



# **Mitchell Road Elementary**

Amy Kern, Principal

# **Greenville County School District**

**W. Burke Royster**  
**2018-2019 through 2022-2023**

**SCHOOL RENEWAL PLAN COVER PAGE**

SCHOOL NAME: *Mitchell Road Elementary 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 assurance requirements including ACT 135 assurance pages.

**SUPERINTENDENT**

Dr. W. Burke Royster	<i>W. Burke Royster</i>	4/23/19
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Amy Kern	<i>Amy Kern</i>	3/28/19
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Charles J. Saylor	<i>Charles J. Saylor</i>	4/23/19
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Liz Conroy	<i>Liz Conroy</i>	3/28/19
PRINTED NAME	SIGNATURE	DATE

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

Karen Haltiwanger	<i>Karen Haltiwanger</i>	3/28/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 4124 East North Street, Greenville, SC 29615

SCHOOL TELEPHONE: (864) 355-6700

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

### **Stakeholder Involvement for School Renewal**

Position	Name
1. Principal	Amy Kern
2. Teacher	Elizabeth Koontz
3. Parent/Guardian	Chris Mize
4. Community Member	Lizzi Beth Spence
5. Paraprofessional	Ardith Morgan
6. School Improvement Council Member	Liz Conroy
7. Read to Succeed Reading Coach	Karen Haltiwanger
8. School Read To Succeed Literacy Leadership Team Lead	Karen Haltiwanger
9. School Read To Succeed Literacy Leadership Team Member	Chappell Hughes

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

\*\* Must include the School Literacy Leadership Team for Read to Succeed

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

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="radio"/> Yes	<b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation

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

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## INTRODUCTION

The motto of Mitchell Road Elementary is “**Learning Today...Leading Tomorrow.**” The portfolio provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon a model of continuous improvement which is an expectation in our district. These categories were selected because we agree that the philosophies written into the continuums provide a foundation for a quality school.

The five categories utilized in this school portfolio are:

- ❖ Executive Summary
- ❖ School Profile
- ❖ Mission, Vision, and Beliefs
- ❖ Data Analysis and Needs Assessment
- ❖ Action Plan

Our main priority is meeting the needs of our students. Keeping students first, we can address student achievement, social and emotional needs, and community needs of the children. The teachers are asked on a consistent basis for needs they have in their classrooms so that materials and supplies may be purchased to meet the needs of the students as well as improve the instructional process. The goals of the School District of Greenville County and the South Carolina Instructional Standards are the driving force behind instructional decisions at Mitchell Road Elementary.

The Mitchell Road Elementary faculty, staff, and community developed a comprehensive strategic plan outlining the goals, objectives, and strategies for our school. The goals focus on academic achievement, parent involvement, and a supportive educational environment. The goals address the specific school needs and are aligned to the district’s Education Plan.

The School Improvement Council along with school personnel regularly review the progress made in achieving these goals. Mitchell Road Elementary is an award winning school. In addition to receiving Excellent on the state’s school report card, Mitchell Road Elementary received the Palmetto GOLD award for overall academic performance and the Palmetto SILVER award for closing the gap with student achievement in 2015. As an important part of the education accountability system in South Carolina, the awards program is designed to recognize and reward schools for attaining high levels of absolute performance, for attaining high rates of growth, and for making substantial progress in closing the achievement gap between disaggregated groups. 12 teachers have received National Board Certification.

Behavior Essentials and Greenville County Schools Balanced Literacy Framework are just some of the best practices that have been implemented school-wide. We attribute our continuous improvement to our committed leadership, faculty, students and parents. Our PTA actively supports our school through fundraising and volunteer hours. Parents have many opportunities to be involved in their child’s education. The active involvement of the school’s PTA helps provide programs that benefit all children. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on committees, landscaping, chaperoning field trips, etc.

We recognize the importance of parent involvement in our school and the impact that it can have on student success. Teachers and staff work together to meet the needs of each student. Every child has the opportunity to

achieve success related not only to academics, but also in areas such as music, art, and physical education. All students are encouraged to do their best at all times! We enjoy celebrating the successes attained by each child.

### **AdvancEd Self Study Accreditation Process**

The School Quality Factor is a critical component of the AdvancED accreditation process. The AdvancED School Quality Factor self-assessment (SQF) is designed to guide schools through a meaningful process of self-assessing their current policies, practices, and conditions in order to identify areas in which they need to improve. The SQF serves as the research based framework for this diagnostic instrument, ensuring that as schools engage in the self-assessment process, their efforts are focused on a key set of factors that research confirms are levers for change and improvement.

Through a series of guiding questions, school assess their performance related to specific practices and conditions that reflect the elements that must be evident to support institutional effectiveness related to each School Quality Factor. Comments, insights, and evidence in support of the school's response to each factor can be provided.

### **AdvancEd Self Study areas of assessment:**

- ❖ **Clear Direction:** The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.
- ❖ **Healthy Culture:** The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.
- ❖ **High Expectations:** An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.
- ❖ **Impact of Instruction:** The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- ❖ **Resource Management:** The ability of an institution to plan, secure and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- ❖ **Efficacy of Engagement:** The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
- ❖ **Implementation Capacity:** The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.



# School Portfolio Committees

School Quality Factors	Vision, Mission and Beliefs	Data Analysis
Amy Kern (Principal) Heather Dye (Assistant Principal) Chappell Hughes (Instructional Coach) Karen Haltiwanger (Literacy Specialist)	Grade Level Teams SIC PTA Board	Jennifer Finley (K5) Christie (1 <sup>st</sup> Grade) Alison Taylor (2 <sup>nd</sup> Grade) Shella Columbia (3 <sup>rd</sup> grade) Kelly Weekes (4 <sup>th</sup> grade) Alex Tolbert (5 <sup>th</sup> grade) Jennifer Neubauer (Related Arts) Janice Pozsonyi (Special Education)

## EXECUTIVE SUMMARY

### Student Achievement Findings

Students in grades 3-5 have consistently performed above the district average in ELA, Math, Science and Social Studies. In ELA areas of strength are Literary Text and Writing. A main area for growth is in 5<sup>th</sup> grade reading in the area of meaning and content, as scores were lower. Things to consider for ELA are coaching cycles with the IC and Literacy Specialist, continued professional development in writing, and creating common assessments as a focus for teachers.

In the area of math, strengths are number sense/fractions in 3<sup>rd</sup> grade, number sense/base tens in 4<sup>th</sup> grade, and number sense/operations in 5<sup>th</sup> grade. Areas for growth include, algebraic thinking and operations in 3<sup>rd</sup> grade, algebraic thinking and operations in 4<sup>th</sup> grade and geometry in 5<sup>th</sup> grade. Things to consider in raising these scores are using Mastery Connect to build DOK and using frequent formative assessments in areas of weakness.

In the area of science, 4<sup>th</sup> grade had strengths in life science characteristics and growth of organisms. Area for growth in 4<sup>th</sup> grade is light and sound. In considering how to support students and teachers in the area of science the school as implemented a STEM lab.

In the area of social studies, 5<sup>th</sup> grade showed a strength in 1920s-1940s. An area of opportunity is in Developments since 1989. Things to consider may be pacing.

## Teacher and Administrator Quality Findings

All teachers and administrators at Mitchell Road Elementary are certified as highly qualified to meet criteria required to teach in their field.

### Professional Development:

The purpose of professional development is to prepare and support educators to help all students achieve to high standards of learning and development. While it requires substantial time and resources, quality professional development is essential for enabling teachers to develop further expertise in all areas of their profession.

Professional development at Mitchell Road is aligned with rigorous state student achievement standards as well as local educational and school improvement goals. It reflects the best available research and practices in teaching, learning, and leadership. Professional Development focuses on teachers as central to student learning, yet includes all other members of the school community. We strive for individual, collegial, and organizational improvement when making decisions regarding professional development

## School Climate Findings

The Mitchell Road administration and faculty believe that an emphasis on school, home, and community cooperation helps create a supportive and nurturing environment for the students.

Student attendance (95.8%) and teacher attendance (90.9%) at Mitchell Road is high.

Yearly surveys from the staff, students and parents tell us how the school and community feel about the learning environment and school safety level at Mitchell Road. Results indicate that teachers are highly satisfied with the learning environment, the social and physical environment and home-school relations at Mitchell Road. The lowest rate of satisfaction parents in the area of home-school relations. This is an area that may need to be looked at more closely.

## School's Significant Challenges

- ❖ Closing the achievement gap with our minority students, ESOL students, special education students and students on subsidized meals.
- ❖ Meeting the needs of our gifted and talented students.
- ❖ Challenging HIGH students in order to meet their MAP goals.
- ❖ Reaching all ability levels.
- ❖ Providing Reading and Math intervention 5K-2<sup>nd</sup>.
- ❖ Implementation of South Carolina College and Career Ready Standards and preparing students for SC Ready Test.
- ❖ Maintaining an "A" letter grade per ESEA Waiver.
- ❖ The school needs to expand partnership development for the future.
- ❖ Increasing parent involvement.
- ❖ Increasing the level of partnership with Hispanic families.

## Significant Awards and Accomplishments

- ❖ **Excellent** Absolute Report Card Rating
- ❖ State Department of Education Palmetto Gold Award (2016, 2012)
- ❖ State Department of Education Palmetto Silver Award (2016, 2011)

- ❖ AYP Met (since 2006)
- ❖ ESEA Letter Grade: “A”
- ❖ Title 1 Choice School
- ❖ American Heart Association “*Gold Fit-Friendly Worksite*”
- ❖ 2014, 2015 Live Well Greenville “Healthy School “
- ❖ 2013 Safe Kids School
- ❖ *Found Sounds Abound* Grant Recipient
- ❖ GCSD Top 10 Teacher Finalists: Angie Cooley 2014, Sarah Smoke 2017



# Mitchell Road Elementary

## SCHOOL PROFILE

### The Community of Mitchell Road Elementary School

Mitchell Road Elementary School is a pre-kindergarten through grade five public school built in 1966 and located on twelve acres in the county of Greenville, South Carolina. The school currently houses 587 students, 37 full-time instructional staff members, and 4 part-time staff members. Mitchell Road Elementary is one of fifty three elementary schools in the School District of Greenville County.

The facilities consist of thirty-one classrooms, an art room with a kiln, a music lab equipped with keyboard stations, a science lab, gymnasium, media center, two speech rooms, two special education resource rooms, an occupational/physical therapy room, a computer/writing lab, a gifted and talented classroom, a cafeteria and a courtyard with an outdoor stage. The original facility opened in 1966 and was renovated to a state of the art, 89,922 square feet building in 2002.

The socioeconomic background of our students’ families is varied. We currently have two buses providing transportation for the regular education students at Mitchell Road. Four buses provide transportation for our two self-contained special education classes.

The grade distribution for Mitchell Road Elementary School’s current enrollment is as follows:

4K	5K	1st	2nd	3rd	4th	5th	Sp.Ed / SC
24	85	103	88	90	90	95	22

## **School Leadership**

The administrative head of Mitchell Road Elementary School is Mrs. Amy Kern, Principal. Mrs. Kern encourages leadership teams to guide our school in collaboration with stakeholders. Leadership is defined through the leadership team, SIC, PTA, and student activities. The school administration structure is composed of the principal and one assistant principal. The building administrators work as a cohesive team to ensure a safe positive environment that is conducive to teaching and learning. Stakeholder groups (faculty, staff, students, parents, and community members) are part of the shared decision making process through grade level teams and committees.

The purpose of leadership is to allocate and align the human, instructional, financial, and physical resources of the school with the goals of the district, community, school, teachers, and students. The administrative head promotes leadership teams to guide our school in collaboration with stakeholders. A leadership team comprised of members of the faculty/staff meets on a monthly basis.

The leadership uses the mission statement and vision as the foundation for a professional learning community. Faculty/Staff are given opportunity at the end of each school year sign up for curriculum committees for the following year. State mandated celebrations such as: Red Ribbon Week, American Education Week, are a part of the committee's yearly assignment. Curriculum committees also serve as vertical teams and meet monthly.

The role of the faculty leadership team is to facilitate and communicate the operations of the school from staff issues to curriculum issues. All faculty members meet weekly in grade level teams and submit meeting minutes to the Principal, Amy Kern. The faculty leadership team meets on a monthly basis. Faculty concerns and solutions are presented in the monthly meetings by the requesting grade level.

## **PTA**

The Parent – Teacher Association is an integral part of our school operation. We invite parent participation and set the example by being involved ourselves. All teachers attend all PTA functions. PTA parenting nights is held on the second Monday evening of each month. The PTA board, including the principal and teacher representatives (when applicable) meets the first Thursday of each month to make decisions and discuss upcoming events.

The Parent-Teacher Association is an integral part of our school and contributes a tremendous amount of time, talent and energy to our school. The PTA provides on-going support through mini-grants, classroom donations to support student needs, and as volunteers. They coordinate fund raiser and support programs such as: Scholastic Book Fair, Bingo Night, Fall Festival, Student Council, and Beta Club, Lego Club, Chorus, and the Run Hard club. The PTA funds classroom supplies, instructional programs, playground equipment, technology equipment, and faculty development, just to name a few.

## **School Improvement Council**

This council is made up of teachers, parents, community partnership representatives, and administrators. It functions as a liaison between the community at large and the school and also serves as part of our school Guidance Advisory Committee. This group monitors the school goals and issues relating to test scores, programs, and community concerns. This group is also involved in writing the narrative for the School Report Card.

Unlike PTA/PTOs and other voluntary school organizations, councils are mandated by law to exist in every public school in South Carolina. The council has been involved in developing the school improvement plan

since the school began. The council follows an agenda established by the chairman of the School Improvement Council and the school administration. The council meets monthly.

### **Parental Involvement**

The climate for learning at Mitchell Road Elementary is enhanced by involved parents. Parents are invited to join school committees and councils, assist in the classrooms, help with homework, and encourage and honor their child's successes.

### **Partnerships**

Community partnerships are welcomed and encouraged to play a vital role in the success of Mitchell Road Elementary. Mitchell Road has benefited from ongoing business partnerships including two large grocery chains, Publix and Bi-Lo, four restaurants--Chick-fil-A, Zaxby's, Moes, Topsy Taco, and neighboring faith based organizations. PTA members and parents continuously seek additional business partners to assist our school in meeting all of our educational needs.

During 2014 the school began a partnership with Mentor Upstate to provide mentors to students. Mentor Upstate promotes the development of mentoring programs in upstate South Carolina schools and beyond, as well as after-school programs, by recruiting and training mentors, providing resources and support to mentors, and enlisting community involvement. Their goal is to support as many children as possible through positive, real one-on-one relationships.

A relationship with business partners offers our families, community, businesses, and the school district successful partnerships. Our partnerships have an emphasis on academics, citizenship, careers, ground beautification, curriculum, community service, health/fitness, and continuous improvement.

We have recently developed strong partnerships with the faith based communities of Brushy Creek Baptist church and Mitchell Road Presbyterian Church. Both churches provide an invaluable service to our school community through their community outreach ministries. Programs include:

- ❖ Monthly appreciation breakfast for Faculty and Staff
- ❖ Faculty / Staff appreciation gifts
- ❖ Food bags sent home with students every weekend
- ❖ Coat drives
- ❖ School Supplies
- ❖ Christmas Gifts

### **School Personnel of Mitchell Road Elementary**

The staff at Mitchell Road Elementary School includes: 27 regular education teachers, one full time teacher for art, music, and PE, one media specialist, one part-time challenge teacher, two self-contained special education teachers, two full time resource teachers, one full-time Reading Specialist, one full-time reading interventionist, one full time speech/language specialist, one part-time speech/language specialist, and one part-time ESOL teacher. Our administration team includes our principal, administrative assistant, a full-time instructional coach, and a full-time guidance counselor. We have a number of paraprofessionals: five in kindergarten, one in the media center, and four in the special education self-contained classes. Number of years taught is displayed in the table below:

	1 <sup>st</sup> Year	1 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	21 - 25 years	26 - 30 years	30+ years
K4/K5--5	1	1	1	2				
1 <sup>st</sup> --6			1	2	1		1	1
2 <sup>nd</sup> --4		1	2		1			
3 <sup>rd</sup> --4		1			2	1		
4 <sup>th</sup> --4		1	2			1		
5 <sup>th</sup> --4		1	2	1				
Special Education-- 4 Speech/Language -- 12 Challenge--1 Reading--2 ESOL--1		1	3	1	1	2	1	1
Related Arts and Media Specialist --4					2	1	1	
Principal/ Assistant Principal/ Guidance/ Instructional Coach--4	1		1		2			

Additional support personnel include the district psychologist, special education coordinator, and two occupational therapists. Other support personnel include the secretary, clerk, plant engineer, four assistant custodians, two school nurses, and five food service workers. 60% of the certified teaching staff at Mitchell Road has earned a Master's Degree or higher. 12 teachers have received National Board Certification. 91.9% are continuing contract teachers. Teacher retention is high at Mitchell Road with 90.3% of teachers returning from the previous year. All teachers are highly qualified in the areas being taught. Teacher attendance is 90.9%.

## **Student Population at Mitchell Road Elementary**

Baseline data for student enrollment at Mitchell Road Elementary is 588 students total. 44% Caucasian, 26.5% African American, 16.2% Hispanic, 1.9% Asian, and 10.5% classified as two or more races, 0.5% American Indian/Alaskan Native, 0.3 % Native Hawaiian/Other Pacific Islander.

The retention rate at Mitchell Road decreased from 2% to 1.8%. 52 students are being served in the gifted and talented program. 86 students are in the ESOL program. There are 50 special education resource students being served, some for two periods each day. Our speech program serves 61 students.

62% of our students are served free and reduced lunch. Our current poverty index is 69%. The student-teacher ratio in all core subjects is in compliance with the state guidelines. Teacher allocations are as follows:

5 Yr Old Kindergarten	26.0 : 1
Primary Grades 1-3	21.5 : 1
Elementary Grades 4-5	25.5 : 1

Maximum class sizes are within limitations. The average class-size for non-self-contained classes is 18 for grades 1-3 and 20 for grades 4-8.

## **Attendance**

Mitchell Road Elementary follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant.

Student attendance rate at Mitchell Road is 95.9%.

## **Student Sub-groups**

There are two Self-contained special education classes. There are two full-time resource teachers that utilize the pull-out and inclusion models to serve grades K5 through five. One full-time teacher and one half-time teacher serve the speech students at Mitchell Road.

## **Academic/ Behavioral Features Programs/ Initiatives**

To achieve academic results, the school utilizes research based models such as: Student-Centered Learning, The GCS Balanced Literacy Framework based on Fountas and Pinnell balanced literacy model, Lucy Calkins Units of Writing, Digital Leader Corp, continuum of special education services, RTI, Everyday Calendar Math, STEM, and differentiation strategies to meet the needs of all of our students.

Instruction at Mitchell Road Elementary is currently based on the South Carolina College and Career Ready Standards for ELA and Mathematics. Instruction in content areas is currently based on the South Carolina Learning Standards for social studies and science. The South Carolina State Department of Education supplies funds for the purchase of textbooks in each subject area for all students in kindergarten through fifth grade. Greenville County currently uses the Houghton-Mifflin 2011 reading basal series and the Houghton-Mifflin 2012 math series in kindergarten through grade five to align with SCCCR standards. Kindergarten, first, and second grades use the 2005 Houghton-Mifflin social studies series, and grades three, four, and five use the 2005 Scott Foresman social studies series. The 2006 Macmillan science series is used in kindergarten through fifth

grade classes. Greenville County provides an extensive online service, Rubicon Atlas, for all teachers in our county. This site provides quality standard based lessons and resources for each grade level in every subject area to assist teachers with planning and instruction.

Mitchell Road incorporates many educational strategies to address our diverse population. Many of these programs are district mandated, while others are solutions that we have found to address the varied needs and learning styles of all our students. Learning Focused strategies, Baldrige Quality tools, and Xtra Math software are just a few of the many strategies used to provide instruction. We constantly review the success of each program and refine our approaches.

A strong literacy curriculum has been developed based on the Fountas and Pinnell balanced literacy method. This research-based framework has been used successfully in schools across the nation. The reading curriculum includes direct phonics instruction, guided reading, self-selected reading, and writing. During guided reading, teachers work with small groups of students using leveled readers. The books have been selected with the specific students in each group in mind. Teachers are able to provide instruction that allow the readers to meet the demands of more challenging texts over time. A special resource center has been established where teachers can check out sets of leveled readers to use with their various groups. In addition to the Fountas and Pinnell balanced literacy program kindergarten and first grade teachers have carefully researched and implemented literacy stations into their daily class routines. An Early Reading Intervention program using Fastbridge assessments identifies and provides additional support for struggling students in kindergarten, first and second grade. Teachers also integrate science and social studies into the literacy program through the use of non-fiction, historical fiction and read-aloud books. Our school-wide staff development has focused on discovering means to improve student achievement through improved methodologies and instructional practices. Staff development has included school wide in-depth professional book studies, writing workshops from Clemson University's Upstate Writing Project, Fountas and Pinnell's balanced literacy methodology, and the use of common formative assessments in all subject areas.

Our math curriculum uses the newly adopted Houghton-Mifflin series in kindergarten through grade five. To address students' needs, teachers supplement this series in a variety of ways to increase higher level thinking skills. Most teachers at Mitchell Road have been trained to use the Everyday Counts Calendar Math Program to expand the range of student math experiences and ideas. Leapfrog Math and other computer programs are used for practice and review of math skills. The extensive use of manipulatives is used to further learning concepts. The Xtra Math software program is used to supplement and enrich students' math skills. Greenville County provides project science kits for hands-on science units. All kits are equipped with lessons and supplies to offer opportunities for exploration and discovery within the scientific method. Students use science journals to record information throughout the use of each kit. Classes also have access to the STEM that was added to our facility during the renovation. Greenville County's Roper Mountain Science Center is utilized for hands-on experiences in all grade levels. State adopted textbooks are provided for each student.

Kindergarten through second grades use textbooks from Houghton-Mifflin and grades three through five use Scott Foresman texts for social studies. The social studies curriculum is addressed through historical fiction and read-aloud books integrated within the literacy curriculum, as well as field trips to Columbia and Charleston to enhance third and fourth grade social studies standards.

All related arts areas follow the frameworks developed by the state. Art and music both use texts adopted by the district; the Portfolio series for art and the MacMillan's Share series for music. These curricula are supplemented with other books, videos, instruments, reproductions and a variety of media. Creativity is also a large component of the related arts curriculums at Mitchell Road. Physical Education follows the state curriculum guidelines. Mitchell Road is fortunate to be involved in a Coordinated School Health program called **CATCH** which stands for **Coordinated Approach To Child Health**. A coordinated school health is a process which brings a school community together to teach children to be healthy for a lifetime. **CATCH** is the



resource that is going to be used to coordinate this process. **CATCH** is broken down into 4 components, **Child Nutrition** which involves the school cafeteria, **Physical Education** which makes sure the students are involved in moderate to vigorous physical activity, **Classroom** where health and nutrition resources are available to supplement the already existing health curriculum and the **Family** component where there is take home material and hands on activities for families to interact and strike up dialog on healthful living.

Technology is infused into every aspect of the school. Students use the Internet to research and communicate. Digital cameras are very popular with students and teachers for field trips and learning experiences that are supplemented with writing. Various programs are used at all levels to create presentations with varying degrees of assistance. Brainpop, Xtra Math, Google Classroom, Discovery Education Google Apps for Education are just a few of many programs that are utilized at Mitchell Road for remediation and enrichment. Students attend the computer lab to work on various skills, such as keyboarding, researching, and publishing written work at least once per week. Teachers in grades K5-1 have four iPad Minis and teachers in grades 2 have 12 chromebooks in each classroom, and classrooms in grades 3-5 are one-to-one with chromebooks. All teachers have permanently mounted Promethean Boards used for interactive lessons. Many teachers at Mitchell Road are not only technologically proficient, but are teaching and mentoring others in the district. Each teacher has an up-to-date web page, which is accessed by parents, teachers and students to stay abreast of school and classroom activities. Parents often use e-mail to keep in contact with their child's teachers. Teachers also utilize Sign-up Genius and Remind 101 to communicate and schedule meetings with parents. Many of our internal communications both district and in-house are now e-mail based. We have a daily school news show written and produced by fourth and fifth grade students with the assistance of the media specialist and computer lab manager.

### **Pre-School Program**

Mitchell Road is one of twenty-two elementary schools in the district with a full day four-year old kindergarten program. To be eligible, children must be four years of age by September 1 of the school year. The class at Mitchell Road currently serves twenty students. This program focuses on school readiness and improving literacy by exposing four-year old kindergarten children and adults to an environment rich in language and print.

### **Gifted and Talented**

In Greenville County, the needs of the gifted and talented are met through a pull out program. In the third grade, students attend Challenge for 125 minutes each week. Students in grades four and five attend Challenge for 200 minutes per week. The mission is to maximize the potential of gifted and talented learners by providing programs and services, which match their unique characteristics and needs. Our goals and objectives are:

- ❖ To support mastery of core areas of learning at a pace and depth appropriate for gifted and talented learners.
- ❖ To develop an understanding of the concepts, themes, and issues which are fundamental to the disciplines and an appreciation for interrelationships among the disciplines.
- ❖ To develop independent learning skills.
- ❖ To develop critical and creative thinking, problem-solving, and decision-making skills.
- ❖ To develop effective communication skills.
- ❖ To develop creative expression and aesthetic valuing.

Identification of students is done through multiple criteria set forth by state law. All students are screened every year, beginning in second grade, and may enter the program at any level. Some students may begin Challenge classes in third grade. Once a student has qualified for the program, he or she does not have to qualify again and may be removed from the program only with the parents' consent. Currently, 19% of our third, fourth, and fifth grade students participate in the challenge program.

## **Assessment**

Students are assessed in a variety of ways at Mitchell Road. Teacher observation and conferencing are daily assessments with students. In each grade level, assessments are designed to appropriately evaluate student progress and understanding. Each grade level administers benchmark or unit tests in reading and mathematics on Mastery Connect as well as weekly assessments (formal and informal) using the rigor of Mastery Connect questions. These scores are used for determination of trends and careful monitoring of at-risk students. In addition, teacher-made tests, rubrics and project checklists help students and teachers evaluate work and learning. Portfolios help show student growth and progress.

As a part of the Greenville County Educational Plan, the school district has established a writing assessment for first through fifth grade students. The students are assessed three times during the school year. Each grade level has the same prompt. These writing samples are scored using a rubric and kept in a student portfolio. These assessments are administered to measure progress and growth. Grades are not given for these writing assignments. Running records are administered to all students in the fall, winter, and spring, to establish fluency levels using the Fountas and Pinnell Benchmark Toolkit.

The MAP (Measurement of Academic Progress) test is administered to second and fifth grade students each winter to measure growth in reading, math, and language usage. Staff members have received extensive training in the use of this measurement. Each year our staff and administrators analyze standardized test data from PASS and Iowa Test of Basic Skills tests to determine strengths and weaknesses. Normative and criterion-based data are used to seek patterns in groups of students to determine factors that might affect student progress. Data is examined closely by sub-test, content cluster, and in terms of each student's ability. Teachers examine data from their previous year, as well as results of their current class. This information helps us to fine-tune our instructional program.

Each year our staff and administrators analyze standardized test data from PASS and SC Ready to determine strengths and weaknesses. Normative and criterion-based data are used to seek patterns in groups of students to determine factors that might affect student progress. Data is examined closely by sub-test, content cluster, and in terms of each student's ability. Teachers examine data from their previous year, as well as results of their current class. This information helps us to fine-tune our instructional program.

## **Behavioral Education Models**

There are many non-instructional interventions and support systems at Mitchell Road. The faculty and staff set high expectations for all students and teach the importance of responsibility and self-reliance. Students are taught to choose appropriate behaviors in various situations.

Mitchell Road has a number of programs to develop self-esteem and promote pride in our school, including Black History Celebration, American Education Week and Red Ribbon Week. The Kiwanis Club sponsors Terrific Kids, a program for students who work to improve grades, leadership skills, and behavior. A Kiwanis volunteer attends the school's quarterly awards ceremonies to present T-shirts and certificates.

A variety of partnerships offer mentoring services to our students. A local church provides mentors for many of our students who are in need of tutoring or an adult role model. Another nearby church facilitates the Good News Club on Tuesdays for approximately 60 of our students. This is a biblical based after school club, in which students listen to stories and make crafts one hour each week. Because of this strong collaboration with different community groups, our school was named a Flagship School of Promise.

Leadership training offers our students additional opportunities to become mentors and leaders. Student Council representatives from third through fifth grade sponsor service projects, which involve everyone. These students collected canned goods for our troops overseas and pet supplies for the Humane Society. Student Council also sponsors hat days and candy gram sales to raise money to provide help for students' field trip needs. Fifth grade students that meet certain criteria, including good grades and model behavior, are recommended by teachers to be inducted into the Junior Beta Club. The Beta Club earns service hours through a variety of projects. Several classrooms participate in book buddies as well as peer tutoring and cooperative learning to allow students to practice leadership skills and responsibility.

Special Education students plant and maintain flowerbeds outside their classrooms with assistance from their peer mentors. Students in the Special Education classes participate in mainstream classes in the areas of science, health, and social studies. These students receive occupational and physical therapy, as well as vision services. Our speech/language pathologists serve students who have been identified with speech/language needs. Some non-verbal students use special computer equipment to enhance the educational process and allow for improved communication and individual progress.

### **Counseling and Other Student Support Services**

Character Education is an integral part of developing *Ready, Respectful, & Responsible students*. Students at Mitchell Road Elementary School receive a high level of support services from an outstanding staff. We have a full time guidance counselor who works with students, parents, teachers, and various social service organizations for the support of our school family. The guidance counselor provides classroom guidance, small group counseling, individual counseling, and also makes home visits when needed. Character education is provided through monthly lessons in the classroom from the Guidance Counselor embedded into the regular education curriculum.

The Guidance Counselor also communicates with outside service providers frequently to support our students and staff.

Our school psychologist serves a number of schools in the district in addition to Mitchell Road Elementary. Our site serves as her home-based school.

Our OnTrack team meets weekly to provide interventions for struggling students prior to a possible psycho educational referral. The team is comprised of a coordinator, an administrator, instructional coach, special education representatives and school psychologist.

The instructional coach at Mitchell Road provides leadership for teachers by planning, collaborating, organizing, mentoring, and facilitating change to improve the instructional program in the school. Instructional coaches attend meetings and receive training in order to provide assistance for teachers and staff members in a variety of ways. She conducts regular coaching cycles with teachers based on student needs.

## **Extracurricular Activities**

Mitchell Road has been able to educate our students, not only through academics, but through a variety of special programs:

- ❖ Mustang Minutes News Show
- ❖ R.T.I. Reading Program
- ❖ Student Honor Roll
- ❖ Chorus
- ❖ Book Buddies
- ❖ After-school Program (ACE)
- ❖ Student Council
- ❖ Science Fair
- ❖ Terrific Kids Program
- ❖ Wireless Capabilities
- ❖ Safety Patrol
- ❖ Mentor Greenville Participant
- ❖ Run Hard Running Club
- ❖ Morning Tutoring
- ❖ Good News Club
- ❖ Beta Club
- ❖ Be A Fan Club
- ❖ Culinary Creations Healthy Menu
- ❖ PEP Free Book Fair
- ❖ Family Reading Night
- ❖ Science Night
- ❖ Technology Night
- ❖ Lego Club

## **School-wide Discipline Program**

Mitchell Road Elementary students, faculty and staff are guided by 12 principles that were presented and voted on by the entire staff. These “essentials” are introduced to students yearly. Students are placed into “Houses” and each house earns points by exhibiting the MRES Essentials. Celebrations throughout the year are used to motivate students and celebrate behavioral successes.

## MRES Essentials

1. Focus on the positive. Be kind and respectful to each other in both words and actions. (If someone bumps into you, say “excuse me” even if it was not your fault, when interacting with others, respond respectfully with complete words and sentences. No use of slang, “nah”, “yeah”, “huh”)
2. Respect others’ comments, opinions, and ideas. (no disrespectful words or gestures, no eye rolling, smacking lips, etc.)
3. Keep yourself and school neat and tidy by cleaning up after yourself. (Dispose of trash, keep bathrooms clean)
4. No matter what, be honest and own your actions.
5. Learn from your mistakes and move on.
6. Display good sportsmanship in a win or a loss.
7. Show appreciation by saying “thank you” when someone gives you something.
8. Rewards are earned and not given, so do not ask for them.
9. Transition quickly, quietly, and orderly in the classroom and hallways. (FANS line: Face forward, Arms at side, No noise, Straight line.)
10. During an assembly, listen attentively to the speaker. (Pay attention, no talking or playing, facing forward)
11. When a visitor is present, all school essentials still apply.
12. Be the best person you can be.

## MISSION, VISION, and BELIEFS

### **Vision Statement**

Mitchell Road Elementary- where students are equipped with a passion for life-long learning.

### **Mission Statement**

Mitchell Road Elementary School connects with families and the community to provide quality learning experiences that cultivate world-class knowledge and skills, while developing character and leadership.

### **Belief Statements: We believe...**

- Each student is unique and valued.
- All students can learn and deserve high-quality, engaging instruction provided by exceedingly qualified, dedicated teachers.
- All students and staff deserve a safe, positive and supportive environment.
- Students learn best when positive relationships and collaboration between home and school are prevalent.

## DATA ANALYSIS and NEEDS ASSESSMENT

### Student Achievement

#### SC Ready ELA

<b>ELA</b>	<b>Level 1 &amp; 2</b>	<b>Level 3 &amp; 4</b>
<b>Spring 2016</b>	<b>51%</b>	<b>49%</b>
<b>Spring 2017</b>	<b>52%</b>	<b>48%</b>
<b>Spring 2018</b>	<b>45%</b>	<b>56%</b>
<b>District 2018</b>	<b>48%</b>	<b>52%</b>
<b>ELA- S2018</b>	<b>Meets/Exceeds</b>	<b>District</b>
<b>3rd Grade</b>	<b>53%</b>	<b>55%</b>
<b>4th Grade</b>	<b>62%</b>	<b>53%</b>
<b>5th Grade</b>	<b>54%</b>	<b>47%</b>

**SC Ready Math**

<b>MATH</b>	<b>Level 1 &amp; 2</b>	<b>Level 3 &amp; 4</b>
<b>Spring 2016</b>	<b>39%</b>	<b>61%</b>
<b>Spring 2017</b>	<b>39%</b>	<b>61%</b>
<b>Spring 2018</b>	<b>30%</b>	<b>70%</b>
<b>District 2018</b>	<b>40%</b>	<b>60%</b>
<b>MATH- S2018</b>	<b>Meets/Exceeds</b>	<b>District</b>
<b>3rd Grade</b>	<b>66%</b>	<b>65%</b>
<b>4th Grade</b>	<b>74%</b>	<b>60%</b>
<b>5th Grade</b>	<b>69%</b>	<b>56%</b>

**SCPASS Science**

<b>SCIENCE</b>	<b>Not Met</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
Spring 2016	26%	47%	27%	-----
Spring 2017	18%	31%	35%	16%
Spring 2018	10.9%	21.7%	37.0%	30.4%
District 2018	16.1%	24.4%	31.9%	27.6%
<b>SCIENCE- S2018</b>		<b>Meets/Exceeds</b>	<b>District</b>	
4 <sup>th</sup> Grade		67.4%	59.5%	

**SCPASS Social Studies**

<b>Social Studies</b>	<b>Not Met</b>	<b>Met</b>	<b>Exemplary</b>
Spring 2016	13%	38%	49%
Spring 2017	11%	54%	36%
Spring 2018	11.8%	35.3%	52.9%
District 2018	22.3%	36.5%	41.1%
<b>Social Studies- S2018</b>		<b>Meets/Exemplary</b>	<b>District</b>
5 <sup>th</sup> Grade		88.2%	77.7%



<b>ELA</b>	<b>Strengths</b>	<b>Areas of Growth</b>
<b>3<sup>rd</sup> Grade</b>	<b>Reading: Literacy Text</b>	<b>Reading: Meaning, Context, and Craft</b>
<b>4<sup>th</sup> Grade</b>	<b>Writing</b>	<b>Reading: Informational Text</b>
<b>5<sup>th</sup> Grade</b>	<b>Writing</b>	<b>Reading: Meaning and Context</b>

<b>Math</b>	<b>Strengths</b>	<b>Areas of Growth</b>
<b>3<sup>rd</sup> Grade</b>	<b>Number Sense/Operations: Fractions</b>	<b>Algebraic Thinking / Operations</b>
<b>4<sup>th</sup> Grade</b>	<b>Number Sense/ Base Tens</b>	<b>Algebraic Thinking / Operations</b>
<b>5<sup>th</sup> Grade</b>	<b>Number Sense/ Operation: Fractions</b>	<b>Geometry</b>

<b>Science</b>	<b>Strengths</b>	<b>Areas of Growth</b>
<b>4<sup>th</sup> Grade</b>	<b>Life Science Characteristics &amp; Growth of Organisms</b>	<b>Light and Sound</b>

<b>Social Studies</b>	<b>Strengths</b>	<b>Areas of Growth</b>
<b>5<sup>th</sup> Grade</b>	<b>The 1920s &amp; 1940s</b>	<b>Developments since 1989</b>

## Teacher and Administrator Quality

### Qualified, Diverse Staff

60% of the certified teaching staff at Mitchell Road has earned a Master’s Degree or higher. 12 teachers have received National Board Certification. 91.9% are continuing contract teachers. Teacher retention is high at Mitchell Road with 90.3% of teachers returning from the previous year. All teachers are highly qualified in the areas being taught. Teacher attendance is 90.9%.

Race/Ethnicity	Admin		Other			Teacher		Employed	% of
	F		F		M	F			
			1	3.1%				1	1.3%
African American			3	9.4%			2	5.1%	6.5%
Asian			3	9.4%				3	3.9%
Caucasian	4	100.0%	22	68.8%	2	100.0%	36	92.3%	83.1%
Hispanic			2	6.3%				2	2.6%
Other			1	3.1%				1	1.3%
Pacific Islander							1	2.6%	1.3%
<b>Grand Total</b>	<b>4</b>	<b>100.0%</b>	<b>32</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>	<b>39</b>	<b>100.0%</b>	<b>77</b>

### School Climate Needs Assessment

The Mitchell Road administration and faculty believe that an emphasis on school, home, and community cooperation helps create a supportive and nurturing environment for the students. Results from the yearly parent, student, and teacher survey indicate overall satisfaction with the school learning environment and social and physical environment. Student survey results show some concern with the school-home relations. Efforts to increase satisfaction in this area include more positive conferences and phone calls to celebrate with families, instead of simply contacting parents in negative situations. Teachers have also worked to increase their availability by using applications such as Bloom and Class DoJo to give parents a way to communicate more timely with teachers.

Student attendance decreased from 96.2% in 2016 to 95.9% in 2017. Teacher attendance decreased from 93.4% in 2016 to 90.9% in 2017.

#### Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	24	95	40
Percent satisfied with learning environment	91.60%	86.40%	90.00%
Percent satisfied with social and physical environment	91.70%	82.10%	95.00%
Percent satisfied with school-home relations	87.50%	80.50%	85.00%

\*Only students at the highest school grade and their parents were included

## Action Plan

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

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from   48  % in 2016-17 to   63  % 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 <b>48</b> (2016-17)	<b>School Projected Elementary</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>	<b>63</b>
		<b>School Actual Elementary</b>	56	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17)	<b>District Projected Elementary</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary</b>	52				

<b>ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Implement coaching cycles to improve common planning and instruction	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Coaching Cycle artifacts and schedule

**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 61% in 2016-17 to 76% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>61</u> (2016-17)	<b>School Projected Elementary</b>	<b>64</b>	<b>67</b>	<b>70</b>	<b>73</b>	<b>76</b>
		<b>School Actual Elementary</b>	70				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u>54</u> (2016-17)	<b>District Projected Elementary</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		<b>District Actual Elementary</b>	60				

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Implement coaching cycles to improve common planning and instruction	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Coaching Cycle artifacts and schedule

**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	<b>School Projected Elementary</b>	TBD	TBD	TBD	TBD	TBD
		<b>School Actual Elementary</b>	67.4				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	TBD	TBD	TBD	TBD	TBD
		<b>District Actual Elementary</b>	59.5				

<b>ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Implement coaching cycles to improve common planning and instruction	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Coaching Cycle artifacts and schedule



**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	<b>School Projected Elementary</b>	TBD	TBD	TBD	TBD	TBD
		<b>School Actual Elementary</b>	88.2				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary</b>	TBD	TBD	TBD	TBD	TBD
		<b>District Actual Elementary</b>	77.7				

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Implement coaching cycles to improve common planning and instruction	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Coaching Cycle artifacts and schedule

**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 <u>_31_</u> (2016-17)	<b>Projected Hispanic</b>	34	37	40	43	46
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>_31_</u> (2016-17)	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>_28_</u> (2016-17)	<b>Projected AA</b>	31	34	37	40	43
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>_28_</u> (2016-17)	<b>Actual AA</b>	37.5				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>_12_</u> (2016-17)	<b>Projected SWD</b>	15	18	21	24	27
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>_12_</u> (2016-17)	<b>Actual SWD</b>					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _24_ (2016-17)	<b>Projected LEP</b>	27	30	33	36	39
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _24_ (2016-17)	<b>Actual LEP</b>	42.2				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _____ (2016-17)	<b>Projected SIP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _____ (2016-17)	<b>Actual SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _55_ (2016-17)	<b>Projected Hispanic</b>	58	61	64	67	70
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _55_ (2016-17)	<b>Actual Hispanic</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _36_ (2016-17)	<b>Projected AA</b>	39	42	45	48	51
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _36_ (2016-17)	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _18_ (2016-17)	<b>Projected SWD</b>	21	24	27	30	33
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _18_ (2016-17)	<b>Actual SWD</b>					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _40_ (2016-17)	<b>Projected LEP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _40_ (2016-17)	<b>Actual LEP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _____ (2016-17)	<b>Projected SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _____ (2016-17)	<b>Actual SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SWD</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SWD</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SIP</b>					

<b>ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Principal IC ESOL Resource RTI Lit. Specialist	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, faculty meetings etc.)
2. Provide strategy and content support for teachers	2018-2023	Principal IC ESOL Resource RTI Lit. Specialist	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
3. Provide professional	2018-2023	Principal	\$0	NA	Evidence of

<b>ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
learning opportunities for instructional strategies for diverse learners		IC ESOL Resource RTI Lit. Specialist			strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.



**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					

<b>ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).</b>						<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>	
1. Coach teachers in instructional best practices using the district coaching framework	2018-2023	IC Lit. Specialist	\$0	\$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices	
2. Support comprehension and effective communication through	2018-2023	Principal IC	\$0	NA	Classroom evidence of content	

<b>ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
intentional planning and authentic use of vocabulary		Lit Specialist			vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds
3. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Principal IC Lit Specialist	\$0	NA	<p>Classroom libraries offer a wide selection of texts that reflect students' interests and needs.</p> <p>Teachers lead focused reading conferences and small group work.</p> <p>Students can articulate and demonstrate progress toward their reading goal(s).</p>

**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	<b>School Projected</b>	TBD	TBD	TBD	TBD	TBD
	1.1%	<b>School Actual</b>					
Employment report	% of diverse teachers 2017-18	<b>District Projected</b>	TBD	TBD	TBD	TBD	TBD
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1: Promote education as a career option for all demographics.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Create a plan to advocate within our counseling programs to encourage teaching as a profession	2018-2023	Guidance Counselor	\$0	NA	Plan created
2. Partner with middle and high schools with Teacher Cadet programs	2018-2023	Principal Guidance Counselor	TBD	TBD	Increased number of classes

**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	97.7	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	97.7	School Actual Students	82.1				
		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers	91.7				
		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents	95				

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					

<b>ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal Staff	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at school	2018-2023	Principal	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Principal Staff	\$0	NA	Tips received from multiple stakeholder groups



**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)	<b>School Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	0%	<b>School Actual</b>	0				
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>0.7</b>	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>District Actual</b>					

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)	<b>School Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

	0%	<b>School Actual</b>	0				
ESSA Federal Accountability and SDE School Report Card	(2016-17)	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.		Principal Guidance Counselor	\$0	NA	Students in need matched with services
2. Increase awareness of community based resources that families can reach out to for guidance and support.		Principal Guidance Counselor	\$0	NA	Information disseminated and utilized
3. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.		Principal	\$0	NA	Information disseminated through various formats

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

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

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

**PERFORMANCE GOAL: 4** The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the 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	96.3	School Projected	90	90	90	90	90
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Expand mentoring program for students	2018-2023	Guidance counselor	TBD	Local	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	IC Principal Guidance Counselor	TBD	Local	Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students (Ron Clark method)	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$0	NA	Support staff included in decision making and support of students

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	<b>School Projected</b>	95	95	95	95	95
	96.6	<b>School Actual</b>	95.7				
	(2016-17) 95	<b>District Projected</b>	95	95	95	95	95
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Intervention Connection System reports for truant and chronically absent students.

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

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

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

**PERFORMANCE GOAL: 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 – 3 % Lonely – 11% Angry – 7%	<b>School Projected</b>	Afraid ≤ 3 Lonely ≤ 11 Angry ≤ 7	Afraid ≤ 3 Lonely ≤ 8 Angry ≤ 3	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
		<b>School Actual</b>	Afraid ≤ 3 Lonely ≤ 8 Angry ≤ 3	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	<b>District Projected</b>	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
		<b>District Actual</b>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

<b>ACTION PLAN FOR STRATEGY #1: Develop and foster social and emotional skills in students to develop the whole child.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement a strong social/emotional component into existing school character education plans	2019-2023	Guidance counselor	TBD	TBD	Increased percentage of student scoring higher on the Social/Emotional portion of the WIN Learning Test
2. Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019-2023	IC Guidance Counselor Principal School Psychologist	\$0	NA	Evidence of strategies being used in classrooms during observations
3. Build a positive learning community supportive of all students	2018-2023	Principals	\$0	NA	Evidence of: <ul style="list-style-type: none"> <li>• classroom conversations and reflections to support problem solving occur across the school day.</li> <li>• classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework.</li> <li>• established classroom norms, expectations, and procedures.</li> <li>• students exercising autonomy and</li> </ul>



<b>ACTION PLAN FOR STRATEGY #1: Develop and foster social and emotional skills in students to develop the whole child.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
					respect for peers and adults.