Brushy Creek Elementary School
Strategic Plan
2018-19 through 2022-2023

Building a **C**ommunity of **E**xcellence One **S**tudent at a Time

Greenville County Schools
Brushy Creek Elementary School
1344 Brushy Creek Road
Taylors, South Carolina 29687
864-355-5400

Charles T. Davis, Jr., Principal
Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Brushy Creek Elementary

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	*[signature]*	8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Charles Davis	*[signature]*	8/15/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*[signature]*	8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Onave Rice	*[signature]*	8/15/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amy Murphy	*[signature]*	8/15/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1344 Brushy Creek Rd, Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-5400

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	*NAME*

1. PRINCIPAL <u>Charles T. Davis Jr.</u>

2. TEACHER <u>Molly Mosley</u>

3. PARENT/GUARDIAN <u>Whitney Cline</u>

4. COMMUNITY MEMBER Michael Locke

5. SCHOOL IMPROVEMENT COUNCIL Dr. Onarae Rice

6. Read to Succeed Reading Coach <u>Amy Murphy</u>

7. School Read to Succeed Literacy Leadership Team Lead Gaie Perez

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*
Assistant Principal	**Betsy Shouse**
RTI	**Brittany Evans**

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)

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

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

Parent Involvement
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

○ Yes
○ No
○ N/A

Collaboration
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

○ Yes
○ No

Developmental Screening
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

○ N/A	
○ Yes ● No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
● Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
● Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and 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.
● Yes ○ No ○ N/A	**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 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.
● Yes ○ No ○ N/A	**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.

Table of Contents

Strategic Plan Section	Page Number
SDE Cover Page	2
SDE Stakeholder Involvement Page	3
SDE Assurances	4
Table of Contents	6
Introduction	7
Executive Summary	8
School Profile	10
Mission, Vision, and Beliefs	18
Data Analysis and Needs Assessment	18
School Report Card	26
Action Plan	28

Introduction

During the 2017-2018 school year, Brushy Creek updated the School Strategic Plan using the South Carolina State Department guidelines.

Our Faculty Council and Vertical teams updated the various sections of the Strategic Plan. Each group looked at data which always drives our instructional decisions. Teams met monthly to finalize all information.

The categories utilized in this school portfolio are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- Website link to 2016-2017 Annual School Report Card

Faculty Council and Vertical Teams

Faculty Council	Math	ELA	Science	Social Studies	Writing
Action Plan/ Perceptions	Executive Summary	School Profile	Mission/Vision/ Beliefs	Data Analysis	School Profile
Charles T. Davis Jr.	Kathy Lewis	David Janiskee	Mary Jane Leland	Jill Farr	Tammy Rogers
Betsy Shouse	Wendy Frans	Sharon Bennett	Abbie Meadows	Sarah Margaret Pratt	Pam McGahee
Gaie Perez	Joy Rogers	Amy Smith	Karen Fowler	Emma Wells	Liz Putnam
Rachel Pope	Lauren Cox	Ellie Placko	Mary Jacqueline McGrath	Claire Smithy	Kristi Parker
Jennifer Hart	Summer Hankins	Hope Chapman	Holly Rushton	Belinda Black	Madeline Martin
Brandy Smith	Bridgett Pressley	Chelsey Troutman	Christy Dean	Lauren Heppeard	Stephanie Wright
Molly Mosley	Rachel Mills	Kristen Wiggs			Debra Forrester
Angela Larsen		Daniel Hoilett			
Holly Rollison					
Pam Wells					
Kerry Cromer					

Dr. Onarae Rice, SIC Chair					
Whitney Cline, PTA President					

Executive Summary

Summarize findings of student achievement:

- 74% of third through fifth grade students met or exceeded Math benchmark on SCReady
- 66% of third through fifth grade students met or exceeded ELA benchmark on SCReady
- Students in grades 3-5 met or exceeded district and state averages in all subject areas on SCReady
- ESEA letter grade of 97.4 (A) for the 2014 school report card
- Earned an Excellent Absolute Rating on the 2014 School Report Card
- Increased the Growth Rating from Good to Excellent on the 2014 School Report Card
- Students in grades 3-5 continue to score above the district and national average in Math and ELA
- Students in grades 3-5 grade continue to score above the district and state average in writing
- We continue to be concerned about the achievement gap between our white and African American students; however, we are pleased to have received the Palmetto Silver Award for closing the achievement gaps and the Palmetto Gold Award for academic performance
- We continue to be concerned about the performance of our students with disabilities on SCReady and SCPASS
- Over 57% of students in grades 2-5 made their MAP target RIT goals in the area of reading
- 48% of students in grades 2-5 made their MAP target RIT goals in the area of math

Summarize findings for teacher and administrator quality

- 100% of Brushy Creek administration and staff are highly qualified
- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency

Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)

    - According to our parent survey from the 2016 school report card, 93% of our parents indicated satisfaction with the learning environment, which was the same percentage from the 2016 school report card.

- Needs Assessment for Teacher and Administrator Quality: (Survey)

    - According to the teacher survey, 100% of our teachers are satisfied with the learning environment, social and physical environment, and the school-home relations, however, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

Brushy Creek's significant challenges from the past three years

- Reaching all ability levels and continuing to lessen the gap for subgroups
- Continuing the tradition of high performance on MAP, SCPASS and SCReady testing
- Increasing the use of a variety of technology in the instructional program to ensure students meet the characteristics of the Profile of the SC Graduate
- Continuing to provide current staff development on best practices such as balanced literacy, inclusion, and integration of technology

Brushy Creek's significant awards, results, or accomplishments from the past three years

- National Blue Ribbon School of Excellence Award
- National Foundation for Improving Education Through Technology Award
- Palmetto's Finest Award
- S.C. Blue Ribbon School Award
- S.C. Hall of Fame Award for Exemplary Writing
- School Incentive Award Winner
- Red Carpet Schools Award
- Palmetto Finest Finalist
- Palmetto Gold Award Winner
- National PTA School of Excellence
- National Board Certified Teachers
- International Reading Award of Excellence
- Digital Leader Corp

School Profile

Brushy Creek Elementary School is located in the suburban community of Taylors, South Carolina. It is one of fifty-one elementary schools in the School District of Greenville County. The school serves students in K4 through Grade 5. The school day begins at 8:00 a.m. and students are dismissed at 2:30 p.m.

The original Brushy Creek Elementary School was a four-room facility located across the street from the present campus. Rapid growth in the area created the need for a larger modern facility, and in 1964 a new building was completed. In the mid- seventies, a 10-classroom modular unit was added. As student enrollment continued to increase, portable classroom units were added.

In August 2001, we moved into a new facility designed for a capacity of 800 students with core facilities for 1,000 students. The building has administrative offices, 34 regular classrooms, seven kindergarten classrooms, three self-contained classrooms for special education of which one can be divided into two resource classrooms; two permanent resource classrooms, two rooms for itinerant teachers, a health room, a science lab, computer lab, art room, music room, physical education multipurpose room and office. The administrative offices include an office for the principal, assistant principal, secretary, and attendance/bookkeeper, as well as a reception area, main office area, storage rooms, student bookstore, work area with staff mailboxes, and teacher workroom. The media center includes a professional library/conference room, a television production room, teacher resource center, a computer research station and large office area. The school also has a guidance suite that includes two offices, a waiting area, and a conference room and an office suite for the plant engineer. Play areas include separate playgrounds for kindergarten and for grades 1-5, a softball field and walking track.

Brushy Creek Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the state's new standards implemented fully during the 2014-15 school year in the content areas of ELA and math. Students are instructed in Reading, Language, Spelling, Math, Science/Health and Social Studies. Students also receive instruction in Art, Music and Physical Education each week. We offer classroom guidance instruction every month as well as media instruction on a rotating basis.

Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them, textbooks and other resources used in the classroom, grading policies, homework practices, and classroom management plans. Syllabi are shared with all parents at our Back to School Night as well as linked on every teacher's website. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which includes the syllabus, weekly classroom updates, and teacher e-mail. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All our instructional activities are accurately aligned with curriculum standards in order to prepare all of our students for the next grade level.

During the 2016-2017 school year, we served 18 students in a before school WOOF (Working on our Future) Club, which is a tutorial based program to help students who demonstrated weaknesses in SCPass and MAP. Students worked on the SuccessMaker computer program in

math. Our kindergarten and first grade students were also involved in an RTI (Response to Intervention) reading program where they received intensive remediation.

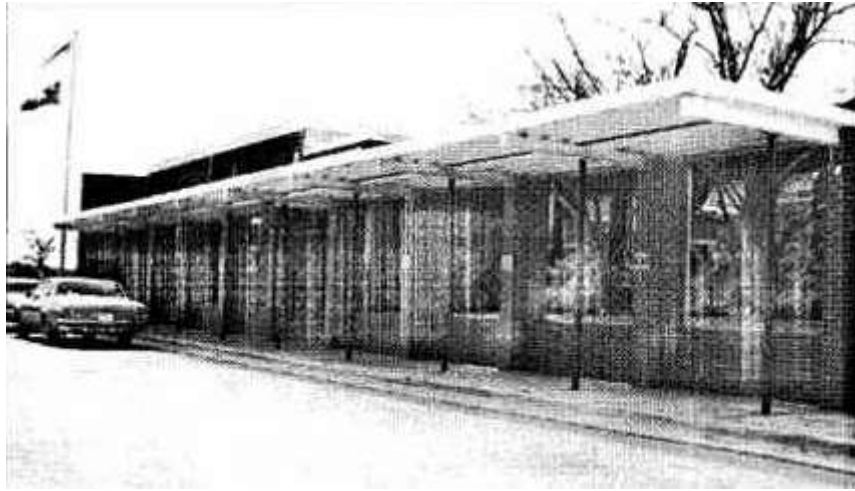## History of Brushy Creek Elementary School

Brushy Creek Elementary School has a long history of excellence in education, care and concern for students, and a strong involvement with the community. The first Brushy Creek School building was built in 1916. It was a four-room structure and stood across Brushy Creek Road from the present day building. Early on, quiet fields and busy farms surrounded the school. Across the street was Brushy Creek Baptist Church; distinguished for being the oldest church in Greenville County. Up the road was the prosperous and progressive Silverleaf Dairy.

Original Brushy Creek Elementary School 1916

Brushy Creek's first PTA was formed in 1956, with Mrs. Eugene Hammett (Dot) as the first PTA president. Then, as today, the families of students at Brushy Creek were intent on securing the best education possible for their children. Working closely with the school's administration, the PTA bought school supplies, helped maintain the school grounds, repaired the school building, provided substitute teachers and held fundraisers.

During the late 1950's and early 1960's, the future of Brushy Creek School was uncertain. At one point, the Greenville County School District decided to close the school and send the students to other schools. But eventually, the plans evolved in favor of closing the small schoolhouse and building a new structure. In the spring of 1964, the old schoolhouse that had served so well was abandoned and a new Brushy Creek structure was occupied in the fall of 1964. It had 12 classrooms and was built to educate 124 students. The first school year welcomed 486 students under the leadership of Helen Jordan and her staff.

Brushy Creek Elementary School
1964

The 1960's and 1970's also brought many changes to the community surrounding Brushy Creek. During that time, many industries moved into Greenville, Greer and Taylors. In less than 10 years, the area evolved from a rural community to a suburban one.

Beginning in the 1970's, additions were made as needed, including a modular unit that consisted of 10 classrooms and 20 portable classrooms were added behind the 1964 building. During the summer of 1999, Brushy Creek began construction on a second new school. We moved into the new building in August, 2001.

Brushy Creek has always been among the top schools in the School District of Greenville County in academics and has won many awards. In 1996, Brushy Creek was awarded the prestigious

12

"Palmetto's Finest" honor. The school also won the distinguished South Carolina Blue Ribbon award in 1998.   In 1999, the U. S. Department of Education recognized Brushy Creek as a National "Blue Ribbon" School. Brushy Creek was given the "Red Carpet" Award in 2001 for being a friendly school. Brushy Creek has also received the Palmetto Gold Awards for PACT Performance for the past two academic years. During the 2007-08 school year, Brushy Creek Elementary School received the Red Carpet Award from the South Carolina State Department of Education. "A Red Carpet School does an outstanding job of creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education.(http://ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/Red-Carpet-Schools/Index.html)   During the 2010-2011 school year Brushy Creek Elementary School received the Palmetto Silver Award for Closing Achievement Gap in 2009-2010 and the Palmetto Gold Award. Brushy Creek Elementary was selected as one of the four finalist elementary schools for the Palmetto's Finest Award in 2011-12. In 2012-2013, Brushy Creek was recognized as a finalist for the SIC Dick and Tunky Riley Award for SIC Excellence. In the 2017-18 school year, Brushy Creek was named a Palmetto's Finest Finalist. Also, the school received the Safety Award for Greenville County Schools.

Brushy Creek Attendance Area

Students at Brushy Creek Elementary School are mostly from middle class neighborhoods. Our poverty index is approximately 39.2%.

Current Enrollment

Enrollment for 2017-2018 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	Total
23	130	128	132	160	156	163	892

School Personnel

Our Leaders

Charles T. Davis, Jr.

Charles T. Davis, Jr., principal, for the past several years has served Greenville County Schools as an assistant principal at both Woodland and Rudolph G. Gordon Elementary Schools.   Mr. Davis has also served as an elementary teacher and school counselor in Greenville County prior to beginning his career as an administrator.

A graduate of Morris College in Sumter, South Carolina, he earned a Bachelor of Science Degree in Elementary Education. Additionally, Mr. Davis completed graduate studies at Clemson University. While there he earned a Master of Education Degree in School Counseling, as well as 30 additional hours in family and student behavioral counseling. Mr. Davis also obtained certification in Educational School Leadership from Clemson University. He additionally earned an Education Specialist Degree from Furman with a concentration in the Superintendency.

In his nineteenth year as a professional educator with Greenville County Schools, he values and understands the importance of parental support and community involvement in a student's life. Mr. Davis firmly believes that children receive the best education possible when the school and home work together as a team. His motto and desire is for all children to be treated fairly and with respect. He passionately works with teachers, parents, and community leaders to teach, encourage, and mold students into responsible citizens of tomorrow. Mr. Davis truly believes in our school motto, "Building a Community of Excellence One Student at a Time"!

Betsy Shouse

Brushy Creek's Assistant Principal is Betsy Shouse. Mrs. Shouse received her B.S. degree from Clemson University and attended Furman University for graduate level work. At Furman, Mrs. Shouse received her Master of Arts degree in Elementary Education, with a concentration in Learning Disabilities, and an additional certification in Elementary Administration. Mrs. Shouse taught in the classroom for over 15 years before moving into administration. She taught first, third, fourth and fifth grade as well as served as a Literacy Coach at the elementary level. Mrs. Shouse was an Administrative Assistant before becoming an Assistant Principal at Brushy Creek. Because the role of Assistant Principal includes the disciplining of students, Mrs. Shouse strives to support teachers in this area so that classrooms can be free from distractions that may interfere with instruction.

Embodied in her educational philosophy is the belief that schools need to grow and change in order to best meet the needs of all students. "Educators need to be encouraged and feel safe when they experiment with new innovations and techniques, which may benefit their students. In essence, we need to take more risks if we are going to 'discover' what will better meet the needs of our students. The school and the community should join forces to carefully shape a significant culture which embraces all children and gives them reason to be excited to attend school, remain in school, and develop a zest for life-long learning."

Instructional Staff

The school is staffed with a principal, assistant principal, 51 teachers, one full-time and one part-time school counselor, one part-time literacy specialist, one part-time RTI teacher, one full-time STEAM Lab teacher, and an instructional coach. The support staff includes 11 paraprofessionals, one nurse, three office staff, one media clerk, seven cafeteria workers, and six custodial staff.
The average teaching experience ranges from 1 to 30 years of teaching experience.

Parental Involvement

The students at Brushy Creek come from a wide range of socioeconomic groups. Brushy Creek families earn incomes spanning from less than $10,000 to more than $200,000 per year. Our poverty index is 39.2%.

Parents and Community Business Partners

Brushy Creek Elementary has a very active PTA. Our parents serve as mentors for students, room mothers, or assist making copies for teachers. The PTA has numerous committees which encourage parental involvement to support their goals. With an annual budget for the 2017-2018 school year of over $60,000, PTA funds are used to support various school projects. In previous years, PTA has assisted with the purchase of playground equipment for the K-5 play area, refrigerators and microwave ovens for various areas in the building, as well as supporting the rental, maintenance agreement, and supplies for copiers. PTA has committed to provide annual grants to teachers to support classroom instruction.

Brushy Creek enjoys the eager support of its parents and community volunteers. For the past several years, volunteers have contributed up to 15,000 hours per year. The PTA and community volunteers organize fund-raising programs as well as many service programs for our school.

The School Improvement Council is actively involved at Brushy Creek. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

The role of the Brushy Creek Elementary School Improvement Council (SIC) is:
- Assist in the development, implementation and evaluation of the five-year school improvement plan (also known as the school renewal plan or strategic plan).
- Assist in the preparation of yearly plan updates;

- Write the annual Report to Parents, which provides information on the school's progress in meeting school and district goals and objectives, due for distribution by April 30;
- Prepare the annual 425-word narrative for the School Report Card, in conjunction with the principal;
- Provide advice on the use of school incentive award expenditures (if allocated by the legislature and awarded to the school);
- Participate in the revision of the School Improvement Plan if the school is rated unsatisfactory on the School Report Card;
- Serve as liaison between the school, school organizations, the community and the local school board by collecting and disseminating pertinent information;
- Provide other assistance that the principal may request as well as carrying out any other duties prescribed by the local school board.

Community Partnerships

Community and business partners provide a wide range of services and support to our school. Kiwanis Club International sponsors and assists us each quarter with recognizing two students from each homeroom class who exhibits good character and citizenship skills for our Terrific Kids program. Local businesses offer student rewards and incentives for such things as perfect attendance and honor roll. We have parents and community members who volunteer to mentor, tutor, and assist with needs identified by teachers and staff. This spirit of service has definitely spread to the Brushy Creek student body. Each year our students participate in many charitable and service-oriented projects, including, holiday food drives (including collecting treats for animals at the Humane Society), collecting gloves, hats, and coats for shelters, supporting the Miracle Hill Industries, and visiting nursing homes.

Major Academic and School Programs

Vertical Teaming

At each grade level, teachers are encouraged to work together as a team. We are working across grade levels to ensure a continuum of learning. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Brushy Creek is using a vertical teaming approach that includes a representative of each grade level as well as a member of our Related Arts team. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve teaching and learning.

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. This team meets with the Leadership Team the first Wednesday of each month. The team discusses everything from schedules, professional development, curriculum, and assessment. At least twice during the year the team reads and discusses a professional article. This discussion is led by the assistant principal. This vertical team also attends a summer retreat where the coming school year is planned. During this retreat the team discusses a professional book and plans a presentation to the staff.

Balanced Literacy

As a school, we have consistently implemented a variety of best practices such as: Fountas and Pinnell, Power Writing, and have been intentional in ensuring rigor in teaching reading and writing. Brushy Creek teachers have received extensive professional development in Fountas and Pinnell as another approach to providing students with meaningful reading and writing instruction in order to improve student achievement. We continue to implement literacy centers, refine assessments in order to level students appropriately in regards to reading texts, and implement full use of a school-wide leveled library. Our Literacy Specialist serves as the Read to Succeed Lead and is a support to teaching of reading and writing.

Response to Intervention

The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate reading tools and strategies are taught so that children can become independent and successful readers. All kindergarten students are screened in letter name fluency and letter sound fluency in the fall. Students who fall in the "at risk" (red and yellow) range are served in small reading intervention groups. The ERI Reading Kit is used for instruction. Kindergarten teachers and assistants have 3-5 students for 30 minutes daily. All kindergarten students are screened again in the winter--letter naming fluency, letter sounds fluency, and the phoneme segmentation fluency probes. Students scoring in the red and yellow areas are invited to participate in an RTI group. Students who have made good progress in both their RTI group and in the regular classroom are recommended for dismissal from the RTI program. Progress monitoring is done every 10 days for 30 days. If the student has continued to maintain their skills, they are dismissed from the program. If the student begins to struggle, the student is put back into the program.

The Writing Process

We believe that our emphasis on writing is of central importance to our curriculum vision and goals. Research shows us that exemplary writing instruction is critical in improving student achievement.   At the kindergarten level, students use invented spelling to begin the

development of the writing process. First graders move to conventional spelling as they are introduced to proper sentence structure and mechanics. Journal writing, language experience books, classroom published books, and book adaptations are all strategies used to reinforce this step of the writing process. Computers are also introduced as a classroom publishing tool to primary students.

Mission

The mission of Brushy Creek Elementary School is to provide a caring environment in which every child is respected and is given the opportunity to develop character, attitudes, and values; to develop independent learners through an excellent academic education preparing them to become future leaders and contributors of an ever-changing, technological global community. Our school motto is "Building a Community of Excellence One Student at a Time".

Beliefs (Shared Vision)

We believe…

- Education is the shared responsibility of students, families, school, and community.
- Learning is a life-long process and is essential for continuous growth.
- All children have the ability to learn and will flourish in a safe and inviting learning atmosphere.
- Education promotes attitudes of self-worth, responsibility, success and confidence.
- Brushy Creek Elementary provides equal education opportunities to all students.
- Character education and citizenship, along with cultural diversity, strengthens society and should be honored and protected.
- True motivation comes from within.
- Development of student accountability will begin at K4 and continue through Grade 5, thus supporting the district vision as articulated in the Education Plan for Greenville County School District.
- Continuous education for staff members fosters a dynamic and creative learning environment.
- Quality instruction nurtures creativity, critical thinking, collaboration, and innovation for all students.

Data Analysis and Needs Assessment

The focus of Brushy Creek Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional program focuses on education as a shared responsibility between students, families and staff. Student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long range plans promote continuous improvement. The long range plan and goals are consistent with Greenville County Schools Education Plan, which consists of five strategic goals. Our focus

will be on goals 1, 2, and 3 of the district plan with activities and strategies designed to support goals 4 and 5.

FIVE GOAL AREAS
1. Student Success
Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.

2. Premier Workforce
Recruit, retain, and develop exemplary personnel in all positions.

3. Caring Culture and Environment
Provide a safe and healthy environment that promotes learning and respectful relationships.

4. Resource Stewardship
Ensure efficient use of resources through effective management and development.

5. Community Engagement and Communications
Generate support and system effectiveness through engaging partnerships, communications, and recognitions.

<p align="center">Student Achievement Needs Assessment</p>

Summarize findings of student achievement:
- 67% of third through fifth grade students met or exceeded Math benchmark on SCReady
- 60% of third through fifth grade students met or exceeded ELA benchmark on SCReady
- Students in grades 3-5 met or exceeded district and state averages in all subject areas on SCReady
- Students in grades 3-5 continue to score above the district and state average in Math and ELA
- Students in grades 3-5 grade continue to score above the district and state average in writing
- We continue to be concerned about the achievement gap between our white and African American students; however, we are pleased to have received the Palmetto Silver Award for closing the achievement gaps and the Palmetto Gold Award for academic performance
- We continue to be concerned about the performance of our students with disabilities on SCReady and SCPASS

Summarize findings for teacher and administrator quality
- 100% of Brushy Creek administration and staff are highly qualified
- Quality staff development is provided on campus

- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency

Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)

  - According to our parent survey from the 2016-2017 school report card, 90.8% of our parents indicated satisfaction with the learning environment, which was a decrease of 2.2% from the previous school report card.

- Needs Assessment for Teacher and Administrator Quality: (Survey)

  - According to the teacher survey, 94.3% of our teachers are satisfied with the learning environment and 97.2% of our teachers are satisfied with the social and physical environment of our school. Also 97.2% of our teachers are satisfied with the school-home relations. However, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

Brushy Creek's significant challenges from the past three years

- Reaching all ability levels and continuing to lessen the gap for subgroups
- Continuing the tradition of high performance on SCPASS and SCReady testing
- Increasing the use of a variety of technology in the instructional program to ensure students meet the characteristics of the Profile of the SC Graduate
- Continuing to provide current staff development on best practices such as balanced literacy, inclusion, and integration of technology

Brushy Creek's significant awards, results, or accomplishments from the past three years

- National Blue Ribbon School of Excellence Award
- National Foundation for Improving Education Through Technology Award
- Palmetto's Finest Award
- S.C. Blue Ribbon School Award
- S.C. Hall of Fame Award for Exemplary Writing
- School Incentive Award Winner
- Red Carpet Schools Award

- 2017-2018 Palmetto Finest Finalist
- Palmetto Gold Award Winner
- National PTA School of Excellence
- National Board Certified Teachers
- International Reading Award of Excellence
- Digital Leader Corp
- Safety Award for 2016-2017

Brushy Creek Elementary
SCReady
2017

ELA & Math Meeting or Exceeding	3rd Grade	4th Grade	5th Grade
ELA	62%	56%	62%
Math	75%	63%	64%

Brushy Creek Elementary
SCPASS Science and Social Studies Data
2017

Science	4th & 5th Grade
Not Met	12.5%
Met	49.1%
Exemplary	38.4%

Social Studies	4th & 5th Grade
Not Met	9.6%
Met	29.5%
Exemplary	60.9%

Teacher and Administrator Quality

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance

that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students.

ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. Information about the state regulation and the ADEPT Guide.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

INDUCTION: First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year.

ANNUAL: Teachers can also be issued an Annual I or II Formative or an Annual I, II or III Summative.

Teachers in their second year of teaching are formally evaluated using the PAS-T/SAFE model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook.

Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards. Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources.

Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. Our professional development calendar consists of workshops, book studies and grade level trainings with the instructional coach and administration. The district requires each teacher to participate in a minimum of 24 hours of professional development per year. At the school level we provide teachers with 16 hours of those hours.

Professional Development Calendar
Brushy Creek Elementary School
2017-2018

August 21, 2018	1st 20 Days of Personalized Learning
August 31, 2017	PAS-T Training
September 7, 2017	Induction Pulse Check
September 8, 2017	SLO Fall Conferences
September 13, 2017	Tier Interventions
October 5, 2017	Induction Pulse Check
October 6, 2017	Mastery Connect/T21
October 11, 2017	Google Sites
November 3, 2017	Coach's Corner-Data Teams
November 29, 2017	Personalized Learning
December 1, 2017	Vertical Team Leaders to Ron Clark Academy
January 4, 2018	Induction Pulse Check
January 12, 2018	Coach's Corner-Balanced Literacy Word Work/Reader's Workshop
January 17, 2018	Personalized Learning
February 9, 2018	Coach's Corner-Data Teams
February 14, 2018	Instructional Strategy that Work
March 1, 2018	Induction Pulse Check
March 14, 2018	Instructional Strategies that Work
March 23, 2018	Coach's Corner-Word Work, Language Study, Reader's Workshop
April 18, 2018	SCPass and SC Ready Training

**Faculty Council will participate in a book study once a month using the book,
How to Teach Like a Pirate

**Monthly pulse checks with PAS-T teachers will be held with individual teachers.

School Climate Needs Assessment

School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Baseline data was gathered during the 2017-2018 school year to serve as a reference point for comparing changes in perception over time.

Survey responses are recorded in the chart. Results indicate that the respondents were quite satisfied with Brushy Creek Elementary.

	Teachers	Students	Parents
Number of surveys returned	35	124	76
Percent satisfied with learning environment	94.3%	95.9%	90.8%
Percent satisfied with social and physical environment	97.2%	95.2%	93.4%
Percent satisfied with school-home relations	100%	93.6%	80.0%

Needs Assessment for School Climate: (Parent Survey)

Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)

    - According to our parent survey from the 2016-2017 school report card, 90.8% of our parents indicated satisfaction with the learning environment, which was a decrease of 2.2% from the previous school report card.

- Needs Assessment for Teacher and Administrator Quality: (Survey)

- According to the teacher survey, 94.3% of our teachers are satisfied with the learning environment and 97.2% of our teachers are satisfied with the social and physical environment of our school. Also 97.2% of our teachers are satisfied with the school-home relations. However, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

2016-2017 School Report Link

https://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?d=2301&s=039&t=E&y=2016

| **Performance Goal Area:** | ☒Student Achievement* | ☐Teacher/Administrator Quality* | ☐School |

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 60% in 2016-17 to 75% 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 60 (2016-17)	**School Projected Elementary**	**63**	**66**	**69**	**72**	**75**
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels.	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

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 67% in 2016-17 to 82% 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 67 (2016-17)	**School Projected Elementary**	70	73	76	79	82
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary**	57	60	63	66	69

		District Actual Elementary					

ACTION PLAN FOR STRATEGY #2: Increase content and skills mastery learning at all levels.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

ACTION PLAN FOR STRATEGY #2: Increase content and skills mastery learning at all levels.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
opportunities)					

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 TBD 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	**School Projected Elementary**	TBD	TBD	TBD	TBD	TBD
		School Actual Elementary					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #3: Increase content and skills mastery learning at all levels.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
5. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
6. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including

ACTION PLAN FOR STRATEGY #3: Increase content and skills mastery learning at all levels.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
mentorships, Summer Academy, Professional Development opportunities)					summer courses.

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

ACTION PLAN FOR STRATEGY #4: Increase content and skills mastery learning at all levels.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
7. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
8. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
9. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

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 50 (2016-17)	**Projected Hispanic**	53	56	59	62	65
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 50 (2016-17)	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 42 (2016-17)	**Projected AA**	45	48	51	54	57
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 42 (2016-17)	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 18 (2016-17)	**Projected SWD**	21	24	27	31	34

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 18 (2016-17)	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 53 (2016-17)	**Projected LEP**	56	59	62	65	68
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 53 (2016-17)	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	**Projected SIP**	46	49	52	55	58
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 50 (2016-17)	**Projected Hispanic**	53	56	59	62	65
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 50 (2016-17)	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 42 (2016-17)	**Projected AA**	45	48	52	55	58
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 42 (2016-17)	**Actual AA**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 23 (2016-17)	**Projected SWD**	26	29	32	35	38
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 23 (2016-17)	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 62 (2016-17)	**Projected LEP**	65	68	71	74	77
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 62 (2016-17)	**Actual LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2016-17)	**Projected SIP**	55	58	61	64	67
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2016-17)	**Actual SIP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected Hispanic**	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual Hispanic**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected AA**	TBD	TBD	TBD	TBD	TBD

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

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected AA**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual AA**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected SWD**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual SWD**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected LEP**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual LEP**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected SIP**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual SIP**					

ACTION PLAN FOR STRATEGY #5: Increase content and skills mastery learning at all levels.	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
10. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
11. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
12. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

Fastbridge	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
MAP	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #6: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	ILT	$0	NA	Evidence of data driven conversations
2. Implement Professional Learning Community support in schools	2018-2023	ILT	$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson

ACTION PLAN FOR STRATEGY #6: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					plans
3. Provide strategy and content support for teachers	2018-2023	ILT	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	ILT	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations

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	9% diverse teachers 2017-18	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:	**EVALUATION**

ACTION PLAN FOR STRATEGY #1: Early identification of diverse candidates.	EVALUATION	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify locations where there is limited or no diversity.	2018-2023	ILT	$0	NA	Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	ILT	$0	NA	Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	ILT	$0	NA	Ongoing identification of candidates

Performance Goal Area:	☐Student Achievement*	☐Teacher/Administrator Quality*	☒School

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	97.6	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	100	**School Actual Teachers**					
		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	95	**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
ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.	**EVALUATION**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.	**EVALUATION**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principals	$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 each school	2018-2023	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	Principals	$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) 0	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**

51

ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)
• *Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.*		1.Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.		1.Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.	
2.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.		3.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.		4.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.	

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)	**ACTIVITY**	**TIMELINE** (Start and End Dates)
• *Increase awareness of community based resources that families can reach out to for guidance and support.*		• *Increase awareness of community based resources that families can reach out to for guidance and support.*		5. Increase awareness of community based resources that families can reach out to for guidance and support.	

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	91%	**School Projected**	91	91	91	91	91
		School Actual					
AdvancED Culture & Climate Surveys	89	**District Projected**	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					**EVALUATION**
ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.	**EVALUATION**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-2023	School Counselors	TBD	Local	Students assigned to an adult at the school.

2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School team	TBD	Local	Visit to community
3. Establish protocols among all adults to communicate positively with students	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) 96.4	**School Projected**	96	96	96	96	96
		School Actual					
	(2016-17) **95**	**District Projected**	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends	**EVALUATION**

ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends	EVALUATION	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
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 |

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 –9 % Angry –6 %	**School Projected**	**Afraid ≤5 Lonely ≤9 Angry ≤6**	**Afraid ≤5 Lonely ≤9 Angry ≤6**	**Afraid ≤5 Lonely ≤9 Angry ≤6**	**Afraid ≤5 Lonely ≤9 Angry ≤6**	**Afraid ≤5 Lonely ≤9 Angry ≤6**
		School Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.	**EVALUATION**

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.	EVALUATION	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Collect data surrounding social-emotional needs through student surveys	State to provide	ILT School Counselors	$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	ILT School Counselors	$0	NA	All schools using OnTrack process
3. Implement relationship-building programs/strategies in schools	2018-2023	ILT School Counselors	TBD	TBD	Programs implemented with fidelity
1. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	ILT School Counselors	$0	NA	Menu developed and distributed