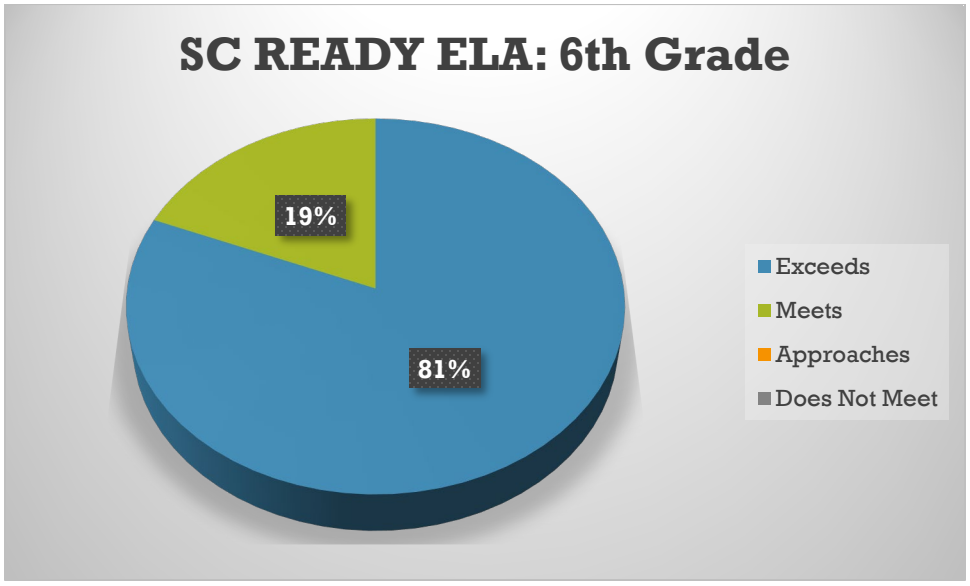
SC READY ELA

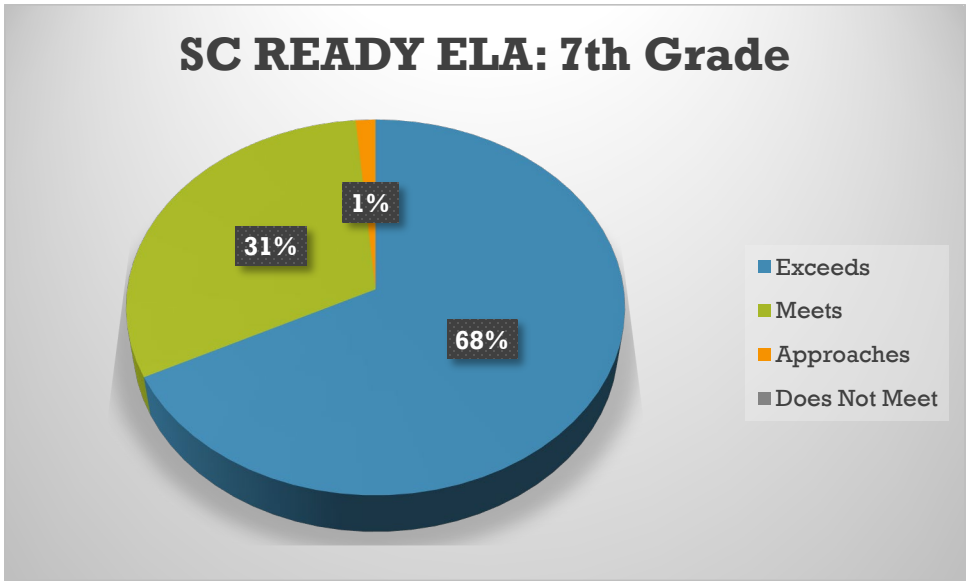


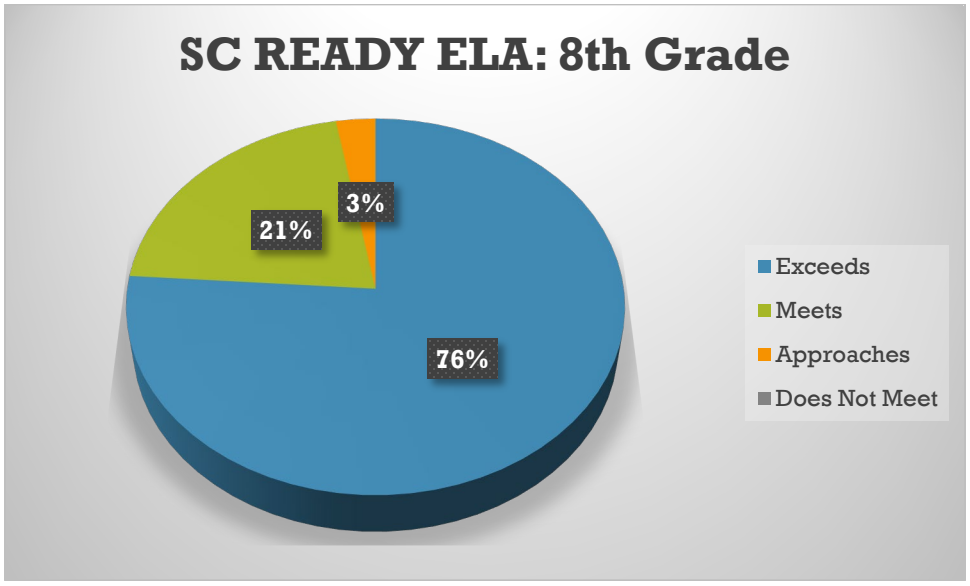



SC READY ELA: 4th Grade
19%
17%
14%
50%
Exceeds
Meets
Approaches
Does Not Meet

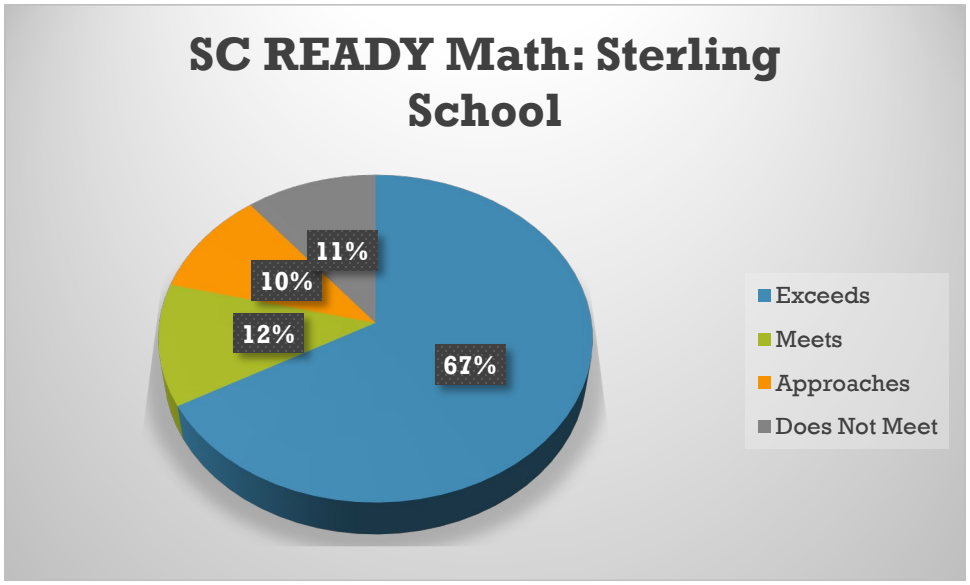

SC READY ELA: 5th Grade
12%
19%
19%
50%
Exceeds
Meets
Approaches
Does Not Meet

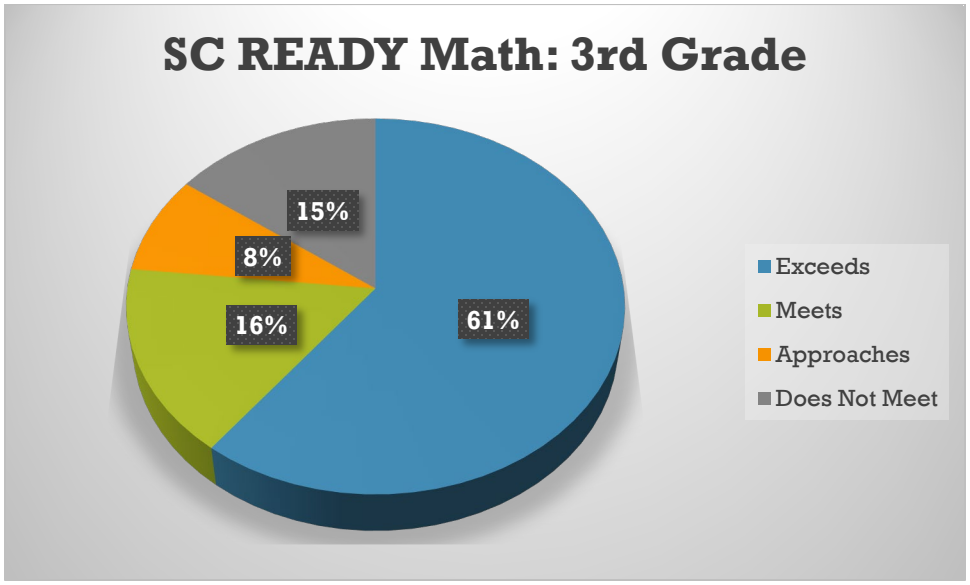

SC READY ELA: 6th Grade
19%
81%
Exceeds
Meets
Approaches
Does Not Meet

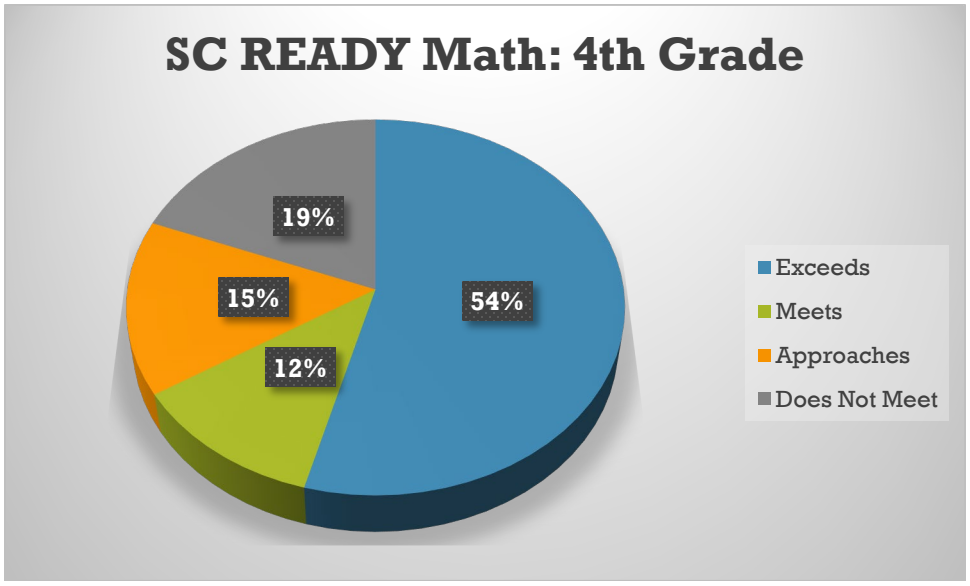

SC READY ELA: 7th Grade
1%
31%
68%
Exceeds
Meets
Approaches
Does Not Meet

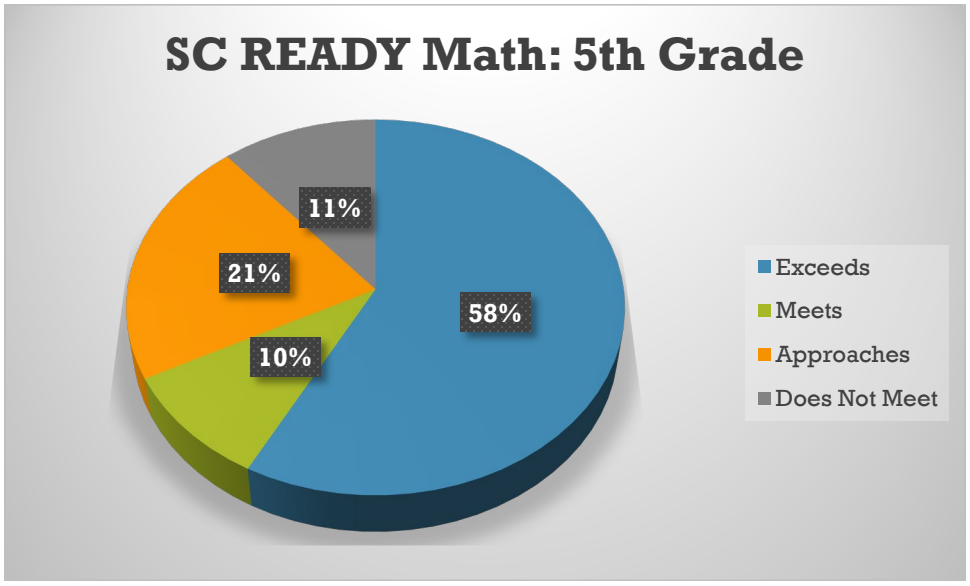

SC READY ELA: 8th Grade
3%
21%
76%
Exceeds
Meets
Approaches
Does Not Meet

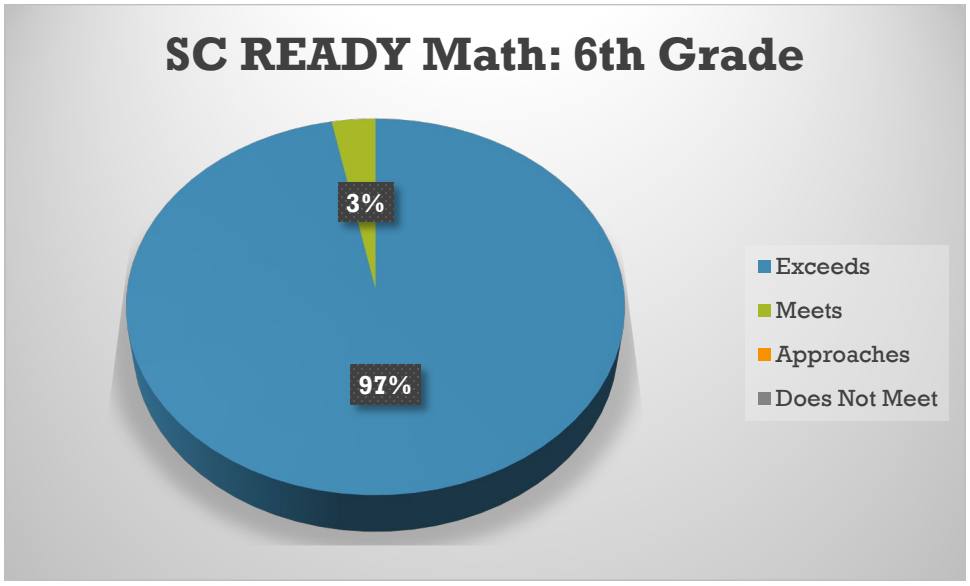
SC READY Math

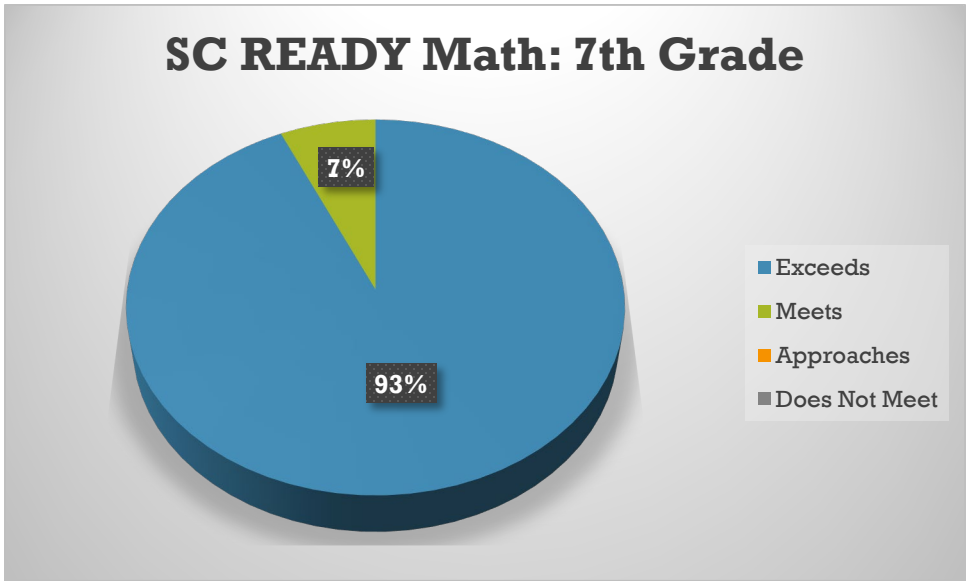


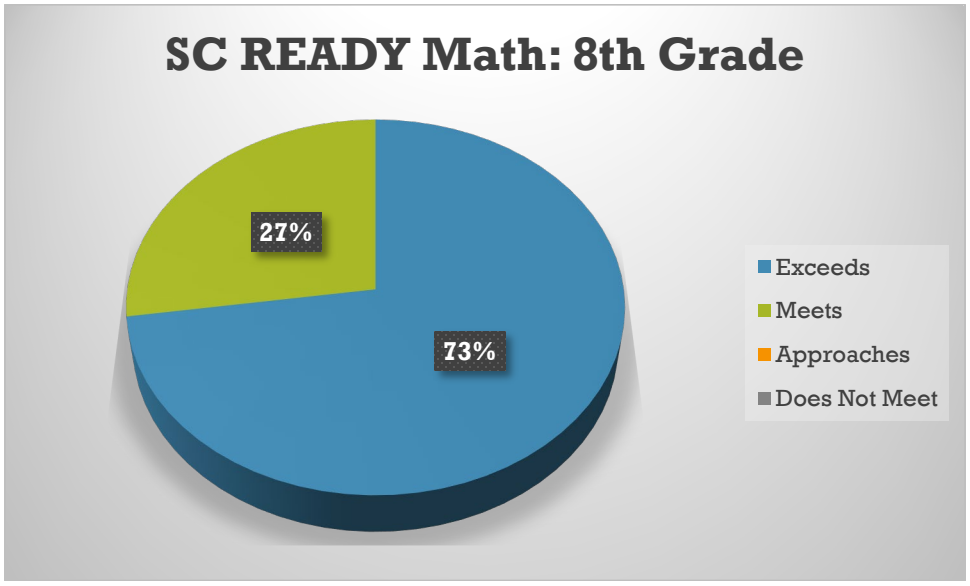



SC READY Math: 4th Grade
19%
15%
54%
12%
Exceeds
Meets
Approaches
Does Not Meet

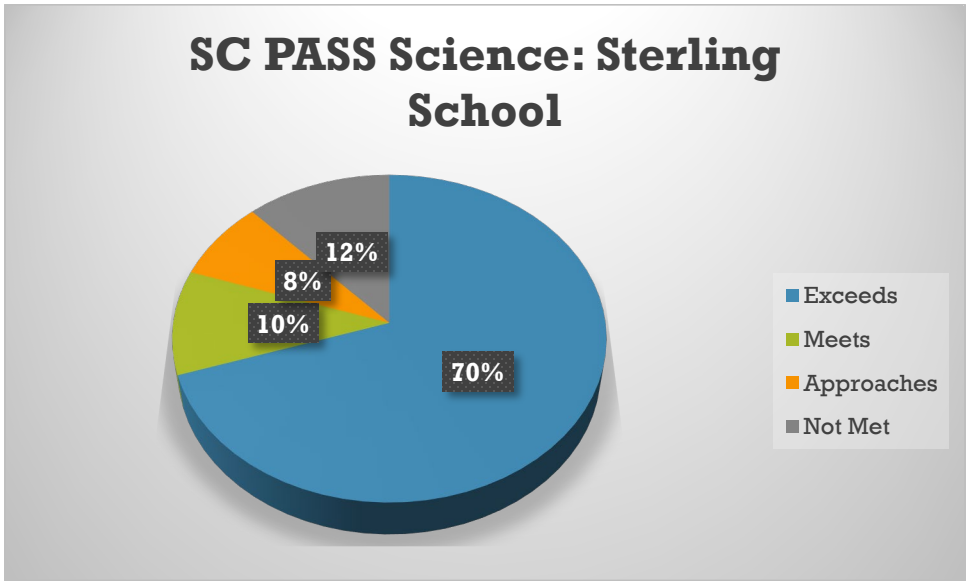

SC READY Math: 5th Grade
11%
21%
58%
10%
Exceeds
Meets
Approaches
Does Not Meet

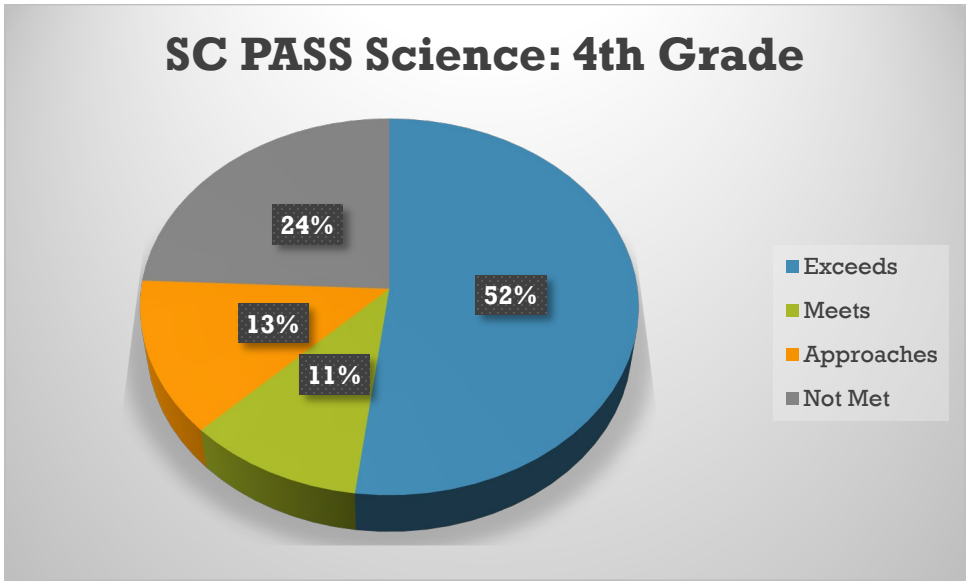

SC READY Math: 6th Grade
3%
97%
Exceeds
Meets
Approaches
Does Not Meet

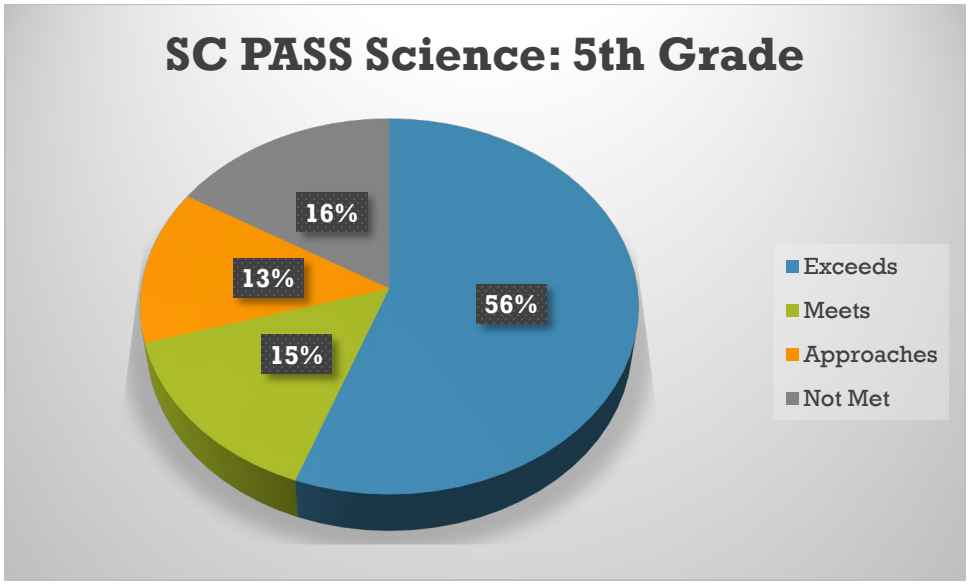

SC READY Math: 7th Grade
7%
93%
Exceeds
Meets
Approaches
Does Not Meet

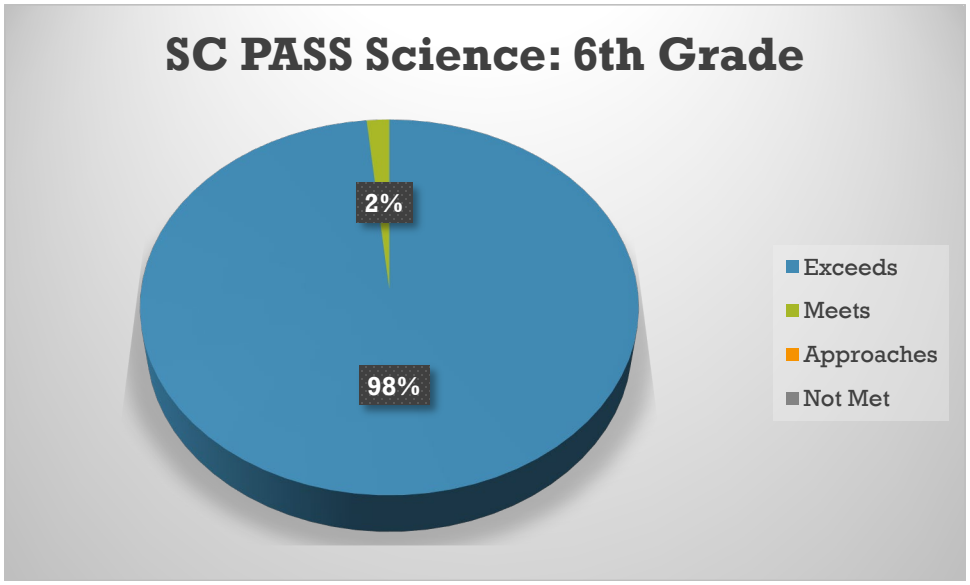

SC READY Math: 8th Grade
27%
73%
Exceeds
Meets
Approaches
Does Not Meet

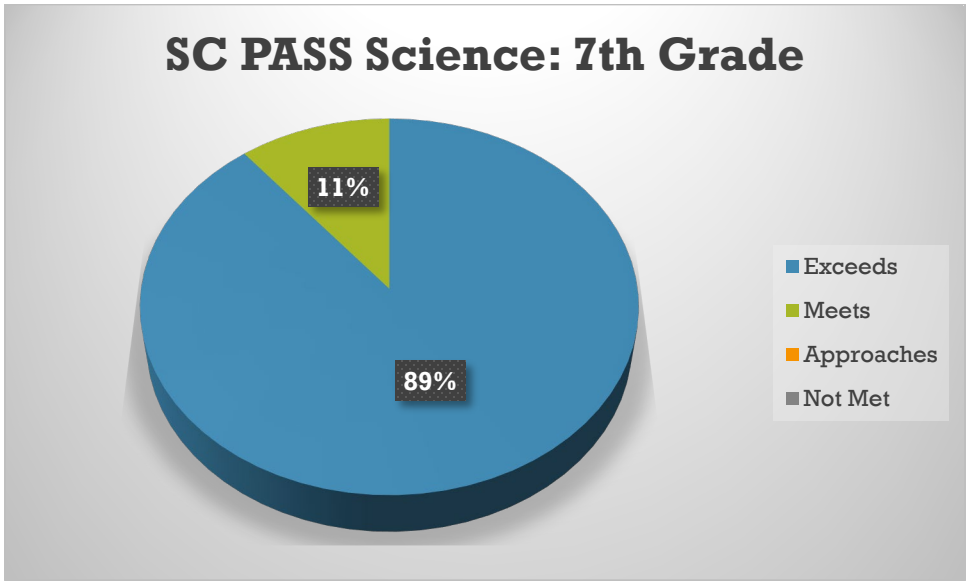
SC PASS Science

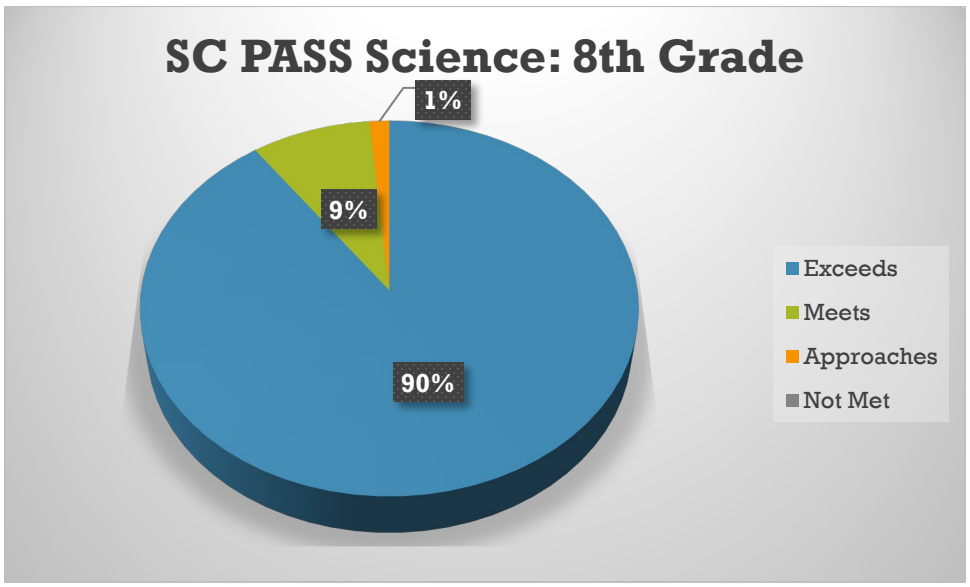




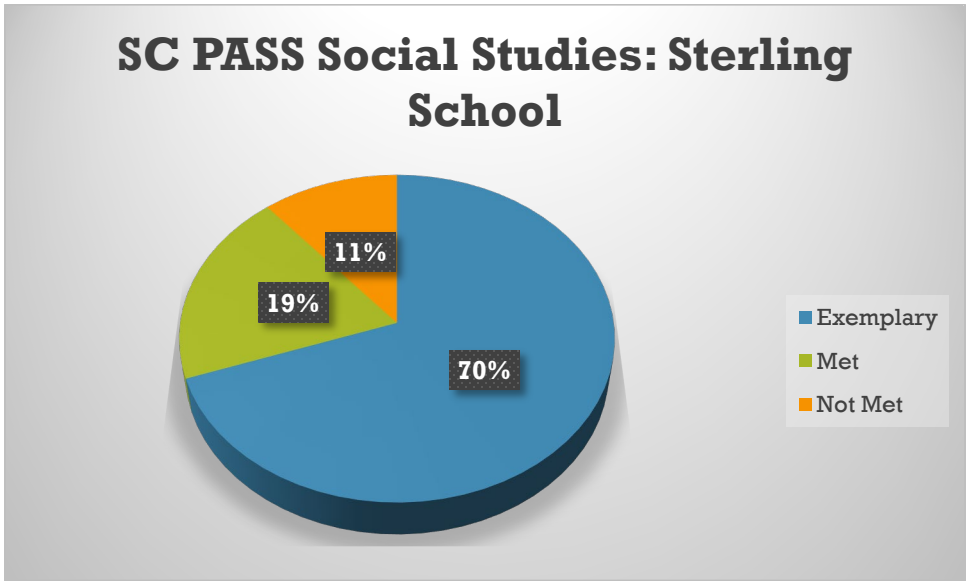


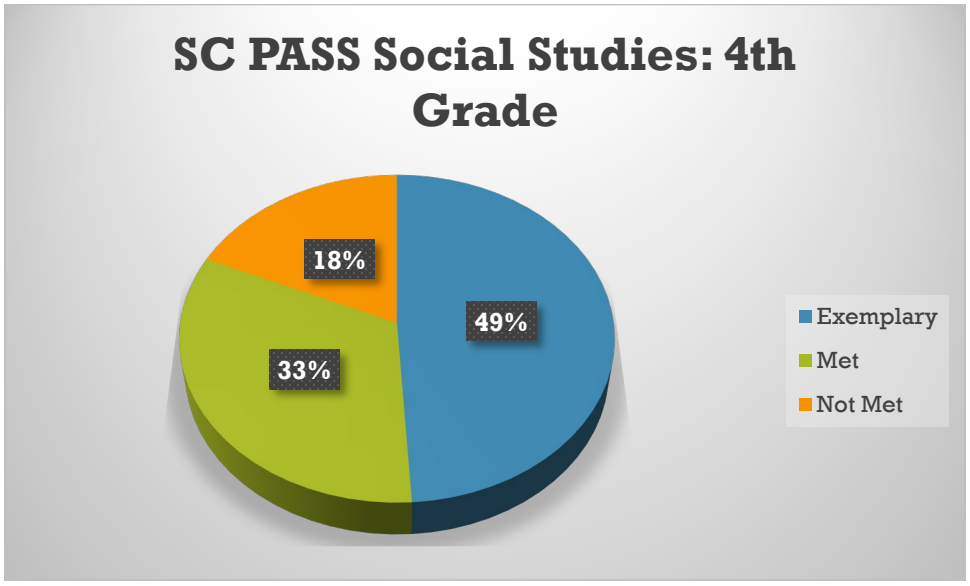

SC PASS Science: 6th Grade
2%
98%
Exceeds
Meets
Approaches
Not Met

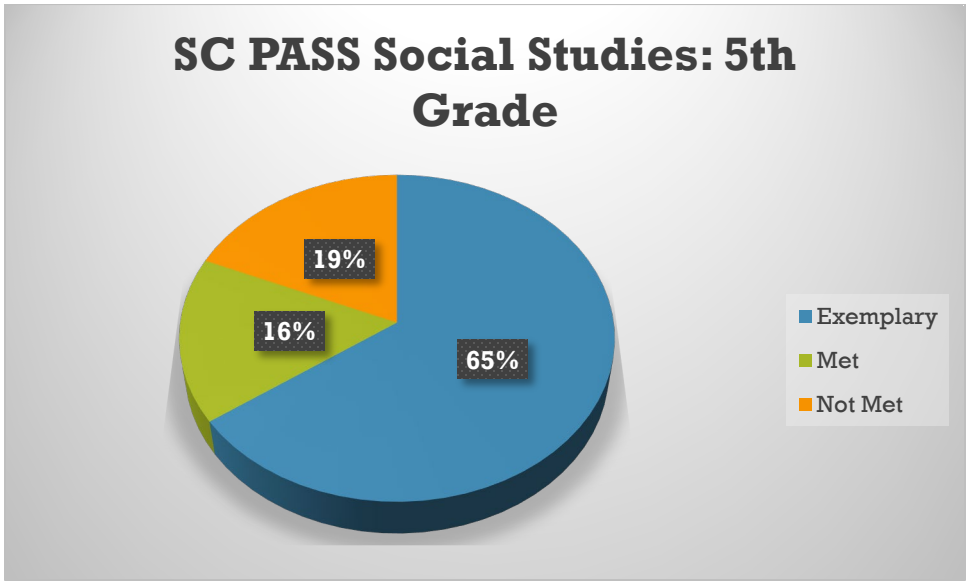

SC PASS Science: 7th Grade
11%
89%
Exceeds
Meets
Approaches
Not Met

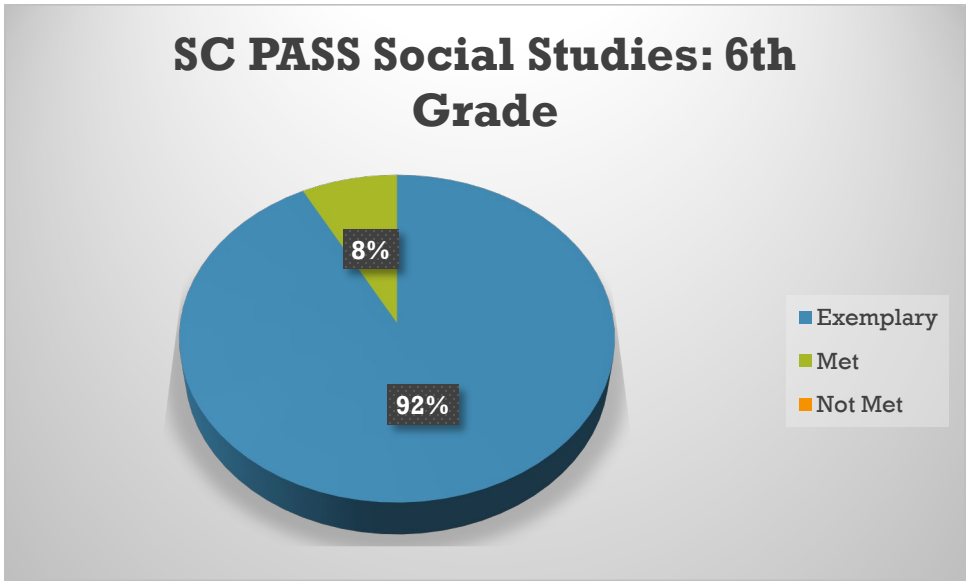

SC PASS Science: 8th Grade
1%
9%
90%
Exceeds
Meets
Approaches
Not Met

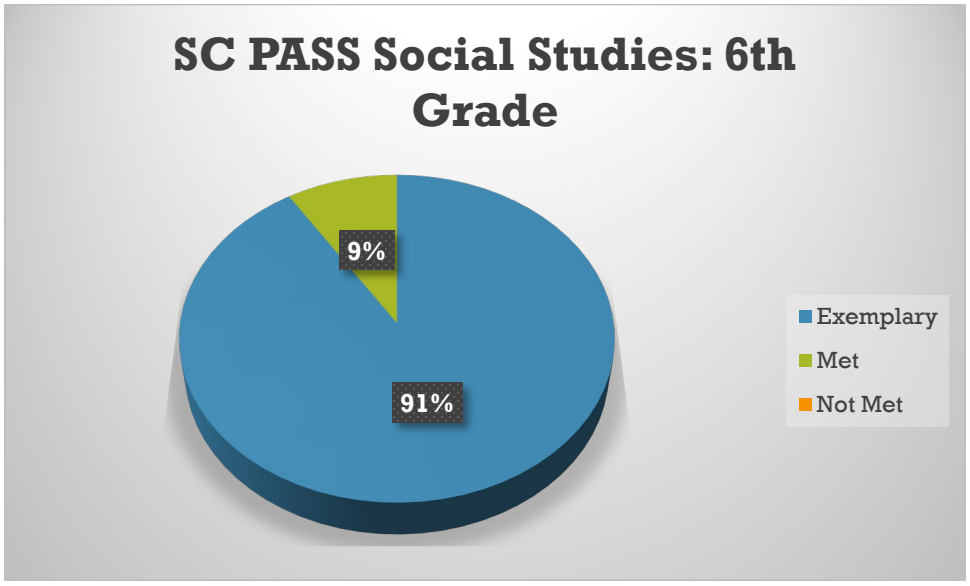
SC PASS Social Studies

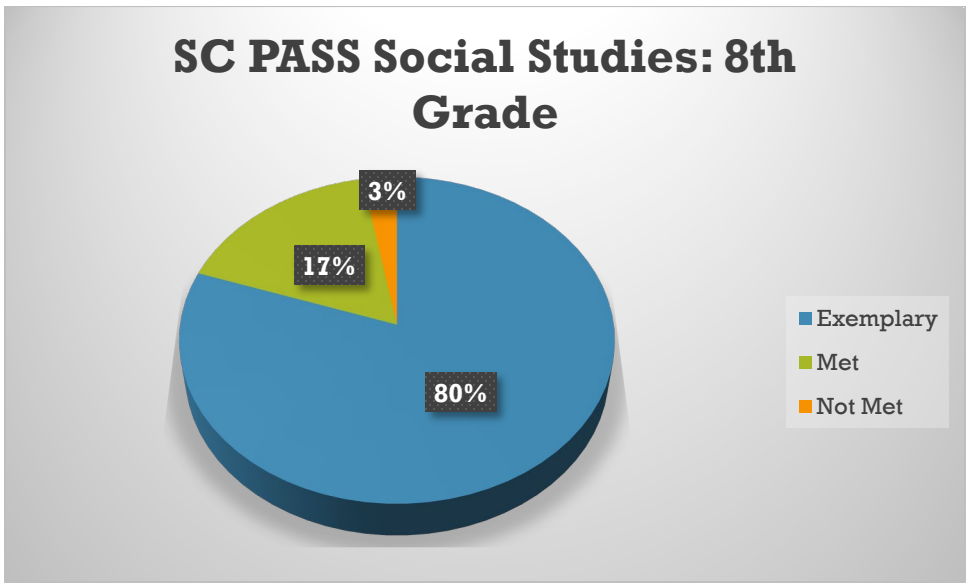







SC PASS Social Studies: 6th Grade
8%
92%
Exemplary
Met
Not Met


SC PASS Social Studies: 6th Grade
9%
91%
Exemplary
Met
Not Met

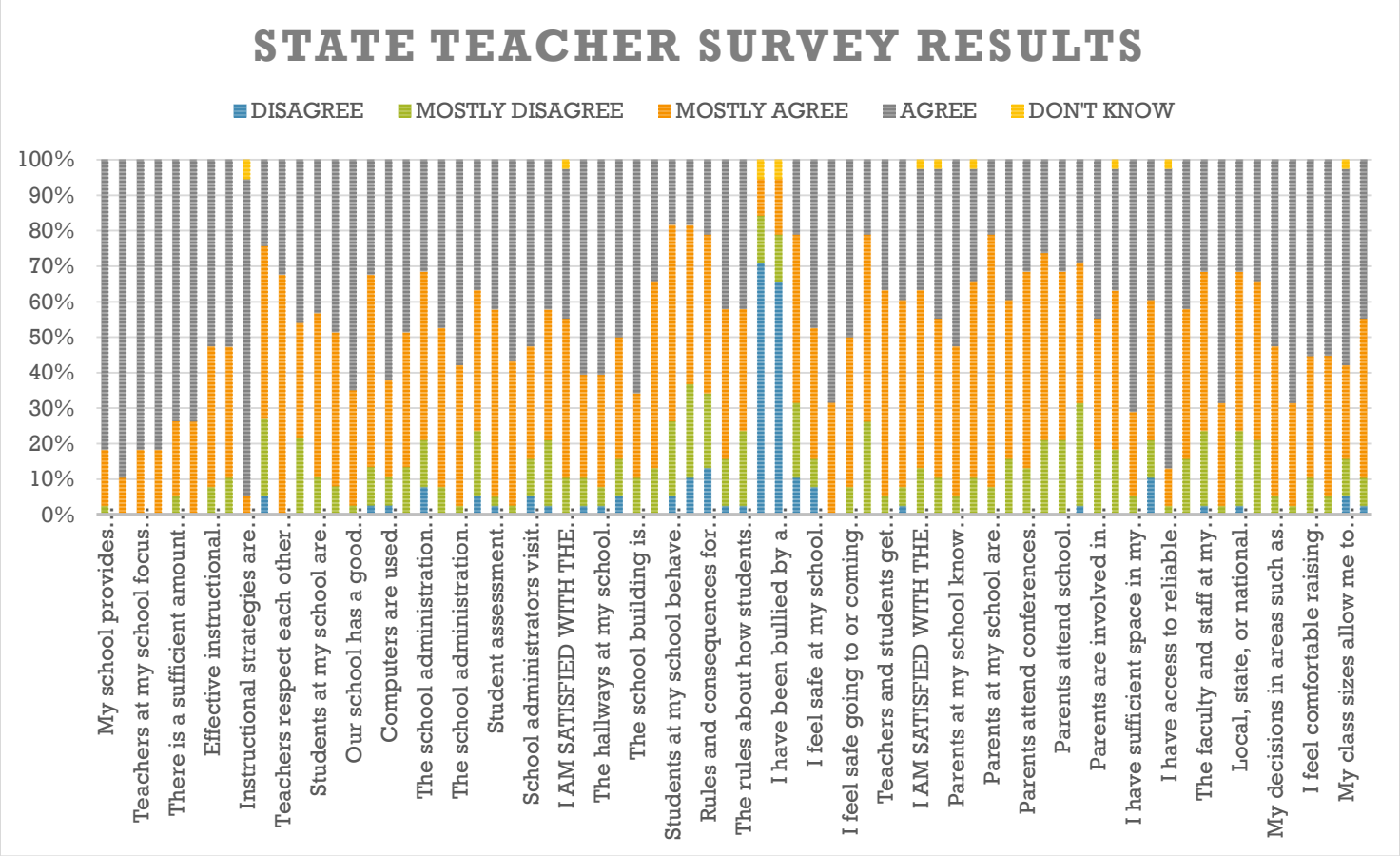

SC PASS Social Studies: 8th Grade
3%
17%
80%
Exemplary
Met
Not Met

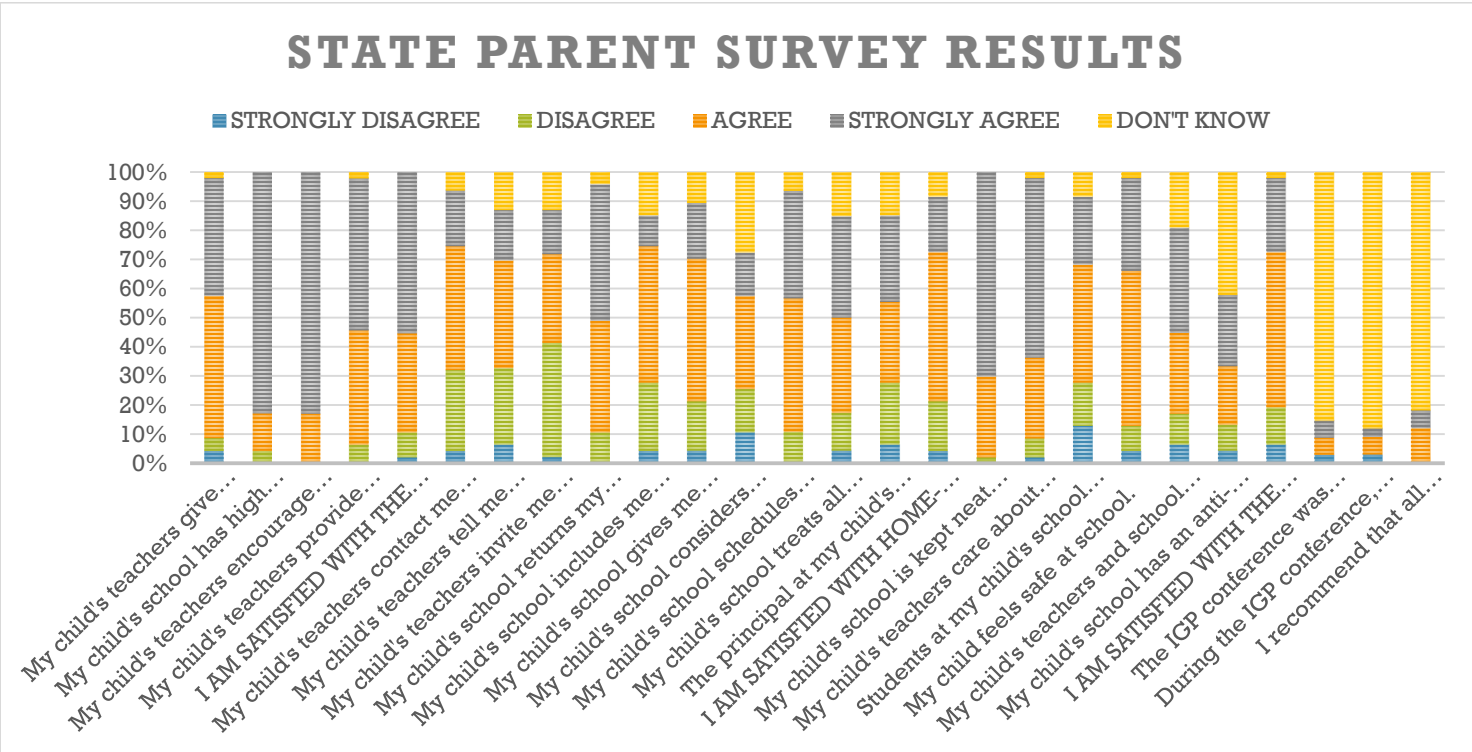
Teacher & Administrator Quality

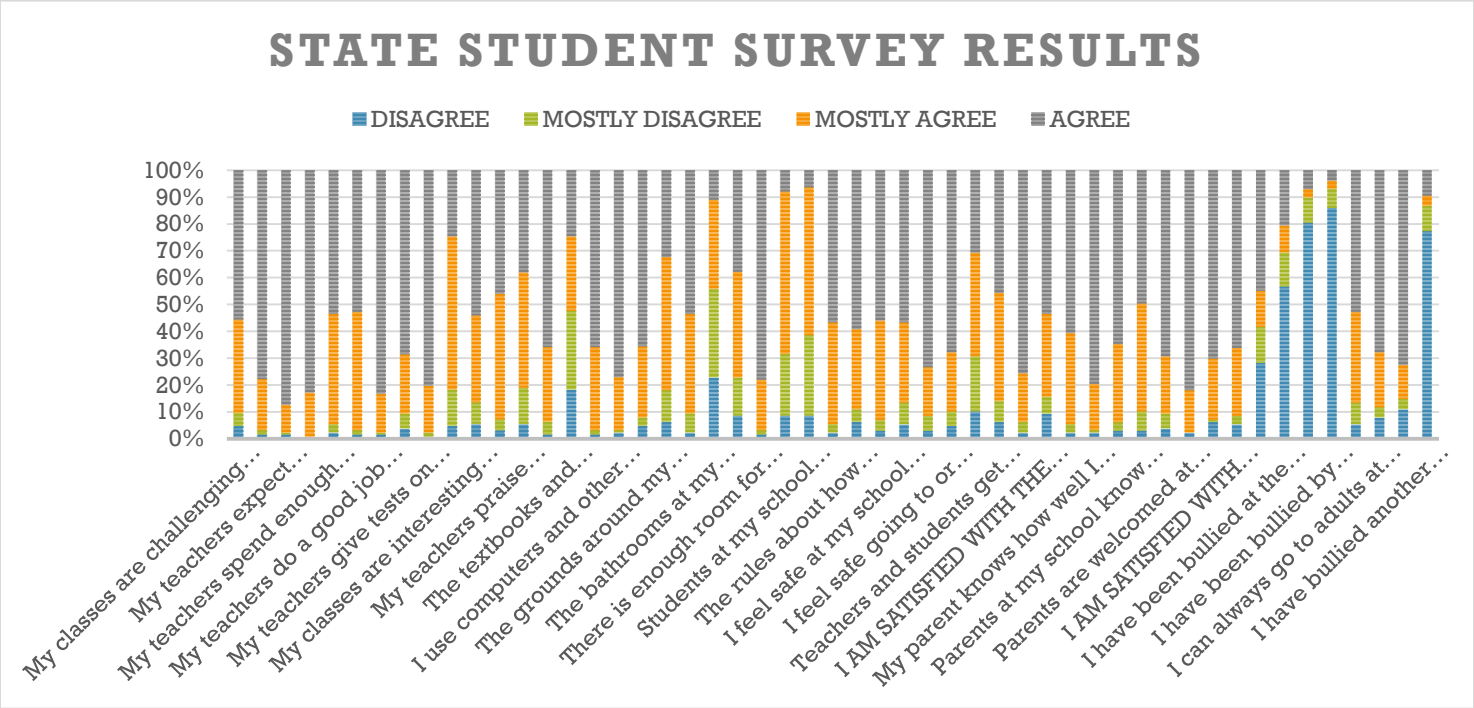
Sterling Professional Development 2017-2018

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.	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
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.	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
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.	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

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 68% (2016-17)	**School Projected Elementary**	71%	74%	77%	80%	83%
		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
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	$1000	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 _71%_ (2016-17)	**School Projected Elementary**	74%	77%	80%	83%	86%
		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
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 56%	**District Projected Elementary**	59%	62%	65%	68%	71%
		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
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 75%	**District Projected Elementary**	78%	81%	84%	87%	90%
		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 70% (2016-17)	**Projected Hispanic**	73%	76%	79%	82%	85%
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 24% (2016-17)	**Projected AA**	27%	30%	33%	36%	39%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 24% (2016-17)	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 23% (2016-17)	**Projected SWD**	26%	29%	32%	35%	38%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 23% (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 33% (2016-17)	**Projected SIP**	36%	39%	42%	45%	48%
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 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% (2016-17)	**Projected SWD**	29%	34%	39%	44%	49%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 24% (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 42% (2016-17)	**Projected SIP**	45%	48%	51%	54%	57%
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 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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**
	29%	**School Actual**	29%				
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		**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	91%	**School Actual Students**					
	100%	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers					
	85.1%	**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 Enforcement	1000	District and Local Funds	Safety Plan, Drill Schedule, 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	0				
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual					

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 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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 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 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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	97				
	(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
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 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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, Classroom Teacher, Social Worker	$0	Greenville Mental Health	Decreased disciplinary referrals for students acting out in anger--fighting, 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 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: 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 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

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 6-8 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

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 __0___% 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 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, 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: 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.					
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**
	12.5%	**School Actual**	18.75%				
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. Attend career fairs and recruitments events to attract qualified, diverse teachers.		Administration Guidance IC			Career fairs attended.
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 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	100	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students					
SC SDE School Report Card Survey	100	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers					
SC SDE School Report Card Survey	85.1	**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 for teachers	2018-2023	Administration, District Administration, and Law Enforcement	1000	District and Local Funds	Safety Plan, Drill Schedule, 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	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) **.04**	**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 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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	**88**	**School Projected**	**>90**	**>90**	**>90**	**>90**	**>90**
		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) 97	**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 more than 3 days of school	2018-2023	Classroom Teachers, Attendance Clerk	$0	N/A	School Attendance Reports and Teacher 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 – 4% Lonely – 6% Angry – 7%	**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, Classroom Teacher, Social Worker	$0	Greenville Mental Health	Decreased disciplinary referrals for students acting out in anger--fighting, 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.