FOUNTAIN INN ELEMENTARY
TONY REABOLD, PRINCIPAL

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Fountain Inn, SC 29644
(864) 355-5100
www.greenville.k12.sc.us/ftinn

GREENVILLE COUNTY SCHOOLS
DR. W. BURKE ROYSTER, SUPERINTENDENT

Scope of Action Plan: 2018-2019 through 2022-2023

School Renewal Plan Cover Page

SCHOOL NAME: Fountain Inn Elementary
SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*
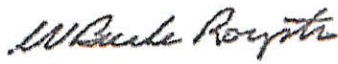**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019** *(one year)*

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.
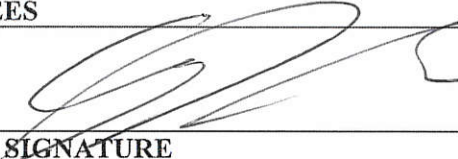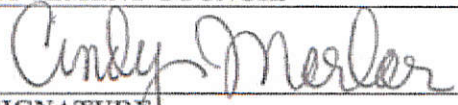
SUPERINTENDENT

Dr. W. Burke Royster	*(signature)*	8/15/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Tony Reabold	*(signature)*	5/21/18
PRINTED NAME	SIGNATURE	DATE
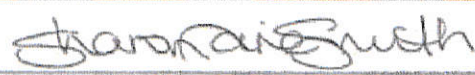
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*(signature)*	8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Cindy Marlar	*(signature)*	5/21/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sharon-Marie Smith	*(signature)*	5/21/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 608 Fairview Street Fountain Inn, SC 29644
SCHOOL TELEPHONE: (864) 355-5100
PRINCIPAL E-MAIL ADDRESS: tonyreabold@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Tony Reabold
2.	Teacher	Brandy West
3.	Parent/Guardian	Lesli Curry
4.	Community Member	Walt Tanner
5.	Paraprofessional	Pam O'Bleness
6.	School Improvement Council Member	Tony Reabold
		Sharon-Marie Smith
		Brandy West
		Susan Pritchett
		Walt Tanner
		Cindy Marlar
7.	Read to Succeed Reading Coach	Sara Lawlor
8.	School Read To Succeed Literacy Leadership Team Lead	Sharon-Marie Smith
9.	School Read To Succeed Literacy Leadership Team Member	Anna Williams
		Brandy West
		Tony Reabold

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

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

SDE (Act 135) Assurances

Early Childhood Development and Academic Assistance Act (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
○ N/A

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.

○ 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.

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Introduction

Fountain Inn Elementary's Strategic Plan was developed to document the changes and progress our school has made while working to continuously increase student achievement, strengthen community relations, and offer purposeful staff development. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories in our strategic plan are:

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

Our strategic plan is a working document that describes Fountain Inn Elementary and includes evidence of our work. It describes our goals, plans, needs assessment based on results, and achievements. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

Much of the narrative content came from evaluating our program through the AdvanceED Standards Assessment. We have continued these efforts through our Professional Learning Communities in grade level, faculty council, vertical, and leadership meetings.

All of our stakeholders have an investment in our success. With a continued focus on strong collaborative planning and excellence within the classroom, together teachers, students, and the community will continue to exceed our levels of expectation for excellence in the 21st century academic standards.

This portfolio is a reflection of who we are and how we work collaboratively for continuous improvement. We work to prepare our students to become successful citizens and productive participants in the future world!

The Staff of Fountain Inn Elementary

Executive Summary

Student Achievement Summary

Academic goals are the foundation for the delivery of instruction within the classroom. We make the necessary steps to ensure that all students are learning at their potential. After careful review of demographic data, survey questionnaire results, and student achievement data, an effective strategic plan for student achievement, complete with goals and objectives, was created. Benchmarks were identified for gains in both reading and math. Staff development activities, which include the implementation of Personalized Learning support initiatives, STEAM projects, Fountas and Pinnell Balanced Literacy, our continual development as a PLC, are all focused on meeting students' various academic needs. The staff, Faculty Council, and SIC update the goals and objectives determined by the strengths and limitations of current data. Data is disaggregated, discussed, and priorities are established for the upcoming school year.

For the 2017-2018 school year, our school participated in SC READY testing in third through fifth grade. When looking at this data, 35.9% of students scored Met or Exemplary in English Language Arts and 37.9% of students scored Met or Exemplary in Math. For the 2017-2018 school year, all fourth and fifth grade students participated in SCPASS Science and Social Studies. In regards to the SCPASS test, 40.9% of all fourth and fifth grade students scored Met or Exemplary on Science and 76.9% of all fourth and fifth grade students scored Met or Exemplary on Social Studies. The percentage of students scoring Met or Exemplary in Social Studies is above the state percentage of students scoring Met or Exemplary.

Continual Steps Taken to Continually Improve:

Fountain Inn Elementary School continues to enhance instruction through effective program initiatives. These include:

- ❖ Working extensively with our Special Education team to create a stronger model for delivery of services including inclusive services. We are working closely with the district to implement a program that will meet the needs of our special education students including ability grouping, direct teaching, and using a modified curriculum.
- ❖ Continue to lay the foundation for becoming a S.T.E.A.M. school during the 2018-2019 school year.
- ❖ Continue the support of two Literacy Mentors (one primary and one intermediate) in 2018-2019. Begin using a train the trainer approach with FIE staff members.
- ❖ Ongoing evaluation of technology. Promethean boards are located in every instructional classroom. All 2nd-5th grade students have a Chromebook for their Personalized Learning device. All first grade classrooms have ten Chromebooks and all kindergarten classrooms have five Chromebooks. All teachers also have an iPad with access for our students.
- ❖ Continual development of ourselves as an effective PLC, including the use of common assessments, common grading practices, and the use of effective instructional strategies in the classroom.
- ❖ A plan for purposeful, differentiated, and meaningful staff development.
- ❖ Training and Implementation of Fountas & Pinnell Balanced Literacy Program.
- ❖ Ongoing evaluation of the strategic five-year school plan.

Teacher and Administrator Quality Summary

Over half of our staff, 54%, holds advanced degrees. We have one teacher with National Board Certification. According to the 2017-2018 state report card, 100% of classes are taught by highly qualified teachers. Ongoing, quality staff development is utilized to maintain a strong Professional Learning Community. We have completed our eighth year striving to serve as a PLC. We will continue to participate in book studies, address issues pertaining to professionalism, develop common assessments, and analyze formative assessment data to guide instruction. Staff development is designed to help teachers maintain highly qualified certification and to continue to grow as a professional educator. Continued professional development focused on technology is provided to help teachers be "technology proficient" by the State Department.

School Climate Summary

According to our teacher, student, and parent survey data from the 2017 school report card, 92.3% of teachers, 82.8% of students and 88.3% of parents are satisfied with the learning environment. We will continue to provide and seek out ways to create a school culture that cultivates and celebrates student growth and learning. In regards to school-home relations, 76.9% of teachers are satisfied, which was the lowest percentage concerning our school climate. We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Significant Challenges

One of our significant challenges from the past three years has continued to be reaching all abilities of the learning spectrum in the classroom. We strive to look for ways to lessen the gaps for our subgroups, as well as challenge our high-performing students. Standardized assessments, such as SC READY, SC PASS, and MAP testing, present challenges associated with maintaining and exceeding student past performance.

As of 2016-2017, we have identified two staff members, one at the primary level and one at the intermediate level, to serve as our building Literacy Mentors. These teachers will pave the foundation for building future school-wide reading practices. Additionally, we have hired a full-time Literacy Specialist, a full time RTI/ Reading Recovery teacher, and a part time RTI teacher to help support and grow literacy practices across classrooms. Additionally, all teachers are regularly meeting with leveled reading groups to meet individual student's literacy needs. Our staff is committed to continuous professional growth in order to improve reading instruction, which in turn will improve student performance within literacy and across all other content areas.

Another significant challenge is continuing to fund positions to support classroom instruction, such as a computer lab teacher and RTI Interventionist. We continue to explore ways to use funding to support our students' learning. The ongoing need for technology upgrades, as well as current staff development in all aspects of the curriculum, pose significant challenges. We strive to grow professionally as life-long learners within a PLC. Though these challenges are present, we are committed to excellence and providing the best environment for our students to grow and develop into productive citizens.
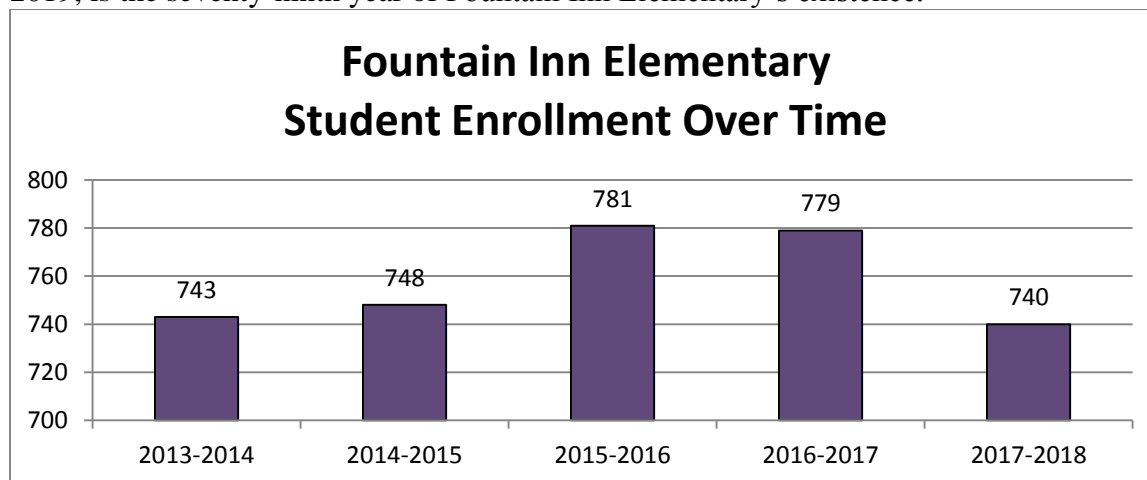
Awards and Accomplishments

Fountain Inn Elementary has established itself as a Professional Learning Community where teachers are committed to a collaborative process for teaching and planning. Our staff is engaged in on-going staff development for increasing their level of effectiveness in the classroom. Collaborative planning and the use of common assessments are in place across all grade levels and curriculum areas. Data analysis assists our teachers in developing rigorous lessons that will support our high expectations for student growth.

Our students are positively influencing our community. Opportunities such as the National Junior BETA Club offer our students the ability to serve others inside and outside of our school. We maintain select Positive Behavior and Intervention Supports, along with utilizing our strong guidance department to build students of character. Fifth grade students have the opportunity to apply and interview to be a part of the FIE Morning News Show. This select group produces and directs the show live on a daily basis. Fourth and fifth grade students participate in leadership opportunities that are offered in our Student Council. Our school has also been recognized with the SC Safe Routes to School award, as well as the South Carolina Safe Kids School award.

School Profile

Fountain Inn Elementary and its Community:

Fountain Inn Elementary is a kindergarten through grade five public school built in 1998. It is one of fifty-two elementary schools in the School District of Greenville County. Fountain Inn Elementary is located in Fountain Inn, South Carolina. Fountain Inn Elementary serves a community of urban, rural, and agricultural areas. It has been fully accredited by the regional association and is a deregulated school. Originally built in 1939, the new facility was completed in 1998. There are forty-two classrooms, as well as two art rooms, music room, science lab, gymnasium, media center, and computer lab. Twelve additional classrooms and a multi-purpose room were added during the spring of 2007. Fountain Inn is now home to 740 students and fifty-four instructional staff members. This year, 2018-2019, is the seventy-ninth year of Fountain Inn Elementary's existence.

Fountain Inn Elementary Student Enrollment Over Time

Year	Enrollment
2013-2014	743
2014-2015	748
2015-2016	781
2016-2017	779
2017-2018	740

Fountain Inn Elementary has the following current enrollment configuration by grade level:

Grade K3 & K4 = 53	Grade K5 = 117	Grade 1 = 115	Grade 2 = 98
Grade 3 = 115	Grade 4 = 104	Grade 5 = 138	**Total Students: 740**

Our school population has stayed within 740-790 over the past five years. It is imperative that we are aware of the ongoing changes throughout Fountain Inn as the town continues the revitalization process in an effort to impact our students and community.

Fountain Inn Community

The Fountain Inn Community reflects the growing national trend toward an increase in the number of single-parent families, families where both parents are working, or families where neither parent is working. This has been further compounded by the current economic conditions. According to the 2010 census for the Fountain Inn zip code of 29644, the population of 15,980 people is divided into two areas: 6,308 from urban areas and 9,672 live in rural areas. The educational level of our community is quite diverse. Approximately 1.5% of the population does not have a high school diploma; 81.3% of the population only has a high school diploma; and only 17.2% of the population has a Bachelor's degree or higher. Approximately 25% of the population consists of single parent households. According to the 2010 Census, 13.5% of the households reported are living below the poverty level in Fountain Inn as shown in the graphs below. This affects the quality of educational resources available to students in their homes.

Fountain Inn Community Educational Level 2010 Census

0% 2%

17%

81%

- No high school diploma
- Only high school diploma
- Bachelor +
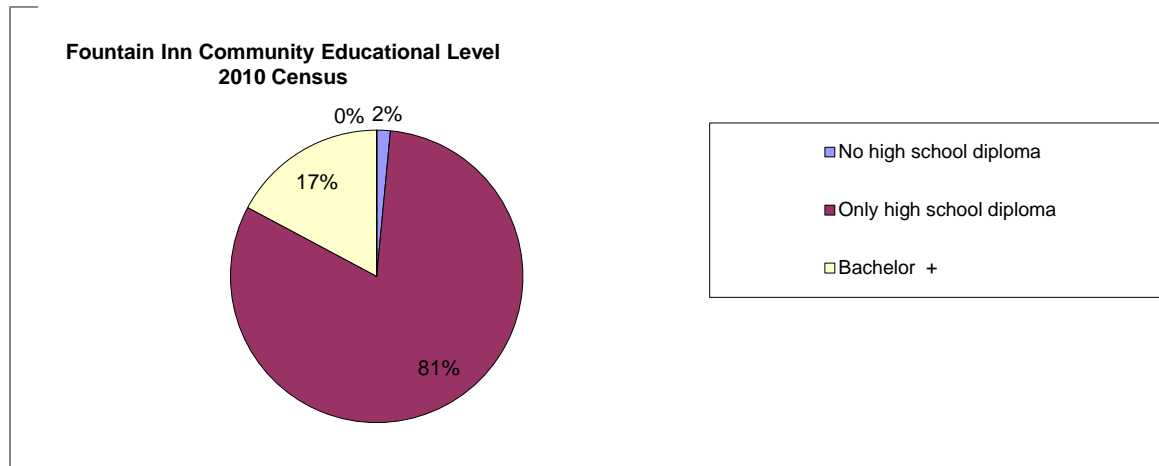
Local Leaders

Fountain Inn's Mayor, Sam Lee, is a Charleston native who moved to Simpsonville in 1993 and Fountain Inn in 2007. Mr. Lee is a licensed HVAC contractor, a licensed realtor, and member of the National Association of Realtors. He was elected to Fountain Inn City Council in November 2015. He, along with other city leaders, is presenting a progressive style of leadership that fully embraces the community of Fountain Inn to build it into the greatest city it can be.

Parental Involvement and Community Business Partners

School Improvement Council (SIC) meets monthly to review school decisions and policies and offer advice towards meeting our school goals. SIC includes the Principal, Assistant Principal, two teachers, a PTA representative, two parents, and two community/ business members. PTA Board meets monthly to discuss school improvement and projects for the school. The PTA Board includes the President & Vice-President, Treasurer & Secretary, Teacher Liaison, and Ways and Means Chair. Many in the business community have reached out to Fountain Inn Elementary for ways to help the school in meeting the

needs of the students and teachers. They have offered incentives for students and teachers as well as services to enhance the overall program.

School Leadership

Mr. Tony Reabold is in his third year as Principal of Fountain Inn Elementary. He is in his 34th year as an educator with all of his experience, except one year, being at the elementary school level. He has served as a physical education teacher, a classroom teacher, an assistant principal and is in his 20th year as a principal. In addition to his building level experience, he has served one year as the Federal Programs Director for a school system in Georgia. He holds degrees from the University of Georgia and Georgia State University. Mr. Reabold believes that caring for students and appropriately challenging students academically is vital. Furthermore, he believes that it is not good enough to do one without the other.

Mrs. Sharon-Marie Smith is in her fourth year as Assistant Principal at Fountain Inn Elementary. This is her 19th year as an educator. She holds an Honor's Degree in Elementary Education and a Master's in School Leadership and Administration.

Fountain Inn Elementary and its Staff

The staff at Fountain Inn Elementary School includes: 1 principal, 1 assistant principal, 1 instructional coach, 1.5 guidance counselors, 1 mental health counselor, 36 classroom teachers, 2 self-contained special education teachers, 2 resource teachers, 1.5 speech teachers, 1 media specialist, .3 challenge teacher, 1 media clerk, 5 kindergarten aides, 2 K-3 aides, 2 K-4 aides, 4 special education resource self-contained aides, 1.2 music teachers, 1.2 physical education teachers, 1.2 art teachers, 1.5 RTI interventionist, and 1 Literacy Specialist. The number of years of teaching experience, by grade level, is shown below for Instructional Teaching Staff:

Years of Teaching Experience by Grade Level
2017-2018 School Year

Grade Level	Years of Teaching Experience					
	0-5	6-10	11-15	16-20	21-25	26+
Pre-K/K5		3	1	4		
1		2	3	1		
2				2		2
3		1	2		2	
4	1	1	1		1	

5	3	2				
Special Ed.	2	2				
Related Arts		2	2			
Support Services	1	2	3	1		1
Instructional Leadership			1	1	1	1

Fountain Inn Elementary is centrally located near numerous colleges and universities where continual educational programs are available and accessible. This accessibility provides teachers with the resources to enhance their professional knowledge, and continually upgrade their teaching throughout the year. Staff development programs are based on a review of data and survey results to determine the areas of instructional needs for our staff.
The graph below indicates the education level of teachers from 2013 -2018.

Teacher Education Level
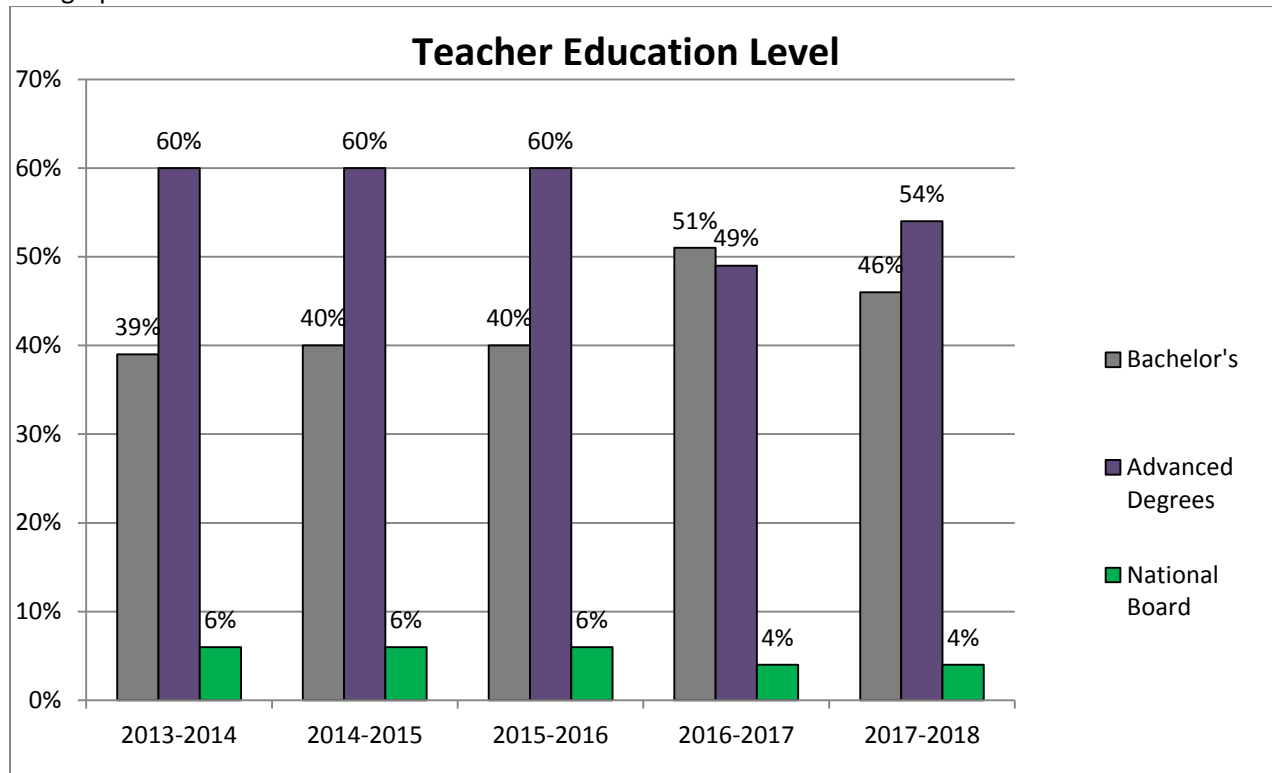
There are currently 45 female and 5 male teachers.

Teacher Gender

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Male	5	9	6	10	5
Female	45	48	49	45	45
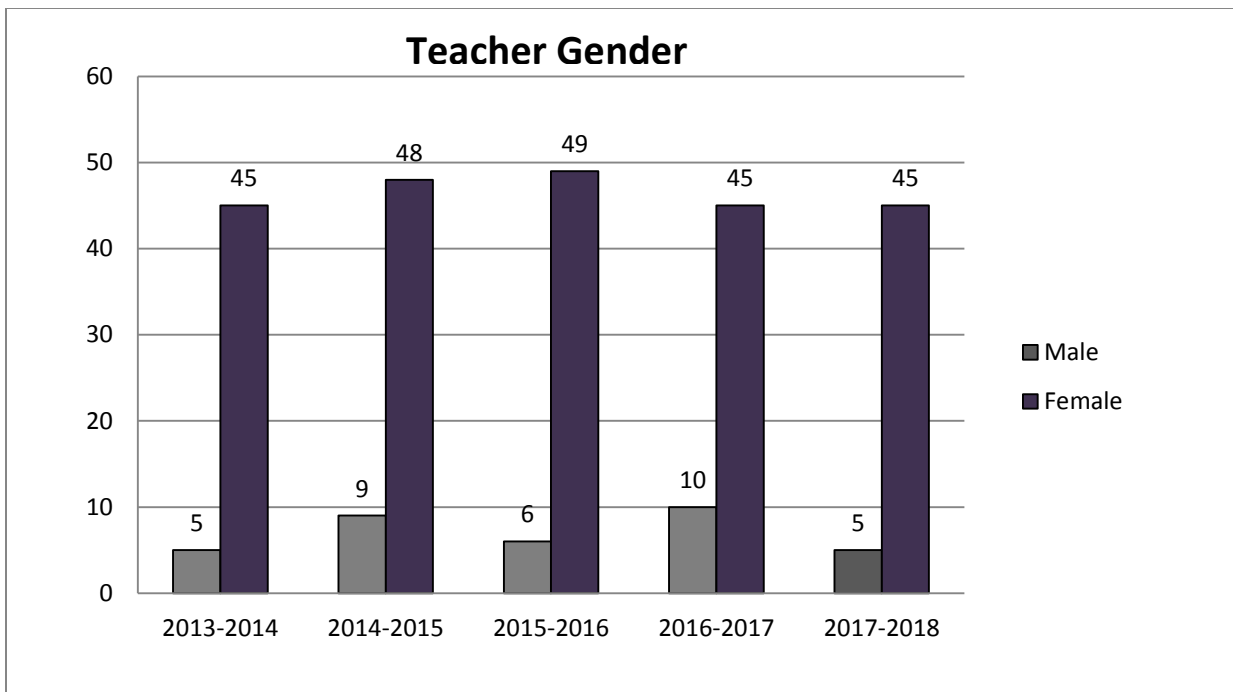
There are currently 52 Caucasian and 3 African-American teachers.

Teacher Ethnicity

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
African-American	4	5	3	3	3
Caucasian	46	52	52	52	47
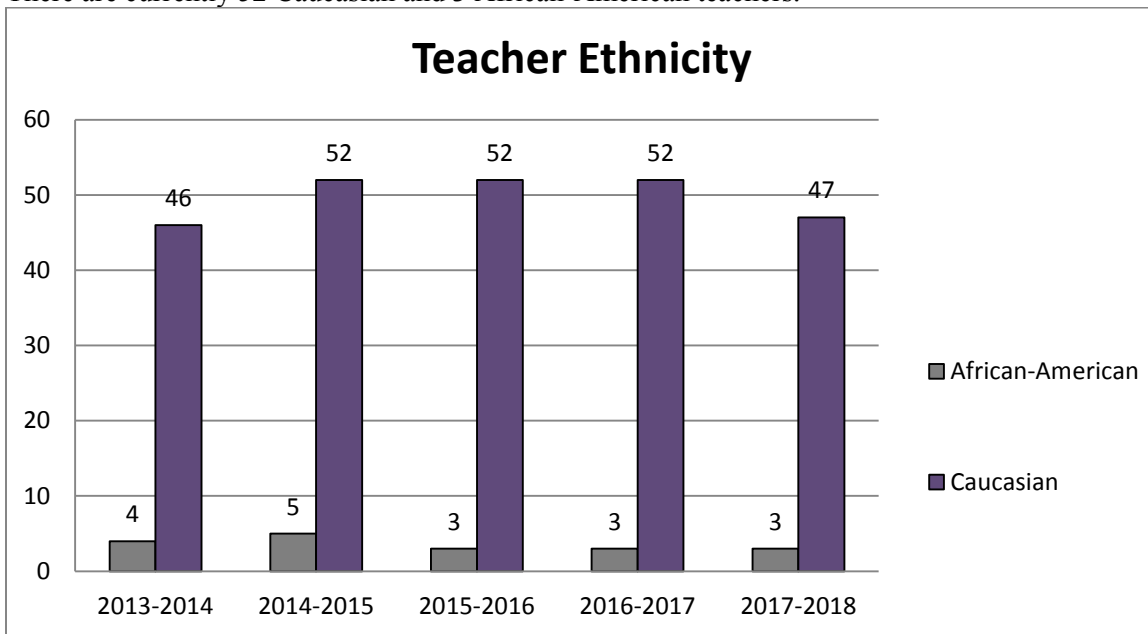
Additional personnel include the secretary, two attendance clerks, six custodians, and six food services workers. Five bus drivers also provide services to students. Other support personnel available to assist in meeting the needs of Fountain Inn Elementary students include the district psychologist and two school nurses.

Counseling and Other Student Support Services

Students at Fountain Inn Elementary receive a high level of support services from an outstanding staff. Susan Pritchett and Julie Bridges, our school counselors, provide a comprehensive, developmental guidance program for all students. Direct services include classroom guidance lessons, small group sessions, and individual counseling. As needed, the counselor provides crisis intervention for members of the school community. Indirect services include consultation with parents, teachers, and administrators. The program assists students' growth in three major areas as defined by the state. They are: 1) Learning to learn (academic development), 2) Learning to work (career development), and 3) Learning to live (personal/social development).

Brenda Lipe, our school's site-based Mental Health Counselor, works daily with our school to increase partnerships within our school and community that promote emotional health. Her position is funded by the S.C. Department of Mental Health and has a mission of identifying and intervening at early points in emotional disturbances and assisting parents, teachers, and counselors in developing comprehensive strategies for resolving these disturbances. School-based services include individual, family, and group counseling as well as crises intervention and psychiatric consultation as needed. These programs are non-stigmatizing and easily accessible to children and their families in the Fountain Inn Community.

Safety, Cleanliness, and Adequacy of School Facilities
Fountain Inn Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan. Regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing student safety first.

Fountain Inn Elementary was provided with two community officers who have an office at FIE and work with staff to provide a safe environment for our students. Safety Patrol, originally sponsored by the police department, is now coordinated supervised by adults in our building.

Specific safety concerns regarding buildings and grounds at the school site are handled by both the maintenance department and site custodians or utility workers assigned to site duties. Our professional staff includes one plant engineer and five custodians who perform basic cleaning operations in every classroom every day.

Fountain Inn Elementary and its Students:
The total enrollment of Fountain Inn Elementary School is 740. At present, the student enrollment at Fountain Inn Elementary is composed of 6.5 percent Hispanic, 49.9 percent Caucasian, 35.7 percent African-American, and 7.9 percent "Other", as shown in the pie chart below. The population served by Fountain Inn Elementary has remained consistent with no significant shifts in demographics of ethnic groups over the past years.

**Fountain Inn Elementary
2017-2018 Enrollment by Ethnicity**

Other 8%
Hispanic 6%
African-American 36%
Caucasian 50%
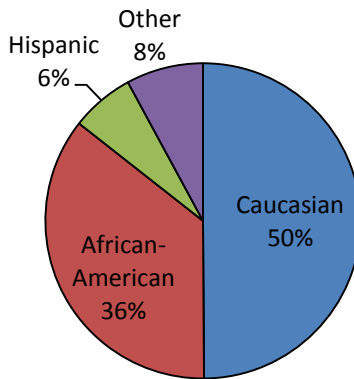
Fountain Inn Elementary currently has 63.96% of its students qualify for free and reduced priced meals. As shown in the graph below, the percentage of free and reduced lunch has remained relatively constant since 2014-2015.

Fountain Inn Elementary Free & Reduced Lunch

Year	Percentage
2012-2013	73
2013-2014	60
2014-2015	63.5
2015-2016	63.46
2016-2017	55.4
2017-2018	63.96
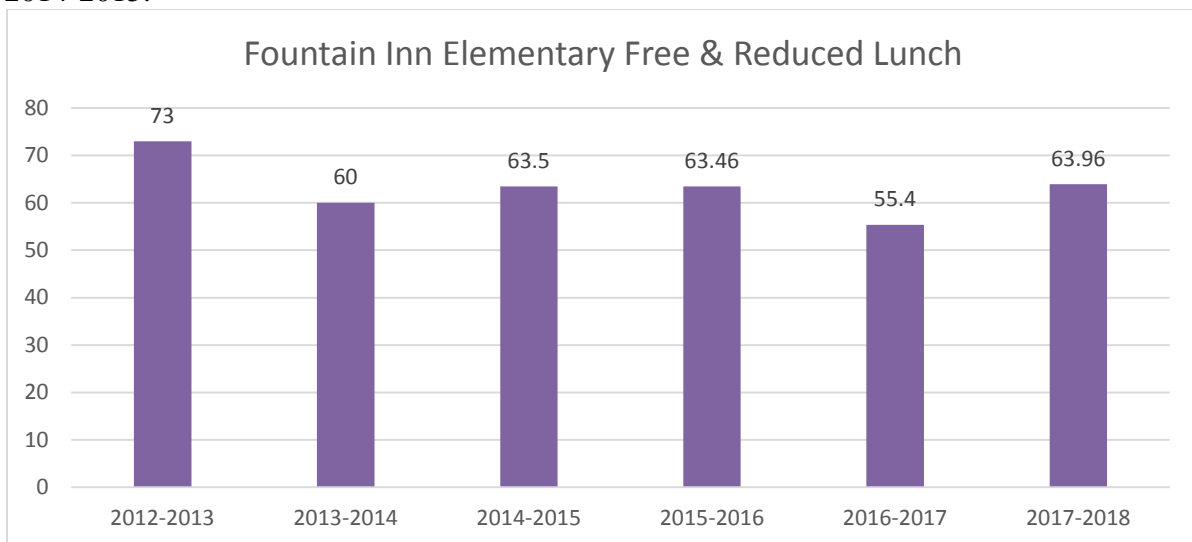
The student population is comprised of students with 4 home languages. These languages, in order of student enrollment are English, Spanish, Micronesia, and Hmong. Fountain Inn Elementary has several funded programs which focus on helping "at risk" students and the special needs of all students. This assistance is provided by having specialized instruction during the school day.

Fountain Inn Elementary has identified 17.8% of its population this year as special needs students. There are 25 students in the gifted and talented program, 9 students assigned to self-contained special education classes, 63 students in special education resource classes, and 94 speech students. There are 6 students on a 504 plan.

Our Student Population

Category	Number of Students (2018-2019)
Gifted and Talented	25
Self-Contained Special Education	9
Special Education Resource	63
504 Candidates	6
Speech	94

Axis Title

Number of Students

■ 2018-2019
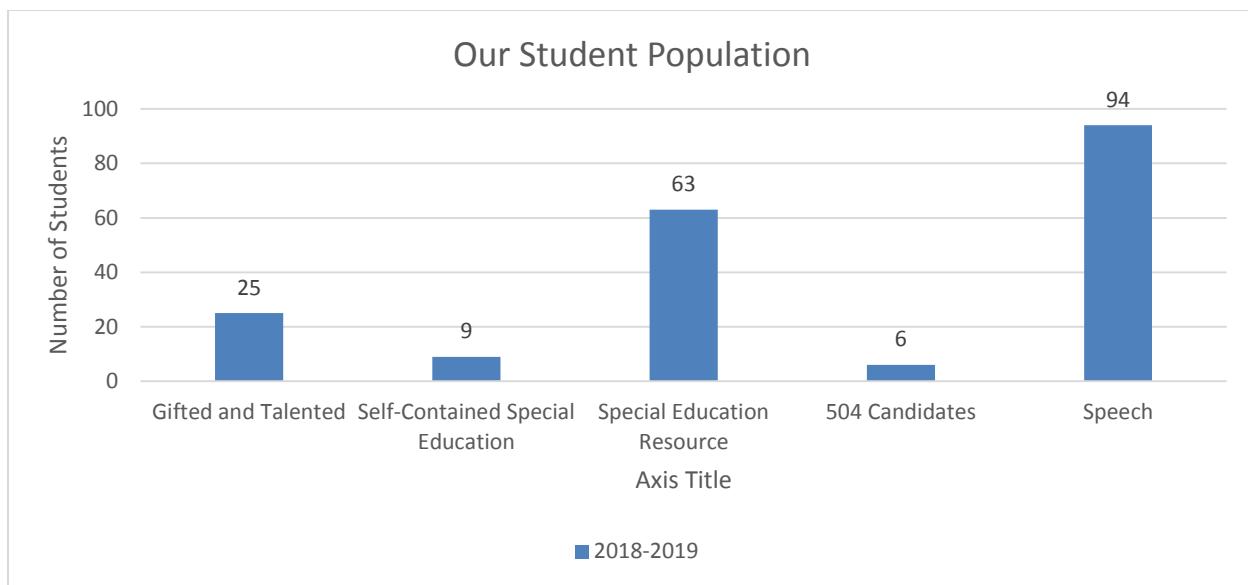
Fountain Inn Elementary Academic and Behavior Features:

Fountain Inn Elementary School offers a variety of academic programs and accommodations to meet student needs. Data is utilized to determine needs of students and effectiveness of models.   The following are academic and behavior features of FIE:

Measures of Academic Progress (MAP) - The Measures of Academic Progress (MAP) test is an additional resource for assessment in Greenville County. This computerized system of testing was administered once this year with second and fifth grade students in both reading and mathematics at Fountain Inn. MAP correlates with national and state curriculum standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

Assistance Team (A-Team) - The A-Team, chaired by our Assistant Principal, meets monthly to address students with learning problems not resolved by classroom accommodations. Members may refer students for possible psychological evaluations. This purpose of this team is to explore interventions and strategies to put into place for the purpose of serving the student. If students qualify based on the psychological testing provided by our district, students will then enter into the inclusive resource program or self-contained resource program.

Reading Intervention - Reading instruction is supported in kindergarten through 3rd grade with reading intervention utilizing three positions: one full-time RTI/Reading Recovery Teacher, one full-time Literacy Specialist, and one part-time RTI Teacher. All kindergarten and first grade students, as well as students deemed at-risk or below grade level in 2nd – 5th grade, are screened three times a year with FASTbridge. Students who score in the high-risk area are targeted and provided with 30 additional minutes of reading intervention daily. High-risk kindergarten students are supported through small

group intervention using Fountas and Pinnell's Leveled Literacy Intervention (LLI) orange literacy system. The lowest performing first graders receive support through Reading Recovery one-to-one intervention. The remaining first grade high-risk students receive small group instruction with the LLI green literacy system. Second and third grade students who have been identified as high risk receive small group instruction using the LLI blue literacy system. Fourth and fifth grade high-risk students receive small group instruction using the LLI red literacy system. Student progress is monitored through running records and FASTbridge every 2-3 weeks throughout the school year.

Fountas & Pinnell - All teachers have been trained to implement the Balanced Literacy Language Arts model in the classroom. This program measures proficiency in reading and promotes small group instruction. The Fountas and Pinnell Benchmark Assessment System is used to evaluate reading progression as students increase their reading achievement. A measurement is taken three times a year. All staff has successfully implemented the Fountas and Pinnell leveled reading groups within their classrooms. Teachers regularly meet with leveled reading groups to meet individual student's reading needs.

CODE - Fountain Inn Police Department provides an officer to teach fifth grade students drug awareness and character lessons. The program encourages self-esteem, responsible decision making, and positive relationships with community officers.

Character Education - The character education program is designed to increase positive behavior in the school. Included in Character Education is Terrific Kids (each nine weeks). Our program uses some components of the PBIS intervention program. This program teaches our students that "We are All on One Team." At Fountain Inn, We: Treat others with respect, Encourage others to do their best, Accept Responsibility, Make good choices. Whole classes are rewarded by earning puzzle pieces for a class incentive, while individual students are rewarded with Dojo points or with punches on their cards for individual incentives.

MVP – Five times per year, classroom teachers identify one student per class as their MVP. The teacher writes a special message about this student to share with administrators, as well as their family. The MVP students get to eat lunch with administrators, have their picture displayed in the school lobby, and listen to a positive phone call made to their parents by the Principal or Assistant Principal.

Lucy Calkins Writing - This writing program emphasizes the craft of writing through daily mini-lessons, and it encourages independent writers through Writers Workshop. Teachers also follow the provided district pacing guide to strengthen students' writing skills throughout the year.

Technology Integration - Instructional staff members (Kindergarten through fifth grade) are trained to utilize Promethean Boards, ActiveExpressions, ActiveVotes, Ipads, ActiveSlates, and Hues to incorporate technology into daily instructional delivery and student engagement. Our staff has also participated in a series of Google Apps for Education training, Discovery Ed training, as well as other technology tools to assist with effectively utilizing Google Chromebooks to support and extend student

learning. We began implementing Personalized Learning with Chromebooks in grades 2-5 during the 2017-2018 school year.

STEAM – We are striving to become a STEAM school. Our staff has participated in a series of professional development opportunities to effectively implement PBL practices. We continue to provide ongoing staff development to assist with effectively implementing STEAM strategies and practices to support and extend student learning.

Data Tracking - We continue to provide staff development focused on instruction strategies and best practices to implement within the classroom. As a school, we are tracking student's progress in setting goals for Fountas and Pinnell reading levels, MasteryConnect Benchmark assessments, and common formative assessments.

PLC (Professional Learning Community) - We continue to provide ongoing staff development for maintaining ourselves as a strong Professional Learning Community. Over the past nine years as a PLC, we have participated in numerous book studies, addressed issues pertaining to professionalism, developed common grade-level assessments, and utilized a consistent grading system for our school.

After-School Activities
Fountain Inn Elementary supports after-school programs that service many of the students attending the school. These programs include: Good News Club, Junior Beta Club, Safety Patrol, Chorus, and the After-Care Program. FIKE is also a local free after-school and mentoring center for our students in the community of Fountain Inn.

Classroom Discipline/Learning
Fountain Inn Elementary provides a disciplined, but stimulating, learning climate for students. This climate for learning is enhanced with parental involvement. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage and honor their child's successes. Daily instruction directly aligns with our state academic standards and district curriculum support.

Student discipline is the responsibility of all Fountain Inn Elementary staff members. A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behaviors. To reach this goal, Fountain Inn Elementary offers many opportunities for student participation and recognition. Our school's Positive Behavior Intervention Support (PBIS) strategies assist us in promoting positive behaviors and minimizing negative outcomes.

At Fountain Inn Elementary, "We are all on one TEAM." "TEAM" stands for **T**reat Others with Respect, **E**ncourage Others to do Their Best, **A**ccept Responsibility, and **M**ake Good Choices. Expectations are clear throughout the school and home. School rules and consequences are posted in every room and additional areas throughout the school. Students are rewarded for following the "TEAM" acronym individually and as a class. Students are encouraged and expected to maintain

appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Mission, Vision, and Beliefs

The Mission of Fountain Inn Elementary:
      Illuminating minds. Unlocking potential. Orchestrating greatness.
The Vision of Fountain Inn Elementary:
      Fostering a community that Flourishes, Inspires, and Excels.
The Beliefs of Fountain Inn Elementary:
- A positive community of learners and leaders
- All community members can and will learn
- Professional learning community
- Collaborative learning environment
- High expectations aligned with rigorous instruction
- Data driven instruction
- Student centered learning
- Foster empathy and mutual respect in all relationships

Data Analysis and Needs Assessment

Student Achievement Needs Assessment:
Data Source: SDE School Report Card Website
SC READY Analysis for 2016-2017
Each year, students in third through fifth grades at the elementary level took this standardized assessment. The scoring categories included the following SC READY Levels: Exceeds Expectations, Meets Expectations, Approaches Expectations, and Does Not Meet Expectations. School performance, as well as grade level performance, is below.

Percent of Students Grades 3-5 Meeting or Exceeding Expectations in ELA

	2015-2016	2016-2017
	43	36
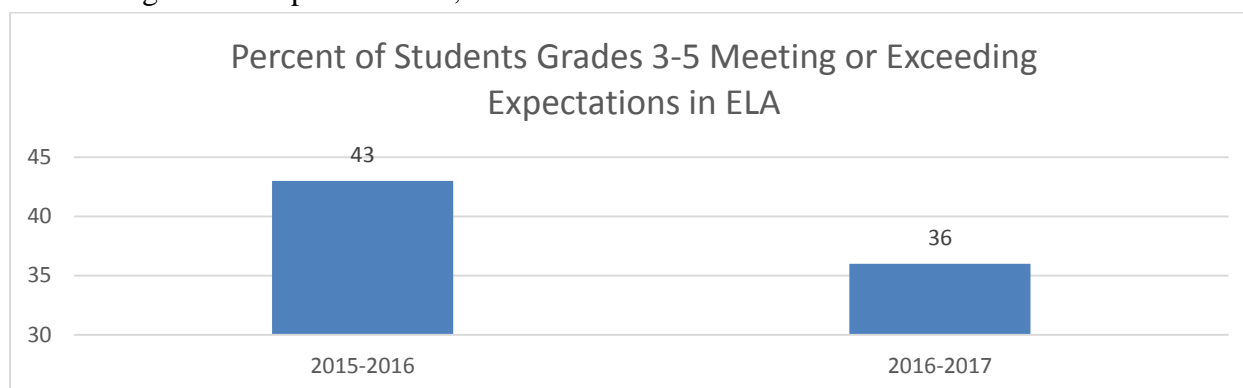
SC PASS Grade Level Data: ELA Percent Scoring "Meets or Exceeds"		
	2015-2016	2016-2017
3rd Grade	51%	36%
4th Grade	51%	38%
5th Grade	38%	33%

English

Our School	31	103	134	105
Our District	5641	10155	10749	7623
Statewide	45804	88175	110349	90311

■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations ■ Does not meet Expectations

Percent of Students Grades 3-5 Meeting or Exceeding Expectations in Math

2015-2016	2016-2017
45	38

Our School: Grade 3	23
Our School: Grade 4	12
Our School: Grade 5	23

■ Exceeds Expectations |

SC PASS Grade Level Data: MATH Percent Scoring "Meets or Exceeds"		
	2015-2016	2016-2017
3rd Grade	61%	50%
4th Grade	66%	36%
5th Grade	52%	31%

GAP Data				
	Limited English Proficiency	African American	Students with Disabilities	Hispanic
ELA	19%	25%	10%	38%

Math	**24%**	**24%**	**15%**	**38%**

SC PASS Analysis for 2016-2017

Each year, students in grades third through eighth grade take the South Carolina Palmetto Test of State Standards (SC PASS). This standardized test measures the students' achievement with regards to our state standards. Students can exceed the standard, meet the standard, or not meet the standard. The graphs below show the percentage of students at Fountain Inn Elementary that either met or exceeded the standard in Science and Social Studies for the past three years.

Percent of Students Grades 3-5 Meeting or Exceeding Expectations in Science

	2014-2015	2015-2016	2016-2017
	71.9	63.2	41
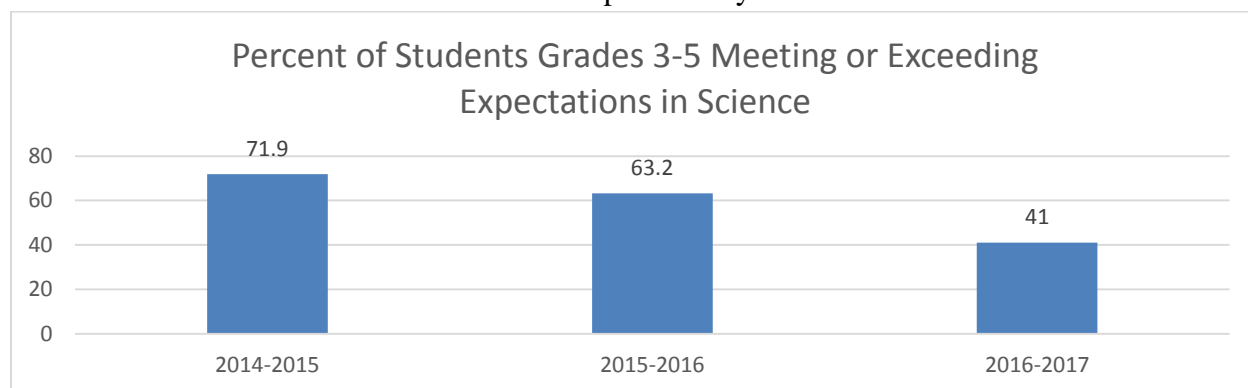
SC PASS Grade Level Data: SCIENCE Percent Scoring "Meets or Exceeds"			
	2014-2015	2015-2016	2016-2017
4th Grade	69.8%	60.8%	43.2%
5th Grade	73.7%	66.7%	38.9%

Percent of Students Grades 3-5 Meeting or Exceeding Expectations in Social Studies

	2014-2015	2015-2016	2016-2017
	79.5	78.1	77.2
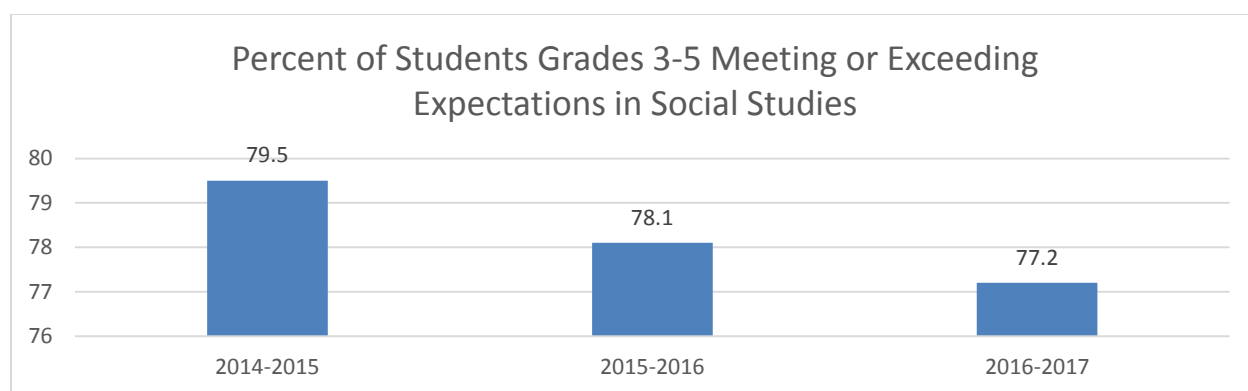
SC PASS Grade Level Data: SOCIAL STUDIES Percent Scoring "Meets or Exceeds"			
	2014-2015	2015-2016	2016-2017
4th Grade	87.7%	79.7%	82.3%
5th Grade	72.0%	75.8%	72.2%

GAP Data				
	Limited English Proficiency	African American	Students with Disabilities	Hispanic
Science	**%**	**18%**	**21%**	**29%**

Social Studies	%	75%	46%	88%

Student Achievement Summary

What the Data Tells Us:
Since the 2015-2016 SC READY data serves as baseline data, we can only compare our performance to Greenville County schools, elementary schools like ours, and statewide. In comparison to these three areas in ELA, we performed slightly below Greenville County Schools, similar to schools like ours, and equally with the state. We performed below in all three areas in Math.

The review of SCPASS 2015-2016 data shows a decrease in the percentage of students scoring met or above in science and a slight decrease in the percentage of students scoring met or above in Social Studies. All students in fourth and fifth grade were administered this test in 2016 and 2017. We performed equally with the state in social studies.

With the continued implementation of MAP testing, Measurements of Academic Progress, we will disaggregate and identify specific weaknesses in student's learning and develop strategies for enhancing instructional practices through differentiated instruction and spiral review of concepts.

Next Steps:
In order to increase student achievement, we will plan to-----
- continue to examine and monitor student progress and results as identified through MAP and
- standardized testing.
- continue to implement quality tools and best practices such as the use of the Learning
- Continuum associated with MAP Testing.
- provide ongoing, quality staff development based on our needs assessment.
- implement Lucy Calkins writing program K-5, offering additional support to all instructional
- staff in the process of writing.
- align our yearly goals to reflect on assessment data.
- facilitate Personalized Learning with one to one devices in grades 2-5
- give priority scheduling for Special Ed students.
- continue to offer intervention support in reading in grades K-5.
- utilize district supported curriculum with all students.
- support teachers in the implementation of the Fountas & Pinnell Balanced Literacy Program.
- provide support to teachers in the use of state standards.
- learn and implement research-based instructional practices as mentioned in Robert Marzano's work

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. In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds. There are three types of contracts issued to teachers: induction, annual, and continuing. First year teachers are given Induction Contracts.

Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers in their second year of teaching or those teachers, who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. 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.

In compliance with the state, all teachers are participating in goal-setting through creating Student Learning Objectives (SLOs). They track data, progress monitor through formative assessments, and reflect on each individual student's performance and growth.

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.

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

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, small group sessions based on interest/need, 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 a minimum of 12 of those hours.

Professional Development Calendar							
For School Year 2017-2018							
Instructional Coach at Fountain Inn Elementary School							
Title	Presenter	Description	Date	Time	Number Attended	Targeted Group	Correlation to School Goals
Book Study: The Leader In Me	Leadership Team	Lay the foundation for leaders in our building and apply to our school culture.	Monthly	Individually Paced	26	FIE Staff	Goal 1,2,&3
Book Study: Rigor is Not a Four Letter Word	Leadership Team	Provides practical ideas to increase text complexity, provide scaffolding, create open-ended projects, and implement problem-based learning	Monthly	Individually Paced	3	FIE Staff	Goal 1,2,&3
Book Study: Teach Like a Pirate	Leadership Team	Provide practical techniques and innovative ideas that will help increase student engagement, and boost creativity	Monthly	Individually Paced	2	FIE Staff	Goal 1,2,&3
Book Study: Teach Like a Champion 2.0	Leadership Team	Techniques to support teachers with classroom management, student engagement, and effective teaching practices	Monthly	Individually Paced	3	FIE Staff	Goal 1,2,&3
Book Study: The End of Molasses Classes	Leadership Team	Practical, innovative, and powerful methods to enliven classrooms and ignite a passion for learning in each child	Monthly	Individually Paced	14	FIE Staff	Goal 1,2,&3
IC Team Collaboration	Brandy West	Grade level collaborations focused on instructional practices, academic updates, instructional strategies, and student data	Weekly	During Common Planning	43	FIE Staff	Goal 1,2,&3
STEAM Professional Development and Planning	Jessica Austin Leadership Team	To prepare our grade levels for the implementation of a STEAM project as we transition to Project Based Learning	9/12, 10/23, 11/28, 1/30, 3/13	During Common Planning	40	FIE Staff	Goal 1,2,&3
Stetson: Inclusive Practices	Stetson Leadership Team	To provide training and support with inclusive practices	Ongoing	During and After School	8	Stetson Lead Team	Goal 1,2,&3

New Teacher Support	Leadership Team	To discuss methods and strategies that will guide continual improvement of our school.	9/5, 10/10, 11/14, 12/5, 1/16, 2/6, 3/6, 4/10, 5/8, 6/7	3:15-4:15	3	New Teachers to FIE	Goal 1,2,&3
Data Meetings	Leadership Team	To monitor and share progress on formative and summative data	TBD	During Common Planning	40	FIE Staff	Goal 1,2,&3
Vertical Teams	Leadership Team Instructional Support Facilitators	To meet vertically to identify areas of weakness and to develop a plan to support these areas in all subjects	9/13, 10/4, 11/1, 12/6, 1/3, 2/7, 3/7, 4/11, 5/2	3:15-4:30	50	FIE Staff	Goal 1,2,&3
Literacy Mentor Support	Brandy West Literacy Specialist	To provide support and strategies to enhance and sustain Balanced Literacy	9/8, 9/28, 10/26, 11/30, 2/1, 3/1, 4/12	During and After School	2	Literacy Mentors	Goal 1,2,&3
Google Sites Workshop	Steve Huff	Offered to help teachers establish/update a Classroom Google Sites	27-Sep	3:15-4:15	43	FIE Staff	Goal 1,2,&3
Discovery Ed Leadership Corp.	Discovery Ed and Brandy West	To help Discovery Ed Leadership Teachers become familiar with Discovery Ed and apply within the classroom	Ongoing PD: 7/24, 10/11, 12/13, 2/7, 3/7	During and After School	4	Discovery Ed Team	Goal 1,2,&3
Reading and Writing Strategies	Literacy Specialist, RR/RTI, Brandy West	To support teachers with implementing strategies from the Reading Strategies and Writing Strategies books	9/21, 10/12, 11/16, 1/18, 2/22, 3/22, 4/19	3:15-4:15	TBD	FIE Staff	Goal 1,2,&3
Chromebook Support	Stephanie Williams	To help teachers become familiar with Google Chromebooks to implement Personalized Learning	9/12, 10/24, 12/12, 1/31, 2/20, 3/20, 4/17, 5/15	3:15-5:15	11	FIE Staff	Goal 1,2,&3
Mastery Connect Training and Support	Brandy West Michelle McCaleb	To help teachers become familiar with Mastery Connect to support instruction and learning	Ongoing	During Common Planning	31	FIE Staff	Goal 1,2,&3
Windows 10 Support	Stephanie Williams	To help teachers become familiar with Windows 10	29-Nov	3:15-5:15	42	FIE Staff	Goal 1,2,&3
New Teacher Orientation	Leadership Team	Orientation for new teachers to FIE	14-Aug	8:30-12:30	4	New Teachers to FIE	Goal 1,2,&3

Navigating Google Drive	Brandy West	To provide tools and support with being able to navigate Google Drive and Google Team Drives	17-Aug	11:00 and 1:00	13	FIE Staff	Goal 1,2,&3
Gradebook Workshop	Brandy West	Establishing and setting-up individual gradebooks	TBD	TBD	9	FIE Staff	Goal 1,2,&3
Scanner Training	Brandy West	To support teachers with scanning students for dismissal	8/17 and 8/22	10:30 and 3:30	14	FIE Staff	Goal 1,2,&3
PAS-T Online	Brandy West	To support teachers with effective utilization of PAS-T online documents and files	24-Aug	3:15-4:15	0	FIE Staff	Goal 1,2,&3
Google Classroom Support	Brandy West	To support teachers with effective utilization of Google Classroom	29-Aug	3:15-4:15	2	FIE Staff	Goal 1,2,&3
Benchmarking 101	Brandy West	To provide teachers with the skillset needed to effectively implement and utilize F&P Benchmarking	31-Aug	3:15-4:15	0	FIE Staff	Goal 1,2,&3
Twitter 101	Brandy West	To establish a Twitter account and learn the fundamental skillset needed to navigate and utilize Twitter to grow your PLN and showcase your classroom as well as our school.	17-Aug	8:00-9:30	3	FIE Staff	Goal 1,2,&3

School Climate Needs Assessment

Data Source: [SDE School Report Card Website](#)

SCHOOL PERCEPTIONS

The survey data below is recorded from the Annual School Report Card from the State of South Carolina. Evaluations are presented from teachers, fifth grade students, and parents of fifth grade students. School climate is recognized as a significant factor related to student achievement. Survey results from 2017 are recorded below.

Survey Data from the Annual Report Card Survey – Teachers					
	2013	2014	2015	2016	2017
Satisfied with learning environment	91.9	89.1	98	100	92.3
Satisfied with social and physical environment	96	95.5	98	92.6	92.3
Satisfied with home-school relations	96	86.9	96	96.3	76.9

Survey Data from the Annual Report Card Survey – Students					
	2013	2014	2015	2016	2017
Satisfied with learning environment	84.6	100	89	83.4	82.8
Satisfied with social and physical environment	81.6	98.2	85	88.6	85.1
Satisfied with home-school relations	89.7	98.2	90	87.5	83.9
Survey Data from the Annual Report Card Survey – Parents					
	2013	2014	2015	2016	2017
Satisfied with learning environment	91.6	92	88	90.8	88.3
Satisfied with social and physical environment	85.7	91.5	83	92.6	83.7
Satisfied with home-school relations	86.9	79.2	63	73.6	83.7

According to our 2017 results, two of the three areas of the teacher survey experienced a decline. All three areas on the parent and student surveys experienced a decline. We will continue to explore and enhance strategies to improve and increase communication, as well as involvement, with our parents and community.

Action Plan

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from _36_% in 2016-17 to ___61___% 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 _5_% 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 **36** (2016-17)	**School Projected Elementary**	41	46	51	56	61
		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 the rigor and expectations in both instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Increase instructional capacity through utilization of school supports (i.e. PLC, mentorships, PD opportunities, coaching cycles)	2018-2023	Instructional Leadership Team	0	N/A	Attendance reports from professional development offerings Coaching cycle schedule
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Instructional Leadership Team	0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of MasteryConnect to monitor student performance at higher DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
6. Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction	2018-2023	Instructional Leadership Team	0	N/A	Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from __38__% in 2016-17 to ___63___% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __5__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __38_ (2016-17)	**School Projected Elementary**	**43**	**48**	**53**	**58**	**63**
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1: Increase the rigor and expectations in both instruction and assessment to improve student achievement.					EVALUATION	
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**	
1. Increase instructional capacity through utilization of school supports (i.e. PLC, mentorships, PD opportunities, coaching cycles)	2018-2023	Instructional Leadership Team	0	N/A	Attendance reports from professional development offerings Coaching cycle schedule	

ACTION PLAN FOR STRATEGY #1: Increase the rigor and expectations in both instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Instructional Leadership Team	0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of MasteryConnect to monitor student performance at higher DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
6. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Instructional Leadership Team	0	N/A	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
7. Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction	2018-2023	Instructional Leadership Team	0	N/A	Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment,

ACTION PLAN FOR STRATEGY #1: Increase the rigor and expectations in both instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					evidence of content specific PLO
8. Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment	2018-2023	Instructional Leadership Team	0	N/A	Rigorous, aligned formative assessment Evidence of students independently persevering through problem solving. Effective and strategic use of mathematical tools. Evidence of contextual and conceptual reasoning.

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

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

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by __3___% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**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 #1: Increase the rigor and expectations in both instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Increase instructional capacity through utilization of school supports (i.e. PLC, mentorships, PD opportunities, coaching cycles)	2018-2023	Instructional Leadership Team	0	N/A	Attendance reports from professional development offerings Coaching cycle schedule
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Instructional Leadership Team	0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of MasteryConnect to monitor student performance at higher DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
6. Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction	2018-2023	Instructional Leadership Team	0	N/A	Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by __3__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**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 #1: Increase the rigor and expectations in both instruction and assessment to improve student achievement.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Increase instructional capacity through utilization of school supports (i.e. PLC, mentorships, PD opportunities, coaching cycles)	2018-2023	Instructional Leadership Team	0	N/A	Attendance reports from professional development offerings Coaching cycle schedule
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Instructional Leadership Team	0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of MasteryConnect to monitor student performance at higher DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
6. Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction	2018-2023	Instructional Leadership Team	0	N/A	Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO

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

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

PERFORMANCE GOAL: 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 __38__ (2016-17) Annual Increase = _3_	**Projected Hispanic**	41	44	47	50	53
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __38__ (2016-17) Annual Increase = _3_	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __25__ (2016-17) Annual Increase = _3_	**Projected AA**	28	31	34	38	41
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __25__ (2016-17) Annual Increase = _3_	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __10__ (2016-17) Annual Increase = _5_	**Projected SWD**	15	20	25	30	35

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _10_ (2016-17) Annual Increase = _5_	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _19_ (2016-17) Annual Increase = _5_	**Projected LEP**	24	29	34	39	44
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _19_ (2016-17) Annual Increase = _5_	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _43_ (2016-17) Annual Increase = _3_	**Projected Hispanic**	46	49	52	55	58
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _43_ (2016-17) Annual Increase = _3_	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _24_ (2016-17) Annual Increase = _3_	**Projected AA**	27	30	33	36	39

Data Source	Measure	Group					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __24__ (2016-17) Annual Increase = _3_	**Actual AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __15__ (2016-17) Annual Increase = _5_	**Projected SWD**	20	25	30	35	40
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __15__ (2016-17) Annual Increase = _5_	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __24__ (2016-17) Annual Increase = _3_	**Projected LEP**	27	30	33	36	39
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __24__ (2016-17) Annual Increase = _3_	**Actual LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**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 #1: 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.	2018-2023	Instructional Leadership Team	N/A	N/A	Evidence of data driven conversations from school meetings and collaborations.
2. Implement Professional Learning Community support	2018-2023	Instructional Leadership Team	N/A	N/A	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Instructional Leadership Team	N/A	N/A	District and school-based professional development offerings

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Instructional Leadership Team			Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

Fountas and Pinnell	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
Fastbridge	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
MAP	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implementation of a professional	2018-2023	Instructional	0	N/A	Evidence of school-

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
learning plan to build capacity for consistent implementation of all the GCS Balanced Literacy Framework components		Leadership Team			based trainings and implementation of GCS Frameworks for Literacy Coaching Cycle/support
2. Implementation of Balanced Literacy with fidelity	2018-2023	Instructional Leadership Team	0	N/A	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
3. Implement explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Instructional Leadership Team	0	N/A	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
4. Implement a framework for common planning to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Instructional Leadership Team	0	N/A	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule Evidence of common planning through instructional rounds and

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					classroom observations
5. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Instructional Leadership Team	0	N/A	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds
6. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision-making, and understanding of content.	2018-2023	Instructional Leadership Team	0	N/A	Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems
7. Support intentional unit and lesson planning reflective of responsive to student needs	2018-2023	Instructional Leadership Team	0	N/A	Collaborative planning, data analysis, unit planning, protected planning times

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: Fountas and Pinnell and FastBridge Assessments).					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Instructional Leadership Team	0	N/A	Implementation of coaching events with grade level teams and reflective practices. 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	2018-2023	Instructional Leadership Team RTI Coordinator	0	N/A	Formative and summative assessments to inform about the focus, duration, and effectiveness or the intervention
3. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Instructional Leadership Team RTI Coordinator	0	N/A	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					

ACTION PLAN FOR STRATEGY #1: Hire qualified, diverse teachers	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop recruitment plan	2018-2023	Instructional Leadership Team	N/A	N/A	Ongoing focus
2.					

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	89.8	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students					
	69.2	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers					
	88.1	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		School Actual Parents					
SDE School Report Card Survey	**91**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
	88	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.	**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 school-wide emergency response plans are in place and include explanations of the training and drills that take place	2018-2023	Administration	0	N/A	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 our school	2018-2023	Administration	0	N/A	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	Administration	0	N/A	Tips received from multiple stakeholder groups

ACTION PLAN FOR STRATEGY #2: Continue to update systems and personnel to monitor and control access at our facility.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide front office staff with training in recognizing and de-escalating volatile situations.	2018-2023	District Support	TBD	TBD	Training provided

ACTION PLAN FOR STRATEGY #2: Continue to update systems and personnel to monitor and control access at our facility.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Continued use of the Level I and Level II background checks.	Ongoing	Front Office Staff			Volunteer checks completed
3. Expand the presence and visibility of law enforcement through the use of School Resource Officers, Zone Patrols, and parked patrol vehicles.	2018-2023	Administration	0	N/A	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: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 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)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and	2018-2023	Administration After School Director Guidance	0	N/A	Students in need being matched with services

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)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
assist students who are at risk.		Counselors			
2. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Guidance Counselors	0	N/A	Information disseminated and utilized
3. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	Administration	0	N/A	Information disseminated through various formats

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	Instructional Leadership Team	0	N/A	GCSource and interventions used throughout district
2. Further develop peer-mentoring programs to support students and develop empathy.	2018-2023	Instructional Leadership Team	0	N/A	Peer mentoring
3. Ensure every student connected	2018-2023	Administration	0	N/A	Students connected with

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
with a caring adult					adults

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 |

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	85%	**School Projected**	86	87	88	89	90
		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

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	Administration	TBD	N/A	Students assigned to an adult at the school.
2. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	Instructional Leadership Team	TBD	N/A	Documentation of communicating protocol to staff
3. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	Instructional Leadership Team	N/A	N/A	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) **95**	**School Projected**	**95**	**95**	**95**	**95**	**95**
		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
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	N/A	N/A	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Attendance Clerk Admin team	N/A	N/A	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team	N/A	N/A	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	Attendance Clerk Admin team	N/A	N/A	Intervention Connection System reports for truant and chronically absent students.

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Promote attendance with students and parents as an important component of school success	2018-2023	Administration	N/A	N/A	Teacher/school direct contact with parents.
2. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-2023	Instructional Leadership Team	N/A	N/A	More real-world learning

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018-2023	Guidance	N/A	N/A	Students setting goals and plans

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

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

PERFORMANCE GOAL: 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 – 11% Angry – 7%	**School Projected**	**Afraid ≤5 Lonely ≤10 Angry ≤6**	**Afraid ≤5 Lonely ≤10 Angry ≤6**	**Afraid ≤5 Lonely ≤9 Angry ≤5**	**Afraid ≤5 Lonely ≤9 Angry ≤5**	**Afraid ≤5 Lonely ≤8 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 ≤**

ACTION PLAN FOR STRATEGY #1: Reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train staff and students on the anonymous reporting process	2018-2023	Administration	N/A	N/A	Students and staff aware and able to report
2. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	Administration	N/A	N/A	Discipline consequences highlighted in materials for distribution
3. Ensure character education program addresses bullying behaviors	2018-2023	Guidance Counselors	N/A	N/A	Appropriate programs utilized by schools
4. Explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Administration	N/A	N/A	Consequences discussed systematically
6.Seek opportunities to develop empathy among students	2018-2023	Guidance Counselors Instructional Leadership Team	TBD	Local	School initiatives to end social isolation and build empathy