

# Bell's Crossing Elementary Strategic Plan

Christopher Ross  
Principal



*Greenville County School District*

Dr. W. Burke Royster  
Superintendent

2018-2023

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Bell's Crossing Elementary School

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019** (*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.

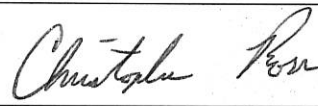
### Assurances for the School Renewal Plans

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		8/15/2018
PRINTED NAME	SIGNATURE	DATE

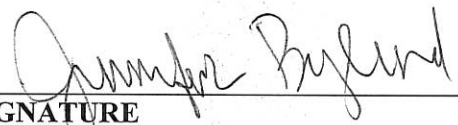
### PRINCIPAL

Christopher Ross		6/13/18
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jennifer Berglind		5/18/18
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jill Schmidt		6/14/2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 804 Scuffletown Road Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-3800

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
1. PRINCIPAL:	Christopher Ross
2. TEACHER:	Ben Miller
3. PARENT/GUARDIAN:	Jessica Blanton
4. COMMUNITY MEMBER:	Debrah Kraft
5. SCHOOL IMPROVEMENT COUNCIL:	Jennifer Berglind
6. Read to Succeed Reading Coach	Jill Schmidt
7. School Read to Succeed Literacy Leadership Team Lead	Jill Schmidt
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
** Must include the School Read to Succeed Literacy Leadership Team.	

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
Teacher	Chris Purkerson
Assistant Principal	Scott Jacobs
Teacher	Monica Critell
Instructional Coach	Kelly Nalley
Teacher	Jenifer Mayberry
Assistant Principal	Vanessa Brown
Teacher	Melissa Campbell
Guidance Counselor	Joy Hawkins
PTA	Lyndsay Howell
Teacher	Allison Chamness
PTA	Gretchen Pace
Teacher	Jessica Clark
SIC	Ian Beck
SIC	Angel Demarski
SIC	Saria Saccocio
SIC	Janeen Ford

**\*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 district complies with all applicable Act 135 requirements.

- x     **Academic Assistance, PreK–3**  
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- x     **Academic Assistance, Grades 4–12**  
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- x     **Parent Involvement**  
The district 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 district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- x     **Technology**  
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- x     **Innovation**  
The district 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 district (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 district 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**    **Half-Day Child Development**  
The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- x**    **Developmentally Appropriate Curriculum for PreK–3**  
The district 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 district 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 district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no 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 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.

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# Introduction

**Bell's Crossing** School Strategic Plan was developed to document the changes and progress the school has made while working to continuously improve everything we do. The School Portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

Throughout the process of developing the Bell's Crossing School Strategic Plan, several committees were formed. These committees gathered information, reviewed data, developed ideas, reflected, and reported to the whole staff and school community at various venues (faculty meetings, school improvement meetings, parent/teacher association meetings, and general assembly meetings). A school profile committee was created consisting of the school's principal, instructional coach, teachers, parents, and community members to look specifically at the school's mission, vision, beliefs, the school community, attendance, and programs. Their role was to review student, teacher, and parent survey data, the report to the community, and business partnerships. A student achievement committee was created consisting of the principal, assistant principals, instructional coach, guidance counselor, lead teachers at each grade level and department area along with parents and community members. Their role was to review and reflect on student achievement and determine the needs of the school and develop professional development plans and action steps. A school climate committee was created to review the needs of the school's climate. Their role was to review and reflect upon student, parent, and teacher school report card survey data. An action plan committee was developed consisting of the school principal, assistant principals, guidance counselor, instructional coach, literacy specialist, teacher leaders at each grade level, parents and community members. Their role was to review the update goals and determine the steps necessary to reach those goals in the next five years.

The Bell's Crossing School Strategic Plan is a living document that describes **Bell's Crossing** and includes evidence of our work. It describes who we are, our mission and vision for the school, goals, plans, progress, achievements in the context of demographics and needs, and school partnerships. The Strategic Plan also describes how we build and utilize our overall school plan for increasing student learning for the next five years.

# **Executive Summary**

## **Needs Assessment for Student Achievement** (2017-2023 school year)

- All areas on SC Ready were above the District average
- Bell's had 75% meet standard in Math and 69% meet in English Language Arts
- Social Studies was the school's strongest area with 96% of the students meeting standard.
- Science has always been the lowest area in the history of Bell's until this year. 76% met standard. Science outscored ELA and Math.

## **Needs Assessment for Teacher and Administrator Quality**

- Bell's Crossing has 100% highly qualified teachers
- Over half the teachers, 70% , have a Master's Degree
- Twelve Teachers have National Board Certification
- Parents feel the strengths (90% or more agree)of the teachers are with high expectations, encourages my child to learn, gives homework that helps my child learn, provides extra help when my child needs it, returns my phone calls and e-mails promptly, prevent ad stop bullying, and care about my child as measured by the 5<sup>th</sup> grade parent report card survey.
- The parents feel the weakness (more than 25% disagree) are my child's teacher contacts me to say good things. Parents feel principal is available and welcoming (100% agree) as measured by the 5<sup>th</sup> grade parent report card survey.
- The students feel the strength (90% agree or more) of the teachers are with wanting students to understand, expect students to learn, expect students to behave, spends time helping students learn, help students when they don't understand, does a good job teaching students math, does a good job teaching students English language arts, gives tests on what students learn, gives homework to help students learn as measured by the 5<sup>th</sup> grade student report card survey.
- The students at Bell's Crossing feel a weakness (20% disagree or more) my classes are challenging as measured by the 5<sup>th</sup> grade student report card survey.



## **Needs Assessment for School Climate**

- The Students saw the strengths (90% or more agree) of Bell's Crossing's climate students believe they can do the work, work done by students can be seen on the walls, use computer and technology to learn, satisfied with the learning environment, grounds are kept clean, hallways are kept clean, broken things get fixed, enough room to learn, students know the rules, rules are fair, rules are enforced, feel safe before and after school, feel safe at school, feel safe going and coming from school, students with different backgrounds get along, teachers and students get along, satisfied with the social and physical environment, parents know what is going on, parents are welcome, satisfied with home school relations, can always go to an adult if I am bullied, and I have not been bullied by another student at the school as measured by the 5<sup>th</sup> grade state report card survey. .
- The Students felt areas to improve (25% or more disagree) are with bathrooms are kept clean, and I have been bullied at school as measured by the 5<sup>th</sup> grade state report card survey.
- Parents felt the strengths (90% or more agree) of the school climate are satisfied with the learning environment, satisfied with the home school relations, school is kept neat and clean, child feels safe at school, and satisfied with the social and physical environment, on the 5<sup>th</sup> grade parent state report card survey.
- Parents feel areas there are no areas that were less than 80% agree on the parent report card survey.

## **Significant Challenges Past 3 Years**

- The state has adopted new state standards in 2015-16. This is the third set of standards we have used in the past five years.
- The implementation and training of teachers in the balance literacy-reading model with different approaches and training models has led to our school having to fill in these gaps.
- Meeting the diverse needs of our students who have emotional and social disabilities

## **Significant Awards/Accomplishments**

- Palmetto's Finest
- RAMP (Recognized ASCA Model Program)
- Palmetto Gold and Silver Award Recipient
- Excellent Report Card Rating
- South Carolina Exemplary Writing Award
- National School of Character
- South Carolina PTA Outstanding Unit
- South Carolina Parental Involvement Award
- Greenville Safe Kids School
- 1<sup>st</sup> in the state in raising money for the Lymphoma/Leukemia Society
- Star Energy School
- State and District Reflections Winners
- South Carolina Honors Choir
- United Way Campaign of Excellence
- State Teacher of the Year
- District Runner Up Teacher of the Year
- National Board Certified Teachers
- Greenville County Honors Choir
- Jr. Beta Club State Convention 1<sup>st</sup> Place (Quiz Bowl)
- GCIRA Distinguished Literacy Principal
- Greenville County Battle of Books First Place
- South Carolina PTA Teacher of the Year Runner Up

# **School Profile**

## **The Community of Bell's Crossing**

Bell's Crossing Elementary was formed in 2002-2003 school year by bringing together students from four different area schools (Oakview, Woodland, Bethel, and Mauldin). Barbara Barlow was the school's first principal. She served as principal from 2002 to 2012. Christopher Ross followed Mrs. Barlow, and he has been only the second principal the school has ever had. Crystal Ball O'Connor has served as the schoolboard representative for the Five Forks area the school's entire existence. The school is located in Simpsonville, South Carolina, a suburb of Greenville County, in the Five Forks Area. Many subdivisions and businesses built around the school are indicative of the steady growth in the Simpsonville area. Residents have easy access to the conveniences of Greenville, about 20 minutes away via Interstate 385 running through the community. Community facilities in Simpsonville include a Senior Activity Center, Heritage Park, Golden Strip YMCA and the Five Forks Library, as well as an increasing variety of restaurants and shops that help shape the town's identity. The famous clock tower serves as a landmark in Simpsonville's historic downtown.

## **Facilities**

The facility at Bell's Crossing Elementary consists of 55 classrooms with a wireless network, multipurpose room, media center with production studio, cafeteria with stage and assembly seating, science lab, art room, music room, challenge classroom, computer lab, virtual field trip lab, track, soccer field, baseball field, outside courtyards

Bell's Crossing Elementary and the Greenville County School District are committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan and regular fire and emergency drills are held. Other drills that are conducted are lock down, tornado, earthquake, and bus evacuation. Cameras have been installed outside to ensure school security. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. The school district has roving police officers that check the perimeter and interior of the building on average four times a day.

Specific safety concerns regarding buildings and grounds at the school site are handled by the district maintenance department if they cannot be remedied by on site custodians or utility workers assigned to site duties. Our professional staff of six custodians performs basic cleaning operations in every classroom on a daily basis

## **Parental Involvement**

The climate for learning at Bell's Crossing 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. Ninety-nine per cent of our parents attended a conference with their teacher last year.

In order to keep parents informed of ongoing events at our school, the school provides:

- Quarterly PTA Newsletter

- Weekly calendar and menu
- Teacher weekly newsletters to parents
- Instagram
- School Website
- Facebook
- Weekly School Messenger by the Principal
- Teacher websites
- School Electronic Sign
- Student/parent handbook
- Local newspapers
- School events on the district website
- Telephones in classrooms
- E-mail

Parent education/input is offered throughout the school year at various times of the day in the following ways:

- Back to School Night
- Open House
- WEE Care - Rising Kindergarten Parent Information Meeting
- Parent Workshop on Internet Safety
- Parent Workshop on Students with Anxiety
- Parent Workshop on Reading Strategies
- Parent Workshop on Middle School Transition
- Family Reading/Writing Night
- Family Fitness Night
- Family Related Arts Night
- Family Technology Night
- Parent Conferences
- Parent resources are available in the school counselors' area
- A Guide to Community Services is located in the counselors' area
- PTA General Assembly Meetings
- Open door policy of school's administrators

Many day-to-day activities of the school are supported by parent volunteers. Parents are involved in chaperoning field trips, helping in the office and in the library, preparing the PTA newsletter, serving on the PTA Board & School Improvement Council, helping in the computer lab, tutoring students, mentoring students, running a book exchange, maintaining a paper recycling program, Career Month, and Field Day. We have a wonderful group of parents that publish our students' stories in our school publishing center, too.

## **PTA**

The PTA 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 and as volunteers. They coordinate fundraisers, such as our Fall Festival (Eaglefest) and Boosterthon, SEEDs reading program, work in the publishing center, provide educational and family programs, and business partnerships such as Mathnasium. Our PTA did an outstanding job through fundraising to provide our school with technology, as well as supplies for our classrooms. They also fund mini grants each quarter to help teachers implement new programs in their classrooms. On average, over 20,000 volunteer hours are logged in each year. They have been recognized in the district and state with various awards.

### **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 Counseling Advisory Committee. Important issues relating to budgets, test scores, programs, and problems are discussed and evaluated by this council. The council has been involved in developing the School Strategic Five Year Plan since the school began. The council follows an agenda established by the chairman of the School Improvement Council and the school administration. Minutes of each meeting are recorded and approved by the council. The council meets on a monthly basis throughout the school year. Some of the council's initiatives over the years have included a Rising Kindergarten Orientation, Healthy Living Initiative, Internet Safety Program, and numerous parent workshops.

### **Partnerships**

Community partnerships are welcomed and encouraged to play a vital role in the success of Bell's Crossing. In our beliefs and values, we state that supportive partnerships are essential to the success of our students. 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.

These business partners listed below provide incentives and services for our students in a variety of areas within our school program.

#### **Academic Awards**

- Apple Seeds Dentistry
- Fuddruckers
- Your Pie
- Gravitopia
- Twisted Cup
- Lowes Foods
- Publix
- BI-LO
- Chick Fil-A
- Jet's Pizza

- Brikz 4kidz
- Greenville Drive
- Greenville Swamp Rabbits
- Kona Ice
- Six Flags
- Golden Skate
- Barnes and Noble

#### Character Education

- Covey Seven Habits
- Good News Club
- Safe Schools Project
- South Carolina Little Theatre
- Boosterthon
- Tar Wars
- Cyber Bullying
- Jr. League Homerun for Healthy Kids
- Julie Valentine Center

#### Careers

- Junior Achievement
- Community Speakers (Meteorologist, Architect)
- Simpsonville Fire Department
- Farm Bureau
- Local Representatives
- Greenville Sheriff's Office
- Greenville Water Waste Lab
- Thorne Ambulance

#### Curriculum

- Metropolitan Arts Council
- Julie Valentine Center (Sexual Abuse Curriculum)
- Local authors and illustrators
- Greenville Hospital System (Bike Unit)
- Pen Pals with other schools (Bane Elementary Huston, TX)
- POPS (Performances at the Peace Center)
- National Weather Service/Fox News
- Walmart Community Grant
- Rotary Club
- Mathnasium

#### Community Service

- Make a Wish Foundation
- Humane Society
- Place of Hope (Student Council)

- Various Food Pantries (Student Council)
- Pennies for Patients/SC Leukemia & Lymphoma Society (Student Council)
- United Ministries of Greenville Food Drive (Student Council)
- Pop Top Tabs for Greenville Ronald McDonald House (Student Council)
- Eagle Earth Savers Recycling Program
- Good News Club (Community Outreach Program)
- Back Pack Blessings – Simpsonville First Baptist Church

#### Health/Fitness/Safety

- Family Fitness Night (ATA Karate, CrossFit)
- Simpsonville Fire Department
- Simpsonville Police Department
- Carolina Blood Connection

### **School Personnel**

Bell's Crossing has a competent and highly qualified cadre of teachers. The principal and assistant principals have met and exceeded the qualifications required by the state of South Carolina, with two masters and one doctorate in leadership. Each teacher holds at least a bachelor's degree as required by the state as highly qualified. Thirty-one teachers earned Master's degrees, while ten earned Masters plus 30. Eleven of the teachers are National Board Certified. The two speech teachers are accredited with ASHA CCC degrees, one Special Education teacher with and ECYA Special Needs degree. All teachers are highly qualified and certified in the area for which they teach. In addition, all teacher assistants are highly qualified.

#### Analysis of Bell's Crossing Faculty

- 45 Teachers
- 2 Instructional Coaches
- 2 Speech Therapists
- 5 Special Education Teachers
- 1.5 Guidance Counselors
- 1.2 Challenge Teachers
- .5 ESOL Teachers
- 1 Media Specialist
- 6 Related Arts Teachers
- .8 Science Lab Teacher

Bell's Crossing's diversity in its staff includes two male teachers, two male administrators, one minority administrator, two minority teachers, and one minority paraprofessional. The remaining staff consists of white females.

Bell's Crossing Elementary has a staff with teachers that have a variety of years of experience, as demonstrated by the chart below.

#### Years of Experience for Teachers

Grade Level    1-3    4-5    6-8    9-10    11-15    16-20    21-25    26+

K		1			3	2		
1	1	2	2	1	1			2
2					3	3	1	
3			1	2	2	2	1	
4				1		2	3	
5				1	1	3	1	1
Special Ed.		1		1	3	1	3	
Related Arts	1		1		1	1		2
Special Areas				1		2	2	2
Total	2	5	3	7	14	16	11	7

Bell's Crossing's personnel also includes school secretary, attendance clerks, media clerk, 6 kindergarten assistants, 3 special education assistants, plant engineer, five custodians, 2 school nurses, food service manager, and six food service staff. All meet the requirements of district and state standards.

Other district support personnel available to help assist Bell's Crossing in meeting the needs of students include the district psychologist, hearing specialist, occupational therapist, special education coordinator, and a network computer engineer.

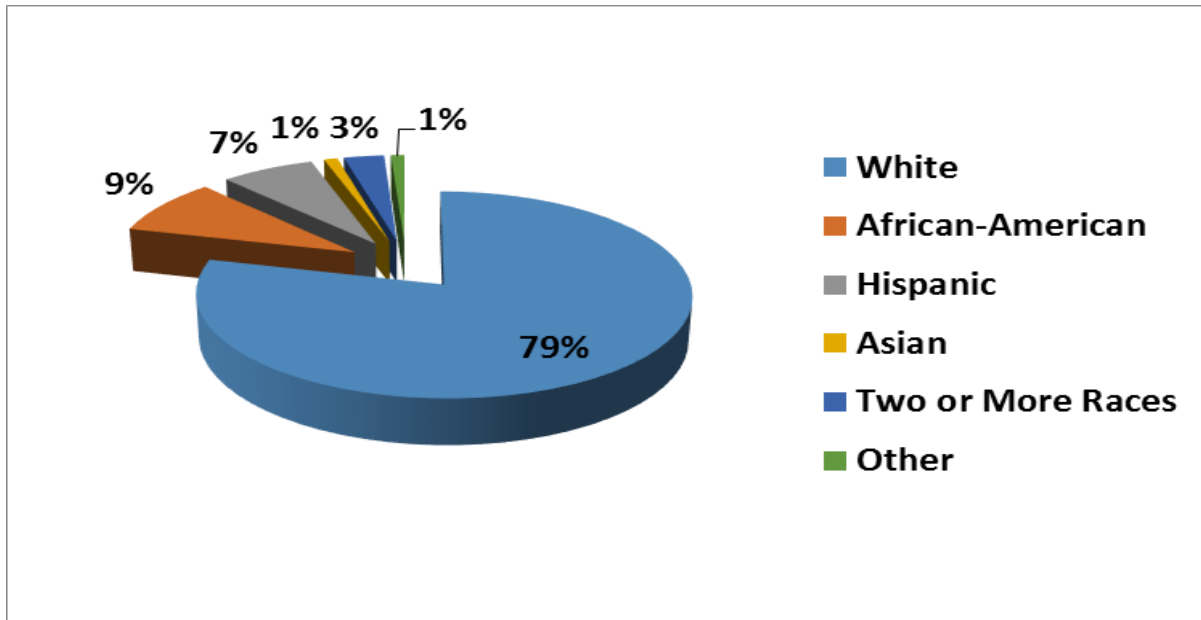
Bell's Crossing teachers have an attendance rate of 97% in 2017-18 school year.

## Student Population

Bell's Crossing attendance was on a steady rise until 6 years ago due to the construction of a new elementary school. The new school alleviated over 200 students from Bell's Crossing. The enrollment dropped from 1,250 students to less than 1,000 students in the 2012-13 school year. The school's enrollment in the 2017-18 school year was 985 students.

Bell's Crossing Elementary is 78% Caucasian, 9% African-American, 7% Hispanic, 2% Asian, 3% Two or More Races, and 1% Other, (including American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander) as shown the in following pie chart.





Bell's Crossing serves a large gifted and talented student population. 33% of the eligible students qualify for the state's Challenge program.

On the other hand, the school has a small free and reduced lunch population. 20% of our students are served free or reduced lunches and the state poverty index is 24%.

The student attendance rate at Bell's Crossing Elementary was 96.7%.

Bell's Crossing serves 15% percent of the student population with special education services. Most of our students are served in speech or for a learning disability.

Developmental Delay	5
Learning Disability	27
Other Health Impairment	8
Speech Only	77
Autism	4

Bell's Crossing has a very low retention rate. Less than 1% of the students are not promoted to the next grade level.

The school has nine subgroups as determined by the federal government for adequately yearly progress. Those groups are: All Students, Male, Female, White, African American, Hispanic, Disabled, Limited English Proficiency, and Subsidized Meals.

## **Special Programs**

### **Digital Leader Corps and Personalized Learning**

Bell's Crossing is one of the ten original Personalized Learning Schools in Greenville County. We are partnering with Discovery Education to better integrate technology with our curriculum. This model allows four teachers to receive training with a consultant and then train the staff at Bell's Crossing with best practices. As a Digital Leader Corps School, our 3<sup>rd</sup>-5<sup>th</sup> graders have a Chrome Book. The kindergarten- second graders have a 2:1 ratio of iPad minis along with a laptop cart and computer lab. In the intermediate elementary grades, the teachers and students use Google Classroom to assign, submit, and collaborate on assignments. The school has a comprehensive professional development plan to put these best practices into place.

### **Distance Education**

Bell's Crossing boasts an array of distance learning opportunities for our students. The school has a virtual field trip lab equipped with a flat screen monitor, computer, video camera, and speakers to enable two-way communication with an expert at a remote location. Each student at each grade level participates on an average of two virtual field trips a year. These virtual trips may be to NASA, Royal Botanical Gardens, The Smithsonian Museums, National Archives, Cleveland Museum of Art, Alaska Sea Life Center, and much more. Each virtual field trip is tied directly to a state standard and correlates with a unit of instruction. By accessing experts at these remote locations, our students' learning moves to another level of understanding.

### **RTI (Response To Intervention)**

Bell's Crossing strives to ensure all students are reading on grade level. In order to meet this goal, the school has reading intervention for students below the 25<sup>th</sup> percentile as measured by a national standardized assessment called Aims Web. Teachers in kindergarten, first grade, second, and third grade instruct small groups of students using a research based program daily for a minimum of thirty minutes day. The students are monitored every ten days to ensure progress is being made towards the benchmark. Students that meet and maintain the set benchmark are dismissed from the program. Students that do not make progress using this approach are referred to an assistance team to problem solve other interventions that may be beneficial.

### **Covey Character Education Program**

Students at Bell's Crossing Elementary receive a high level of support services from an outstanding staff. Character education is provided through monthly lessons in the classroom from the school counselors. In these lessons, the students learn the 7 Habits in a manner in which can be applied to their daily lives

### **SOAR Behavior Expectations**

Our school has a set of basic expectations we present, teach, and practice with all students throughout the year. These expectations are: Stay Safe, Own Our Actions, and Respect Everyone. We model for students what each of these expectations looks like in the hallways, classroom, bathrooms, cafeteria, playground, arrival/dismissal areas, and

busses. The premise of this positive behavior support system is by teaching our students these expectations, then almost all of our students will rise and meet these expectations. We do build in other individual behavior plans for students who are not able to meet these expectations on a daily basis.

### **Bully Prevention Program**

Our school has a comprehensive Bully Prevention Program that spans all grades levels. We have a no tolerance school policy when it comes to bullying. We teach our students strategies to handle bullying situations. We bring in an outside group to simulate different bullying situations to illustrate what to do and what not to do. Cyber Bullying lessons are delivered by a former cybercrimes detective to all 3<sup>rd</sup>-5<sup>th</sup> graders. An anonymous tip line is created through a link on each child's Chromebook. All reports of bullying are addressed by representatives of administration at the school level.

# **Mission, Vision, and Beliefs**

## **School Focus**

A School of Leaders

## **Motto**

“Learn Today, Lead Tomorrow”

## **Mission Statement**

To Soar and Succeed, To Grow and to Lead

## **Our Vision**

Inspiring Lifelong Learners

## **Beliefs:**

1. Independent thinking occurs through engagement
2. Exploration leads to meaningful experiences
3. Teamwork builds collaboration
4. Everyone can be a leader
5. Responsibility creates character

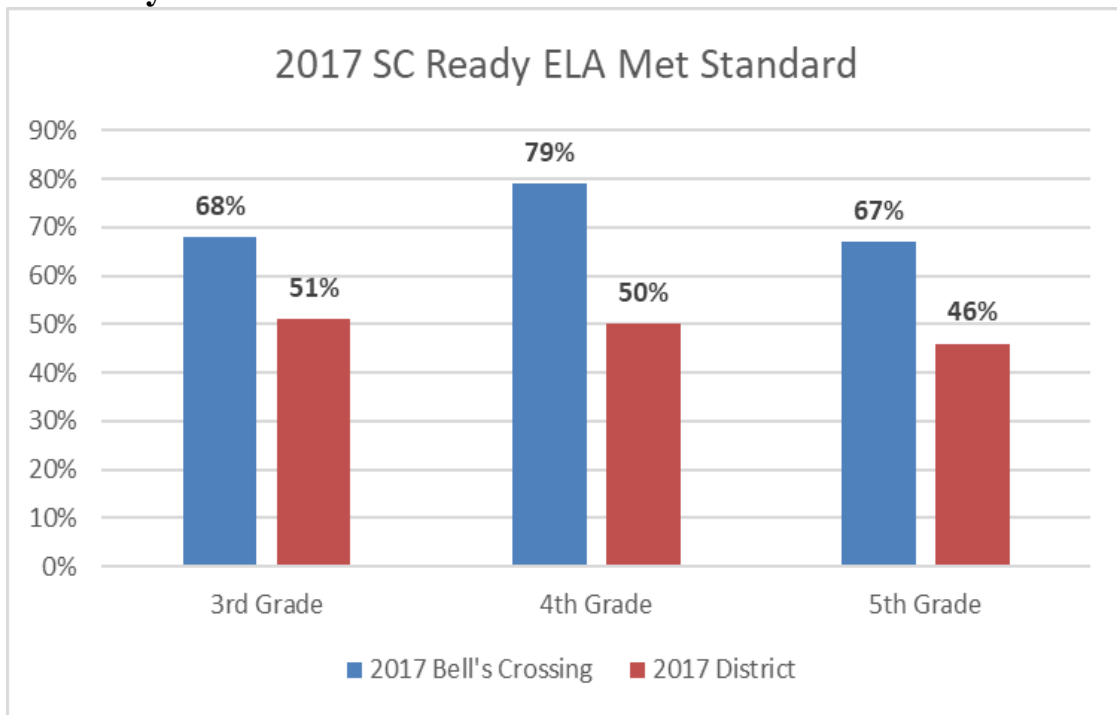
## Data Analysis and Needs Assessment

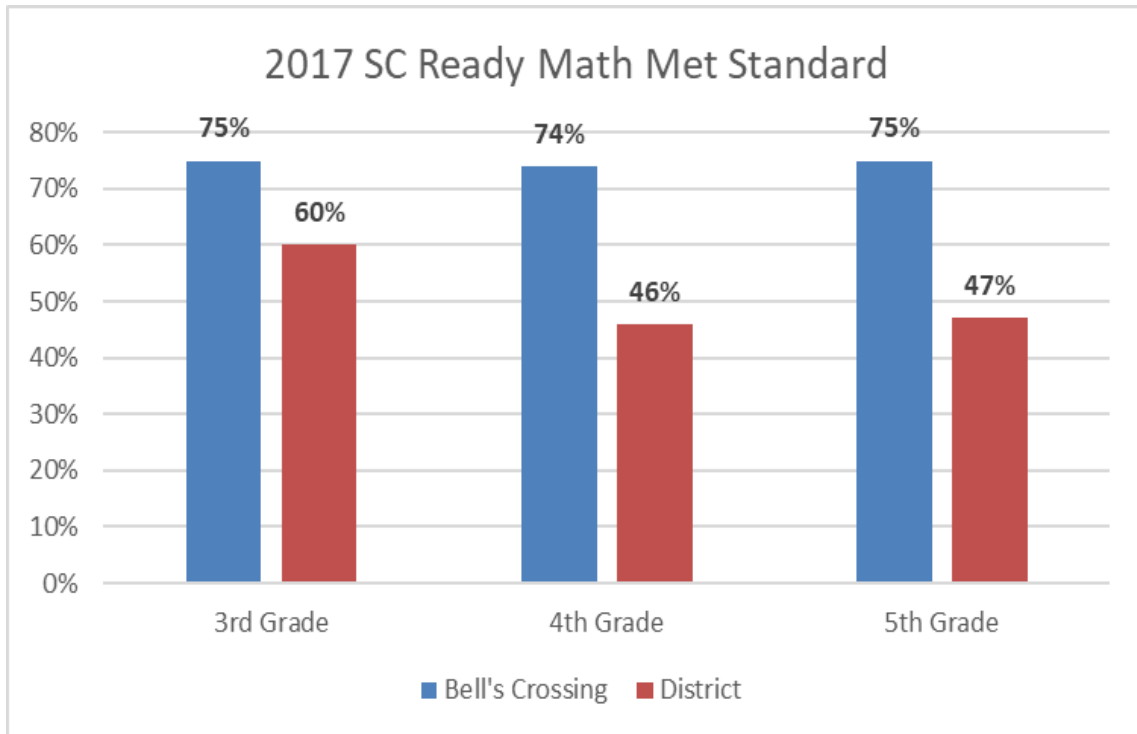
### Data Sources

SDE School Report Card

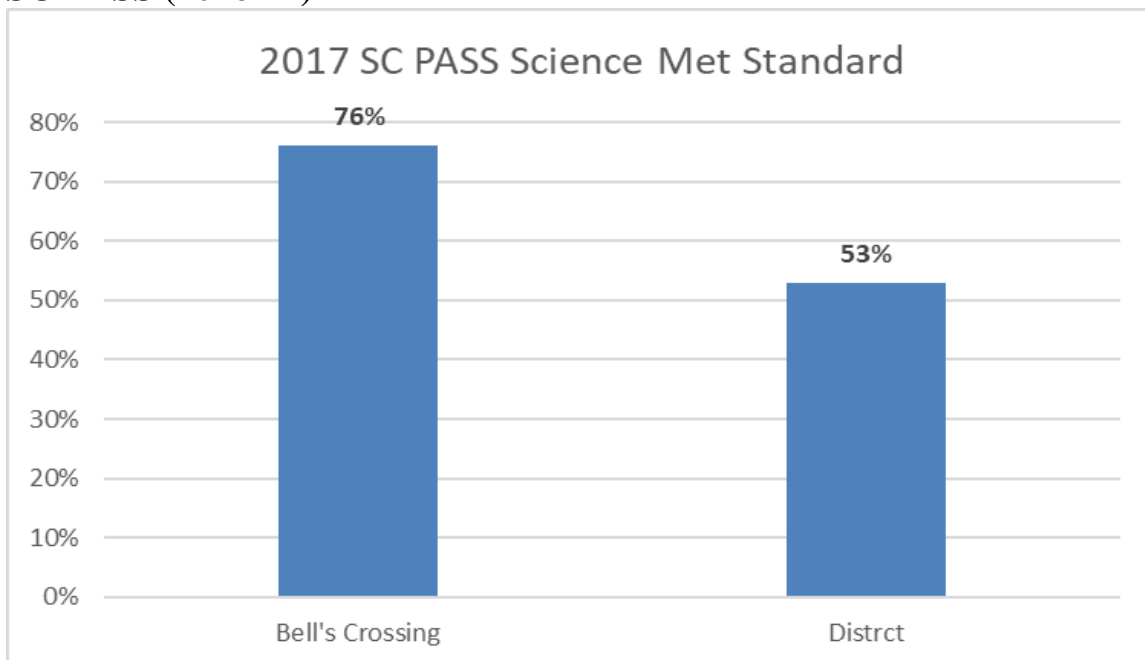
<http://ed.sc.gov/data/report-cards/>

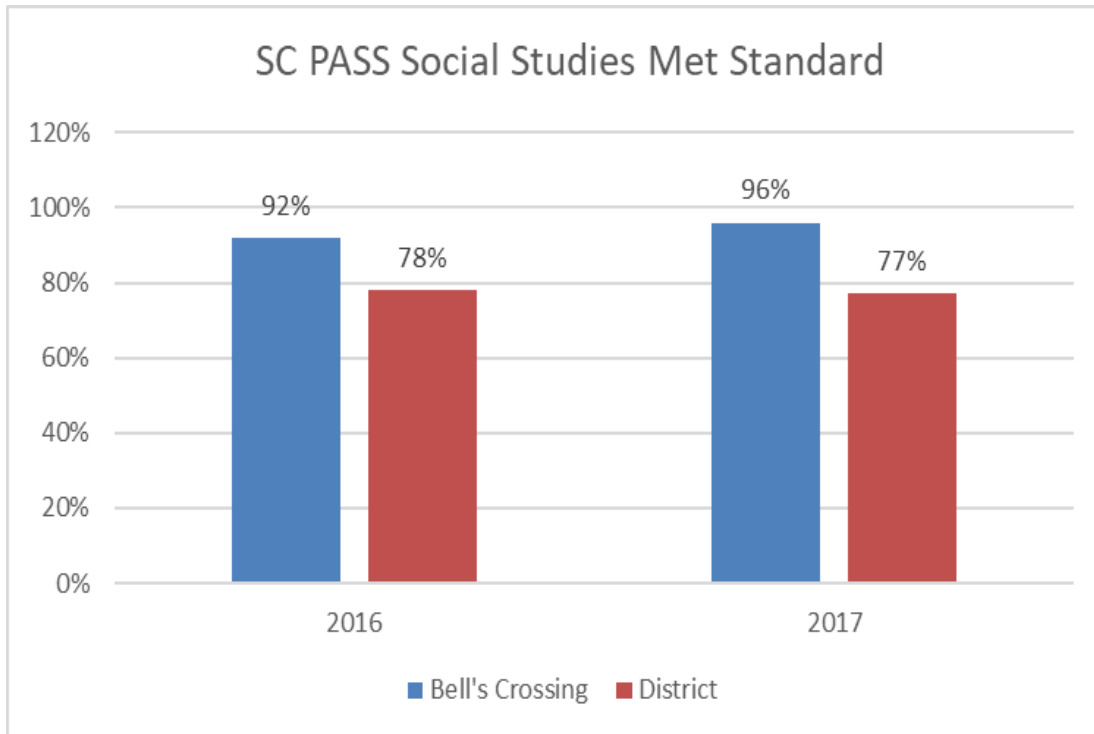
### SC Ready 2016-17





### SC PASS (2016-17)





## ITBS



cogAT Test Scores  
2017.pdf



Iowa Test Scores  
2017.pdf

# Teacher and Administrator Quality

## Professional Development Plan 2017-18

Date/Time	Type	Description
July 25 9 am – 1 pm	New teacher Orientation	<b>School and District Procedures</b> Provide basic training in school and district procedures for first year teachers and teachers new to Bell's Crossing.  <i>Facilitator: Chris Ross, Kelly Nalley &amp; Mentors</i>
August 2	Leadership Retreat @ SC Governor's School	<b>Student Achievement, Curriculum, and Learning Environment</b> Grade Level Chairs collaborate to review test score data, set goals, and develop initiatives for the upcoming school year.  <i>Facilitator: Chris Ross, Vanessa Brown, Scott Jacobs &amp; Kelly Nalley</i>
August 15 8:00-12:00 PM	Back to School Meeting	<b>Teacher Handbook</b> Overview of the teacher handbook, set expectations, and review test results, goals for the school year, and Literacy Mission and Vision  <i>Facilitators: Chris Ross, Dr. Vanessa Brown, Scott Jacobs Kelly Nalley</i>
August 16 1-3 PM	Literacy	<b>Classroom Literacy Set up and the First 20 Days</b> Literacy Mentors share with primary and intermediate grades how to set up y0oru classroom for literacy stations. Reading Specialists share with intermediate and primary grades what the first 20 days of literacy instruction looks like.  <i>Facilitators: Jessica Clark, Kristen Danko, Jill Schmidt, Elizabeth Bensusan</i>
August 30 3-4:30 pm	Technology	<b>Digital Portfolios</b> Digital Leader Corps Teachers share how to use SeeSaw to set up student portfolios in the primary grades and Google Drive in the intermediate grades <i>Facilitator: Daniel DeWeil, Amanda Madden, Melissa Campbell</i>



Date/Time	Type	Description
September 13 3:30-4:30	Social & Emotional Development	<b>Anxiety, Autism, Poverty</b> A panel of three experts will present on the topics of children with anxiety, children in poverty and children with autism <i>Facilitator: Kelly Nalley</i>
September 27 3:00-4:30	Special Education Assistance Team Challenge	<b>Policy, Procedures, Changes</b> Special education teachers, school psychologist, A-Team coordinator and challenge teacher present on criteria and changes in their area <i>Facilitator: Allison Chamness, Katherine McKinney, Dr. Suzie Brown, Scott Jacobs &amp; Kristie Brown</i>
October TBD 8-3 pm	Literacy	<b>Writer's Workshop</b> Teachers observe a model lesson on responding to text and then reflect with master teacher on elements to an effective writer's workshop an specifically how students respond to text. Each day a different grade level will have workshop to learn and incorporate these elements in their writing plans <i>Facilitator: Kristy Jennings, Elizabeth Bensusan &amp; Jill Schmidt</i>
October 11 3:00-4:30	Vertical Articulation	<b>Committees</b> Break into Math, Reading, Writing,, Science & Social Studies to analyze state student achievement data and drill down to the indicators that show strengths and weaknesses. <i>Facilitator: Committee Chairs</i>
October 19 8 am- 5 pm	Special Education	<b>Crisis Prevention Intervention</b> A core of 10 teachers and administrator will learn the methods and strategies to de-escalate students in crisis as well as proper restraining techniques and personal safety <i>Facilitator: Amanda Turner</i>
October 25 3:30-4:30	Vertical Articulation	<b>Faculty Council</b> Teacher leaders discuss school initiatives as it pertains to student achievement and culture of the school <i>Facilitator: Christopher Ross</i>

Date/Time	Type	Description
November 8 3-4:30 pm	Technology	<b>Chromebook Environment and Apps for Education</b> Teachers in intermediate grades will learn how to expand the use of Chromebook using the SAMR model while teachers in the primary grades expand upon their knowledge of apps for education  <i>Facilitator: Stephanie Williams</i>
November 15 3-4:30 pm	Assessment	<b>TE 21 Mastery Connect</b> An overview of the TE 21 assessment system, how to build formative and summative assessments, how to access reports and analyze the data  <i>Facilitator: Kelly Nalley</i>
December 13 3:30-4:30	Climate	<b>Achievements</b> Celebrate First Semester Success and collaborate as a whole school  <i>Facilitator: Christopher Ross</i>
January 10 3:00-4:30	Text Based Study Part I	<b><u>You Win in the Locker Room</u></b> Read pages 1-65 in the text and conduct a Socratic Seminar using the text  <i>Facilitator: Christopher Ross, Dr. Vanessa Brown, Scott Jacobs &amp; Kelly Nalley</i>
January 24 3:00-4:30	Literacy	<b>Text Dependent Analysis and Investigations</b> Literacy Mentors present on strategies for TDA's and how to set up literacy investigation stations  <i>Facilitator: Jessica Clark &amp; Kristen Danko</i>
February 7 3:00-4:30	Text Based Study Part II	<b><u>You Win in the Locker Room</u></b> Read pages 66-124 in the text and conduct a Socratic Seminar using the text  <i>Facilitator: Christopher Ross, Dr. Vanessa Brown, Scott Jacobs &amp; Kelly Nalley</i>

Date/Time	Type	Description
February 24 3:00-4:30	Technology	<b>Chromebook Environment and Apps for Education</b> Teachers in intermediate grades will learn how to expand the use of Chromebook using the SAMR model while teachers in the primary grades expand upon their knowledge of apps for education Facilitator: Stephanie Williams
March 7 3:00-4:30	Vertical Articulation	<b>Faculty Council and Committees</b> Teacher leaders discuss school initiatives as it pertains to student achievement and culture of the school. Break into Math, Reading, Writing, Science & Social Studies to discuss TE 21 results across the grade levels and analyze for strengths and weaknesses Facilitator: Christopher Ross and Committee Chairs
March 21 3:00-4:30	Text Based Study Part III	<b><u>You Win in the Locker Room</u></b> Read pages 66-124 in the text and conduct a Socratic Seminar using the text Facilitator: Christopher Ross, Dr. Vanessa Brown, Scott Jacobs & Kelly Nalley
April 11 3:30-4:30	Technology	<b>Electronic Portfolios</b> Primary and Intermediate teachers discuss how to use SeeSaw and Google Drive portfolios in preparation for student led conferences Facilitator: Daniel DeWeil, Amanda Madden, Melissa Campbell
April 25 3:00-4:30	Testing	<b>State Testing</b> Review procedures and protocols for state testing Facilitator: Dr. Vanessa Brown
May 9 3:00-4:30	End-of-Year Part I	<b>Procedures</b> Review Checklist and expectations for the end of the school year. Facilitator: Christopher Ross

May 16	Vertical Articulation	<b>Faculty Council</b> Teacher leaders discuss school initiatives as it pertains to student achievement and culture of the school.  Facilitator: Christopher Ross
May 23 3:00-4:30	End-of-Year Part II	<b>Making Classes</b>  Facilitator: Christopher Ross, Sharon-Marie Smith, Scott Jacobs

## School Climate Needs Assessment

### Data Sources

#### SDE School Report Card

<http://ed.sc.gov/data/report-cards/>

### 2016-17 School Report Card Survey Results



report card 2017  
Parent Survey Result

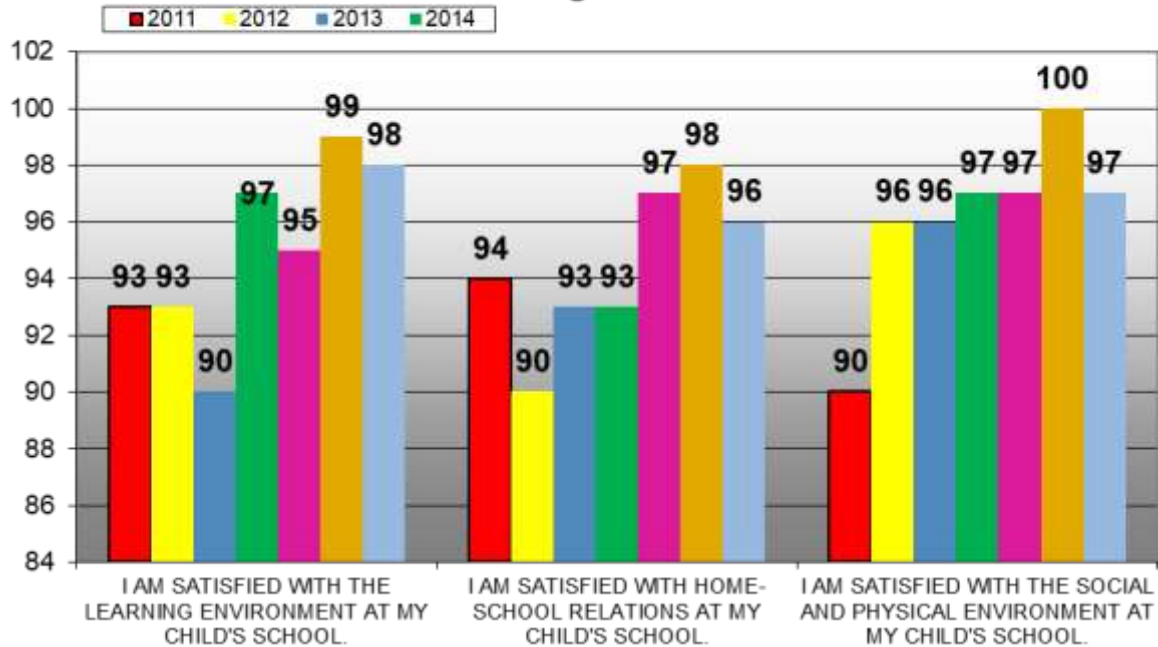


report card 2017  
Student Survey Resu

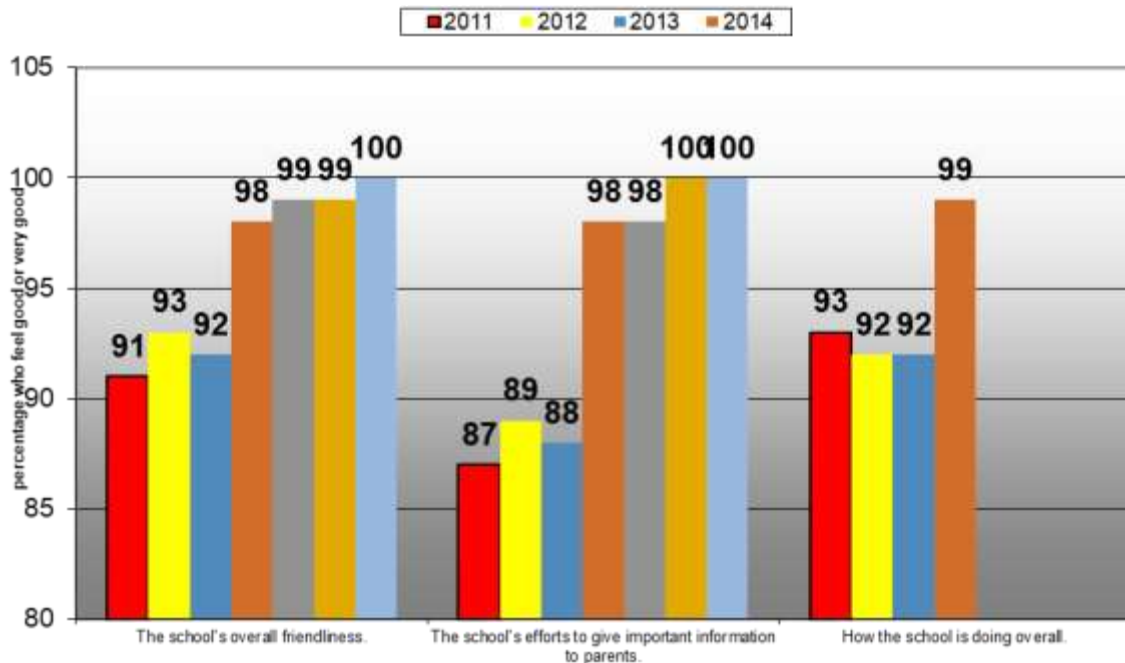


Report card 2017  
Teacher Survey Resu

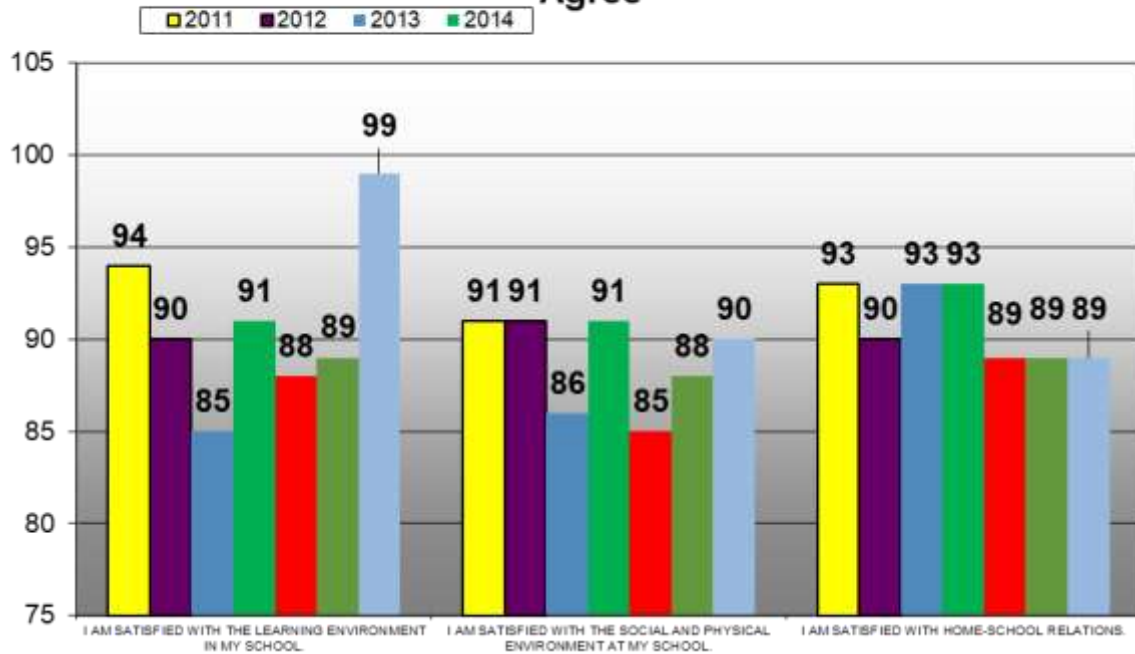
## Parent Perceptions of Bell's Crossing Percent Agreement



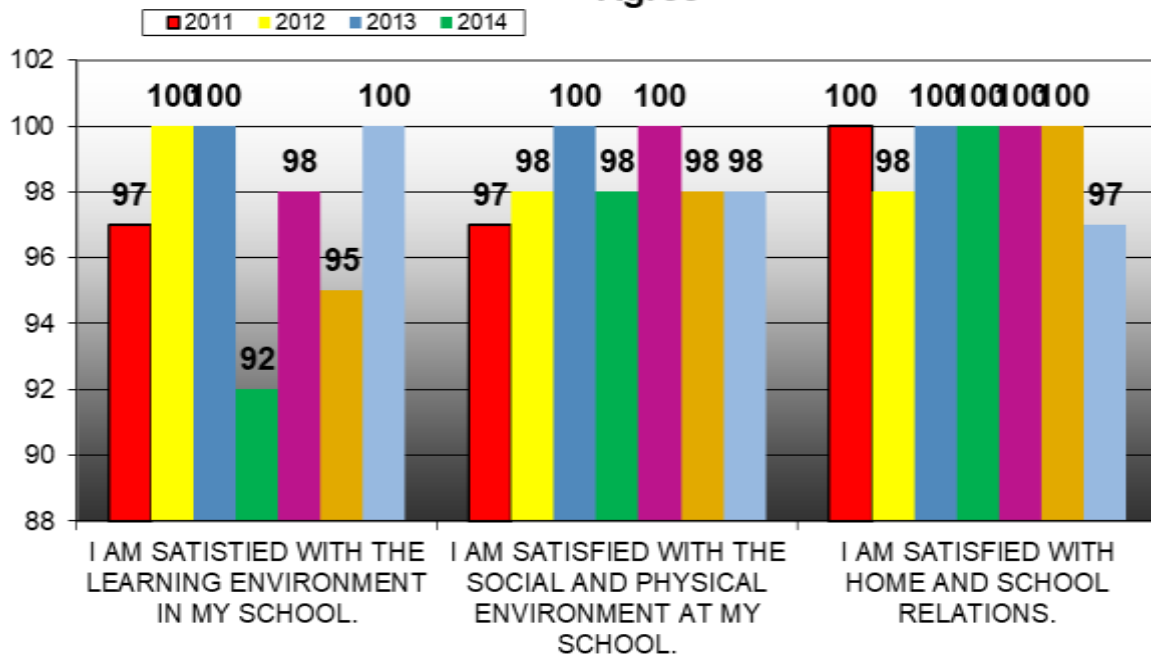
## Parent Perceptions of Bell's Crossing



### Student Perceptions of Bell's Crossing Percent Agree



### Teacher Perceptions of Bell's Crossing Percent Agree



# Action Plan

## Five-Year Performance Goals

### Goal Area 1: Student Achievement

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional    1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 1</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 69 % in 2016-17 to 74% in 2022-23.  <i>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.</i>
<b>INTERIM PERFORMANCE GOAL:</b> 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 (2016-17)	<b>School Projected Elementary</b>	<b>70%</b>	<b>71%</b>	<b>72%</b>	<b>73%</b>	<b>74%</b>
		<b>School Actual Elementary</b>					
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>					

<b>ACTION PLAN FOR STRATEGY #1:</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	Administration Instructional Coach Teachers	\$0	NA	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	2018-2021	Administration Instructional Coach Teachers	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Administration Instructional Coach Teachers	\$0	NA	MasteryConnect Reports
4. Coach teachers in instructional best practices using the district coaching	2018-2023	Literacy Coach Instructional Coach Administrators	\$0	\$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and



ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
framework					reflective practices
5. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Literacy Coach Instructional Coach Principals	\$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>
6. Scaffold student thinking through modeling, think-alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	Literacy Coach Instructional Coach Principals	\$0	NA	<p>Evidence of teacher modeling and think-alouds</p> <p>Evidence of scaffolds for thinking including visuals, thought prompts, and question stems</p> <p>Students articulate and use scaffolds to answer questions and solve problems</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: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 75% in 2016-17 to 80% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	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)	<b>School Projected Elementary</b>	<b>76%</b>	<b>77%</b>	<b>78%</b>	<b>79%</b>	<b>80%</b>
		<b>School Actual Elementary</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>54</b> (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>					

<b>ACTION PLAN FOR STRATEGY #1:</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	Administration Instructional Coach Teachers	\$0	NA	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	2018-2021	Administration Instructional Coach Teachers	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Administration Instructional Coach Teachers	\$0	NA	MasteryConnect Reports

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

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

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

<b>ACTION PLAN FOR STRATEGY #1:</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. Continuous use of support documents to guide curriculum	2018-2023	Instructional Coach Classroom Teacher	\$0	NA	Observation reports and lesson plans
2. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Administration Instructional Coach Teachers	\$0	NA	MasteryConnect Reports
3. Supplement classroom instruction with Hands-On Science Lab Instruction	2018-2023	Administration Science Lab Teacher Classroom Teachers	\$1,000	General Fund	Observation reports and lesson plans
4. Continuous use of Science Kits	2018-2023	Instructional Coach Classroom Teacher	\$0	NA	Observation reports and lesson plans
5. Supplement Virtual Field Trips that correlate directly with science standards and units of instruction	2018-2023	Technology Instructional Specialist Classroom Teacher	\$5,000	Local Funds	Calendar of scheduled trips

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority							
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL: 4</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will maintain 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>					
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>					

<b>ACTION PLAN FOR STRATEGY #1:</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. Continuous use of support documents to guide curriculum	2018-2023	Instructional Coach Classroom Teacher	\$0	NA	Observation reports and lesson plans
2. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Administration Instructional Coach Teachers	\$0	NA	MasteryConnect Reports
3. Continuous use of primary and secondary sources in instruction	2018-2023	Instructional Coach Classroom Teacher	\$250	General Fund	Observation reports and lesson plans
4. Use of Discovery Education as a resource for classroom instruction	2018-2023	Instructional Coach Classroom Teacher	\$0	NA	Observation reports and lesson plans
5. Supplement Virtual Field Trips that correlate directly with science standards and units of instruction	2018-2023	Technology Instructional Specialist Classroom Teacher	\$5,000	Local Funds	Calendar of scheduled trips

**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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	46% Meets Expectations and Exceeds Expectations (2016-17) Annual	<b>Projected Hispanic</b>	<b>47%</b>	<b>48%</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	48% Meets Expectations and Exceeds Expectations (2016-17) Annual	<b>Projected AA</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>	<b>52%</b>	<b>53%</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>Actual AA</b>					



SC READY ELA SC READY test data file	35% Meets Expectations and Exceeds Expectations  (2016-17)	<b>Projected SWD</b>	<b>37%</b>	<b>39%</b>	<b>41%</b>	<b>43%</b>	<b>45%</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17)	<b>Actual SWD</b>					
SC READY ELA SC READY test data file	44 % Meets Expectations and Exceeds Expectations  (2016-17)	<b>Projected LEP</b>	<b>45%</b>	<b>46%</b>	<b>47%</b>	<b>48%</b>	<b>49%</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17)	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17)	<b>Projected SIP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</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	45 % Meets Expectations and Exceeds Expectations  (2016-17)	<b>Projected Hispanic</b>	<b>46%</b>	<b>47%</b>	<b>48%</b>	<b>49%</b>	<b>50%</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17)	<b>Actual Hispanic</b>					
SC READY Math SC READY test data file	54 % Meets Expectations and Exceeds Expectations  (2016-17)	<b>Projected AA</b>	<b>55%</b>	<b>56%</b>	<b>57%</b>	<b>58%</b>	<b>59%</b>

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>Actual AA</b>					
SC READY Math SC READY test data file	44% Meets Expectations and Exceeds Expectations (2016-17)	<b>Projected SWD</b>	<b>45%</b>	<b>46%</b>	<b>47%</b>	<b>48%</b>	<b>49%</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>Actual SWD</b>					
SC READY Math SC READY test data file	31 % Meets Expectations and Exceeds Expectations (2016-17)	<b>Projected LEP</b>	<b>33%</b>	<b>35%</b>	<b>37%</b>	<b>39%</b>	<b>41%</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
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:</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. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Literacy Coach Instructional Coach Principal	\$0	NA	Evidence of Tier 2 and Tier 3 interventions within classrooms as noted by observations and Instructional Rounds
2. Implement the MTSS framework and intervention guidelines with fidelity	2018-2020	Literacy Coach Instructional Coach ESOL Teacher School Psychologist Guidance Counselor Principal	\$0	NA	Evidence of the OnTrack framework observed and monitored by Principal
3. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Literacy Coach School Psychologist Guidance Counselor Assistant Principal	\$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented
4. Provide professional learning opportunities for instructional strategies for	2018-2023	Literacy Coach Instructional Coach ESOL Teacher School Psychologist	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
diverse learners		Guidance Counselor Special Education Teachers			Instructional Rounds
5. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Instructional Coach School Psychologist Guidance Counselor Principal	\$0	\$0	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

**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

		<b>School Actual</b>					
Fountas and Pinnell	<b>TBD</b>	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					
Fastbridge	<b>TBD</b>	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					
MAP	<b>TBD</b>	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					



<b>ACTION PLAN FOR STRATEGY #1:</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 the MTSS framework intervention guidelines with fidelity.	2018-2023	School Psychologist Guidance Counselor Classroom Teachers Literacy Coach School Principals	\$0	NA	Intervention logs  Progress Monitoring Charts/Graphs
2. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Instructional Coach Classroom Teachers School Principals Literacy Coach	TBD (Cost of training personnel)	TBD	Observations, anecdotal notes, and lesson plans.  Instructional Observations and Instructional Rounds  Increased number of students reading on grade level by 3 <sup>rd</sup> grade
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Instructional Coach Classroom Teachers School Principals Literacy Coach	\$0	NA	Observations, anecdotal notes, and lesson plans.  Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
4. Provide intentional support for consistently scheduled, sustained independent	2018-2023	Instructional Coach Classroom Teachers School Principals	\$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
reading		Literacy Coach			<p>Teachers lead focused reading conferences and small group work.</p> <p>Students can articulate and demonstrate progress toward their reading goal(s).</p>
5. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Instructional Coach Classroom Teachers School Principals Literacy Coach	\$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented

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

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

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

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

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

<b>ACTION PLAN FOR STRATEGY #1:</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. Develop recruitment plans if there is no or minimal diversity.	2018-2023	HR Recruiters School Principal	\$0	NA	Plans in place for schools
2. Identify quality candidates who are diverse.	2018-2023	HR Recruiters School Principal	\$0	NA	Ongoing identification of candidates
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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	98% (2016-17)	School Actual Students					
		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	100% (2016-17)	School Actual Teachers					
		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	99% (2016-17)	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. Communicate clearly and effectively with all stakeholders that district-wide and school-wide emergency response plans are in place and	2018-2023	Dist. Staff Principals	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
include explanations of the training and drills that take place.					
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at our school	2018-2023	Dist. Staff Principals	\$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	Dist. Staff Principals	\$0	NA	Tips received from multiple stakeholder groups
4. Provide front office staff with training in recognizing	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	Training provided

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
and de-escalating volatile situations.					
5. Continued use of the Level I and Level II background checks.	Ongoing	Principals	Changes annually	General Fund	Volunteer checks completed
6. Expand the presence and visibility of law enforcement through the use of School Resource Officers, Zone Patrols, and parked patrol vehicles.	2018-2023	Exec. Dir. of Student Services	Initially \$990,000	General Fund	Patrols expanded



**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	94% (2017-18)	School Projected					
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</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. Review annually student surveys with teachers at the mid-year conference	2018-2023	Principals Teachers	\$0	NA	Survey Summary and Tally Sheets
2. Increase or Maintain Teacher Led Clubs and sponsored Activities	2018-2023	Principals Techers	\$1,000	Local Funds	List of Clubs on School Profile District Site
3. Provide Classroom resources (literature, supplemental materials) for classroom culture	2018-2013	Guidance Counselors Teachers	\$500	Local funds	List of Materials

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	96	96	96	96	96
	96.6 (2016-17)	School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</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. Promote attendance with students and parents as an important component of school success	2018-2023	School team	\$0	NA	Teacher/school direct contact with parents.
2. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-23	Teachers Guidance Counselors	\$0	NA	More real-world learning
3. Conduct intervention conference with parents and students for students who are truant	2018-2023	Attendance Clerk Guidance Counselor Principals	\$0	NA	Teacher/school direct contact with parents.

**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 – 5% Lonely – 4% Angry – 1 %	School Projected	Afraid 5%≤ Lonely 5%≤ Angry 5% ≤	Afraid 5%≤ Lonely 5%≤ Angry 5% ≤	Afraid 5%≤ Lonely 5%≤ Angry 5% ≤	Afraid 5%≤ Lonely 5%≤ Angry 5% ≤	Afraid 5%≤ Lonely 5%≤ Angry 5% ≤
		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 ≤

<b>ACTION PLAN FOR STRATEGY #1:</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. Collect data surrounding social-emotional needs through student surveys	State to provide	Guidance Counselors  School Psychologist	\$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Guidance Counselors  School Psychologist  Principals	\$0	NA	OnTrack Meeting schedule
3. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids' Hearts, Compassionate Schools, Love and Logic)	2018-2023	Guidance Counselors  School Psychologist  Teachers	TBD	TBD	Programs implemented with fidelity
3. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Guidance Counselors  School Psychologist	\$0	NA	Menu developed and distributed

