Hollis Academy

Caring for children today...Creating leaders for tomorrow

School Portfolio

Hollis Academy
Mr. Miki Golden, Jr., Principal

Greenville County Schools
Dr. W. Burke Royster, Superintendent

Scope of Action Plan: 2018-19 through 2022-23

SCHOOL NAME: Hollis Academy

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

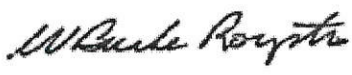**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019** *(one year)*

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	*W Burke Royster*	8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Miki Golden, Jr.	*Miki Golden Jr*	6-12-18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Brandi Massey	*Brandi Massey*	6/12/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Amanda Rapp	*Amanda Rapp*	6/12/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 200 Goodrich Street, Greenville, SC 29611
SCHOOL'S TELEPHONE: (864) 355-4800
PRINCIPAL'S E-MAIL ADDRESS: mgolden@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWEL

POSITION	*NAME*
1. Principal	Miki Golden, Jr.
2. Teacher	Michelle Balthazrr
3. Parent/Guardian	Matt Miller
4. Community Member	Beth Simmons
5. Paraprofessional	Lisa Serrano
6. School Improvement Council Member	Brandi Massey
7. Read to Succeed Reading Coach	Amanda Rapp
8. School Read to Succeed Literacy Leadership Team Lead	Amanda Rapp
9. School Read To Succeed Literacy Leadership Team Member	Stephanie Hydrick

Read to Succeed Literacy Leadership Team	
Position	**Name**
Principal	Miki Golden, Jr.
Assistant Principal	Maureen Heinbuch
Instructional Coach	Allison Fritz
Instructional Coach	Stephanie Hydrick
Title 1 Facilitator	Brandi Massey
Literacy Coach	Amanda Rapp
Reading Interventionist	Stephanie Oliver
Reading Interventionist	Michelle Balthazrr
Literacy Mentor	Taylor McCarthy

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

● Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).	
● Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).	
● Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.	
● Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.	
● Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.	
● Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.	
● Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).	
● Yes ○ No ○ 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	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund	

○ No ○ N/A	full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Introduction

Hollis Academy's School Portfolio was developed to document the changes and progress our school has made while working continuously to improve all areas of achievement, instruction, learning environment, and parent/community involvement. All stakeholders have a voice in the strategic planning process through SIC, PTA, and Title 1 Planning Meetings, Parent, teacher, and student surveys, and faculty senate. The School Improvement Council (SIC), in conjunction with the Title I planning committee, develops and reviews the Title I plan yearly. The committees consist of teachers, administration, support staff, parents, and community partners. The collaborative conversations in all of these meetings provide all stakeholders with input in our strategic plan which is updated yearly.

Faculty Senate	PTA Board	SIC Members	Title 1 Planning
Miki Golden, Jr.	Miki Golden, Jr.	Miki Golden, Jr.	Alicia Ruiz
Maureen Heinbuch	Maureen Heinbuch	Maureen Heinbuch	Kameshia Layton
Allison Fritz	Matt Miller	Stephanie Hydrick	Matt Miller
Stephanie Hydrick	Emily Miller	Brandi Massey	Jennifer Harvey
Brandi Massey	Lisa Serrano	Beth Simmons	Julia Mercado
Jennifer Baskin	Sara Murrell	Cory McDowell	Riley Winningham
Taylor McCarthy	Amanda Rapp	Matt Miller	Miki Golden, Jr.
Whitney Llaneza	Heather Vitaris	Tracey Young	Maureen Heinbuch
Katie Hucker	Alicia Ruiz		Randolyn Harmon
Jennifer Hawkins			Ali Laird
Isaac West			Katie Stover Kelly
Denise Thomas			Michelle Balthazrr
Jackie Loving			Allison Fritz

Rosemary Childers			Erin Camire
			Isaac West

Executive Summary

Student Achievement Summary

SC READY

- In ELA, 30.9% of all students scored Meets or Exceeds expectations which was a 1% increase over the year before. We decreased the gap between SWD and Non-SWD by 3%.
- In Math, 44.5% of all students scored Meets or Exceeds expectations which was a 3% increase. We scored higher than the state in math and were able to close the gap between Non-LEP and LEP students.

SCPASS

- In Science, 38.6% of students scored Meets or Exceeds expectations. We decreased the gap between Non-SWD and SWD by 7%.
- In Social Studies, 82.1% of our students scored Met or Exemplary which is an 8% increase over the year before and higher than the state. We decreased the gap between Non-SWD and SWD by 8%. Our African American sub-group scored higher than other sub-groups.

Teacher and Administrator Quality Summary

Hollis Academy is committed to having a high quality instructional team at all levels and 100% of our staff is certified and highly qualified as defined by ESSA.

Ensuring teacher and administrator quality is essential to improving student achievement. Professional development opportunities are provided annually at the school and district levels to increase teacher knowledge in research-based best practices for increasing student achievement. Workshops offered align with our district Education Plan and are based on our needs assessment and student data. On the 2017 report card survey, 93% of teachers agreed that we provide relevant professional development opportunities. Technology professional

development is provided to help teachers meet State Department technology proficiency.

School Climate Summary

All teachers, fifth grade parents, and fifth grade students are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensible information regarding the school environment. Results from the 2016-17 survey indicate that 93% of teachers and students combined are satisfied with the learning environment at Hollis and 97% feel safe while at school. Of the 22 parents who completed the survey, 77.3% were satisfied with the learning environment and 87% felt their child was safe at school. The percentage of parents and teachers satisfied with school-home relations was 87%.

Significant Challenges:

- High Poverty Rate
- Transiency of students
- Number of students with disabilities
- Kindergarten students entering school with limited literacy skills
- Increase in number of ESOL students
- Lack of Parent Involvement
- Student Tardiness

Awards, Results, and Accomplishments

- 2015 SC Palmetto Silver Award for General Performance
- 2015 SC Palmetto Silver Award for Closing the Achievement Gap
- 2013-14 Arts Integration Grant-
- 2013-14 Title 1 Reward School for Performance
- 2012-13 Title 1 Reward School for

- Mentor Program
- Fresh Fruit and Vegetable Program
- Donors Choose Grant Recipients
- State PTA Reflection Contest Winners
- PEP Literacy Grant Recipient
- National Board Certified Teachers

Performance

- 2012, 2014 PTA Gold Medal Association Award

School Profile

School Community

Hollis Academy is a Title I school located in the Judson Mill Community in Greenville, South Carolina. It is one of fifty one elementary schools in Greenville County Schools. We serve students in K4 through fifth grade. The school day begins at 8:00 am and students are dismissed at 2:30 pm.

The history of Hollis Academy began with the establishment of the Parker School District by Mr. Laurence Peter Hollis. Mr. Hollis was instrumental as the superintendent of the school district, where he served from 1923-1951. After the Parker School District consolidated with the School District of Greenville County, Mr. Hollis continued to support public education and community involvement. Hollis Academy is named for Mr. L.P. Hollis and is proud to continue his tradition of excellence in education.

L.P. Hollis opened its doors in 1955. For the first thirty years, the school served both elementary and junior high school students. It was a community school as there were no buses, and almost all of the students who attended lived in the local communities. In 1986, Hollis began to serve only elementary school students. Ten years later, Hollis Elementary became a magnet school, offering students a rigorous scholastic curriculum on a modified year-round school calendar, and the name was changed to Hollis Academy. The new Hollis Academy building opened in 2002 and is capable of accommodating 1,000 students with 35 regular classrooms for kindergarten through fifth grade. In August of 2008, Hollis Academy returned to the traditional school calendar and began to offer single gender classes.

Our school motto is *"Caring for children today…Creating leaders for tomorrow."* An exemplary faculty and staff provides a safe, nurturing learning environment, supported by parents and the larger community. The mission of Hollis Academy is

to support students socially, emotionally, and academically by establishing an engaging environment where students are inspired to create, collaborate, and commit themselves to a lifetime of learning.

School Leaders

Principal

Mr. Miki Golden, Jr. is the principal of Hollis Academy and has served us for 13 years. Prior to coming to Hollis, he was assistant principal at East North Street Academy and Sirrine Elementary. He has taught grades 2-5, and worked as a science lab teacher during his tenure as an educator. Mr. Golden graduated from Bob Jones University in 1984 with a BS in Elementary Education. He also attended Furman University and received a MA in Elementary Education in 1991 and a MA in School Leadership and Supervision from Furman University in 2002. As the instructional leader at Hollis Academy, Mr. Golden believes all students are capable of learning and achieving at high levels. He strives to provide teachers with professional opportunities to create optimum learning environments, ongoing data analysis, and implementation of sound research based strategies.

Assistant Principal

Mrs. Maureen Heinbuch, our Assistant Principal, is a graduate of Clemson University and has served at Hollis for 9 years. At Clemson she earned a Bachelor of Science Degree in Elementary Education, and completed her Masters in Administration and Supervision there as well.

Our Facility

Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, a reading resource room with leveled readers, and a state of-the-art media center which includes a media production room. The cafeteria has a stage and seats 370 people for meals and 510 people for assemblies. A smaller dining room seats 25 people and can be used for special luncheons.

The main entrance creates a hub with a security door yielding restricted access to the main office suite and multi-purpose room. This system provides all-day protection and a sense of security for all teachers and staff, students, and visiting parents. The office suite accommodates a secretary, an attendance clerk, a mailroom, nurse facilities, book storage, and supply space, as well as an area for teachers to work. The facility also has separate bus and car drop-off areas, and designated group parking that includes privileged parking for our Teacher of the Year, Staff of the Month, and PBIS Teacher of the Week. Our grounds have an outdoor walking track and multiple playground areas.

All of our classrooms are self-contained. Eight kindergarten classrooms surround the covered kindergarten play area in a wing by itself. First and second grade classrooms are located on the first floor and all third, fourth and fifth grade classrooms are located on the second floor and are accessible by an elevator. All classrooms are equipped with Promethean Boards, wireless internet and laptops, Chromebooks, iPads, and document cameras.   Portable iPad and Chromebook carts are also available to all classes for technology integration.

Parent Involvement

One of the most important factors in school improvement is strengthening parent involvement in the education of our students. Parental involvement is encouraged through PTA membership/PTA meetings, quarterly parent meetings, Parenting Partners Workshops, Hands on Hollis, surveys, Title 1 Planning committee, and the School Improvement Council (SIC). The Title I Facilitator and parent involvement coordinator plan workshops for parents to assist their

children and promote success. Parents are notified of and invited to participate in school events through the school marquee located at the front of the building, a monthly newsletter, the school website, the school Facebook page, phone messages, teacher websites and teacher class newsletters. Parent Involvement meetings are planned based on the fall survey results. Parent meetings often include topics such as Internet Safety, learning English, supporting your student at home within different academic domains, homework help, parenting classes, and resources within our community. Parents are also invited and encouraged to attend Meet the Teacher Night, Open House, Chorus Performances, Award's Day each quarter, Reading and Math Nights, and our Spring Carnival. Hands on Hollis is a new program developed to match parent volunteers with teachers and staff within the building that need a parent volunteer. As a result of these parental involvement opportunities, Hollis remains a Red Carpet School, which welcomes parents into our school. The Red Carpet School Award is presented by the State Department of Education to recognize schools with outstanding family-friendly environments. Our red carpet is proudly displayed on the brick wall in the lobby.

School Improvement Council

The School Improvement Council is composed of administration, parents, teachers, and community representatives. The team's purpose is to work closely with the leadership at Hollis to promote student success.

Title I

The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. This purpose is accomplished by such efforts as providing an enriched and accelerated educational program, promoting schoolwide reform through schoolwide programs or through additional services that increase the amount and quality of instructional time, significantly upgrading the quality of instruction by providing staff in participating schools with

substantial opportunities for professional development, and affording parents meaningful opportunities to participate in the education of their children at home and at school.

Partnerships

Partnerships continue to play an essential role in our school as they support students socially, emotionally, and academically in order to raise academic achievement and meet school goals.

- First Presbyterian Church provides room parents and volunteers for each classroom. They also provide 130 backpacks of food for students in need each week.

- Greenville Multicultural provides summer camp for students where they work on academics and social/emotional skills.

- St. Francis provides a school based coordinator responsible for recruiting, training, and organizing mentors who meet with assigned students weekly. Mentors assist students with building positive relationships with adults and help student grow socially.

- Frazee Center is working to create a pre-school program for our future students in order to build early social and literacy skills. They also are adding a 3rd and 4th grade girl's afterschool program.

- Girls on the Run provides girls an opportunity to work in a team environment while learning to stay healthy.

- Big Brothers/Big Sisters provides tutors throughout the school day.

- Kroc Center provides afterschool care for students while assisting with academics.

- YMCA Judson provides afterschool care for students while assisting with academics.

- Fluor Daniel provides tutors throughout the school day.

- Greenville Mental Health provides a full time counselor to assist with students' emotional needs.

- Kiwanis Club Terrific Kids encourages positive characteristics of students and provides rewards quarterly.

- Public Education Partners supports literacy by providing free books for students to read over the summer.

School Personnel Data

Hollis Academy is committed to having a high quality instructional team at all levels that is certified and highly qualified as defined by ESSA. Our faculty holds various degrees and years of experience. Currently, 54% of our teachers hold advanced degrees and four teachers are Nationally Board Certified.

Our growing enrollment has resulted in hiring more teachers who are new to the profession. Currently, 37% of our teachers have 5 or less years of teaching experience.

Staff Degree Levels

Degree Level	Number of Teachers
Bachelors	26
Bachelors + 18	4
Masters	22
Masters +30	11
Doctorate	2

Staff Years of Experience

Years of Experience	Number of Teachers
1-5	24
6-10	11
11-15	13
16-20	7
21-25	4
26+	6
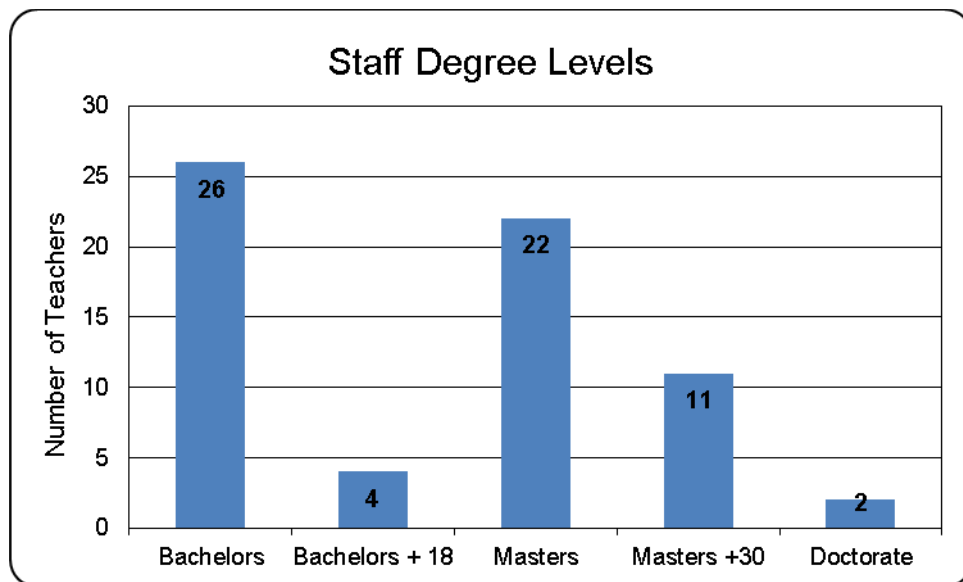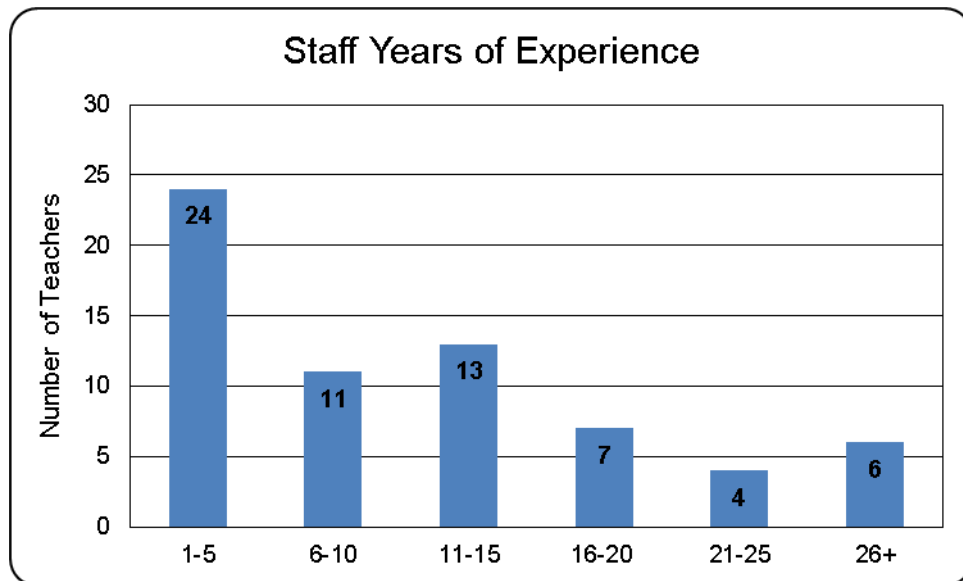
Professional Staff:

- 2 Administrators
- 2 Instructional Coaches
- 1 Title One Facilitator
- 42 Classroom Teachers
- 4 Related Arts Teachers
- 3 Resource Teachers
- Mental Health Counselor
- School Psychologist

- RTI Teacher
- Literacy Specialist
- Speech Teacher
- 3 ESOL Teachers
- Guidance Teacher
- Challenge Teacher
- Social Worker
- Computer Lab Teacher

Support Staff:

- 8 Paraprofessionals
- Title 1 Parent Coordinator
- School Secretary
- Attendance Clerk

- Media Clerk
- School nurse
- Cafeteria Manager
- Mentor Coordinator

Student Population

School Enrollment

Grade	Enrollment
K4	21
K5	95
1st	118
2nd	110
3rd	132
4th	123
5th	119

Enrollment Over Time 2013-2018

Year	Enrollment
2013-14	635
2014-15	654
2015-16	687
2016-17	690
2017-18	718
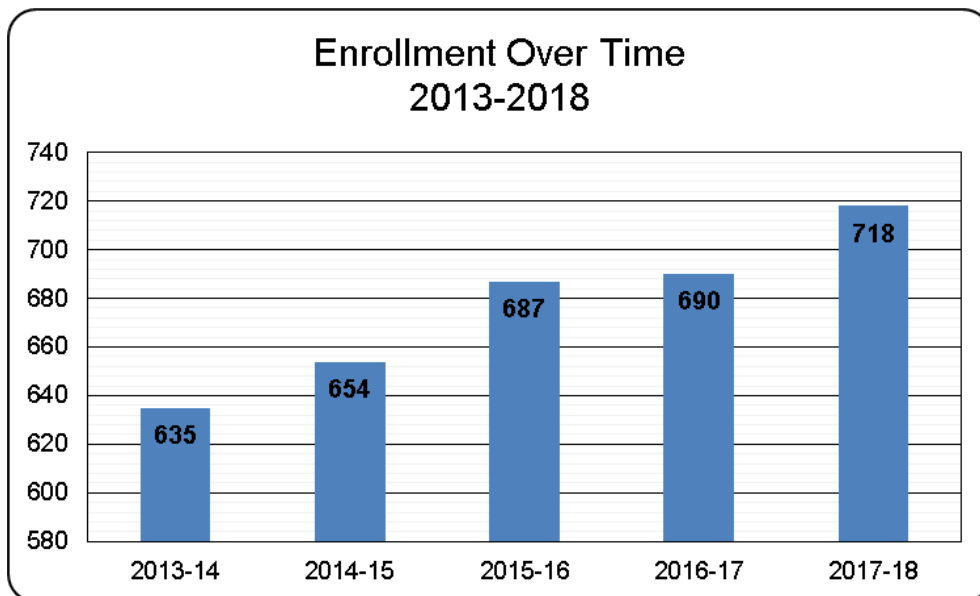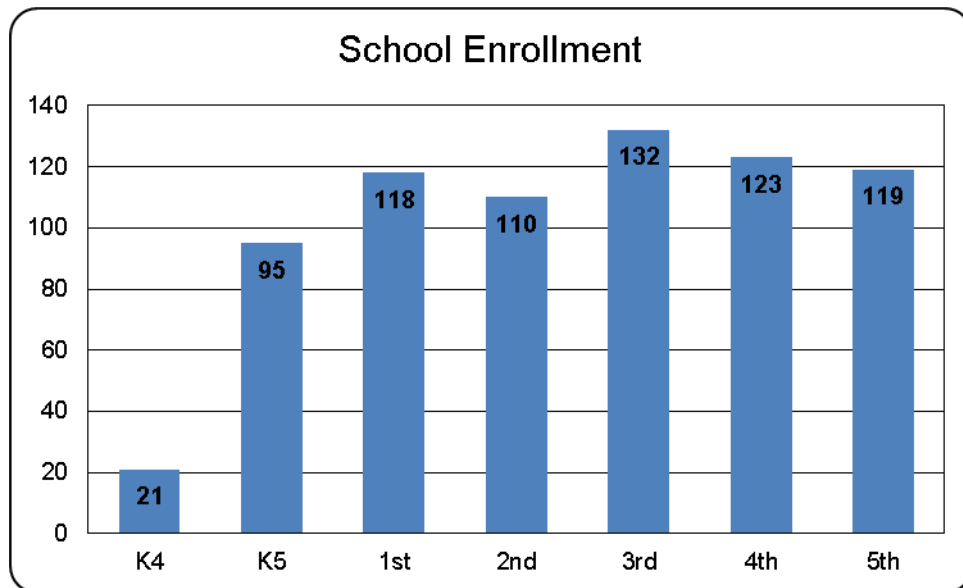
Student Ethnicity

Current enrollment figures show the following ethnic distribution of students: 42% African American, 12% Caucasian, 41% Hispanic, and 5% from two or more races.

Ethnicity

Legend:
- African American — 42%
- Hispanic — 41%
- Caucasian — 12%
- Multi-Racial — 5%
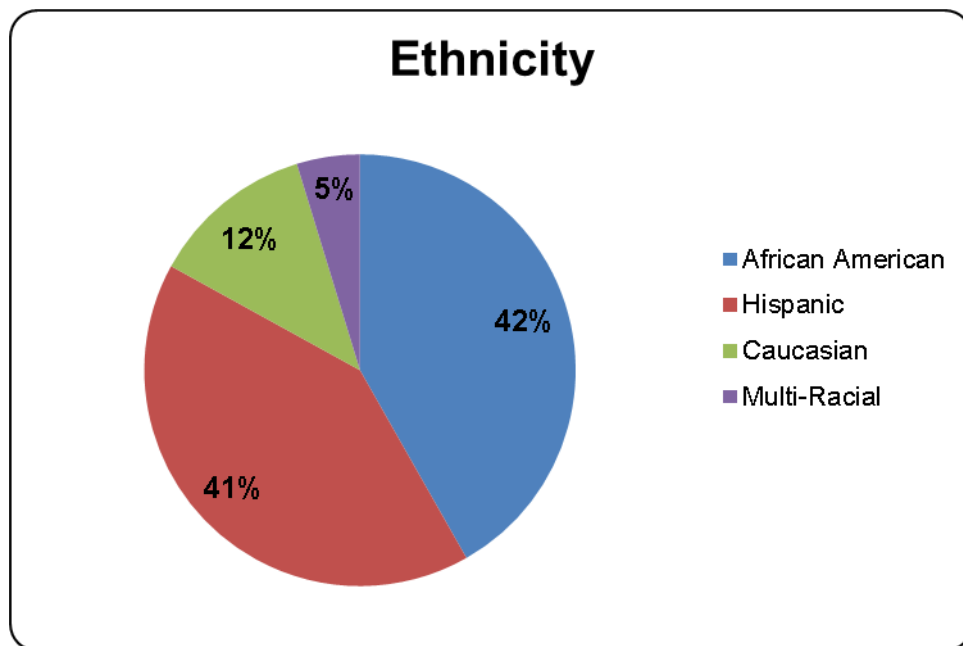
ESOL Students

The growing enrollment of Hispanic students has resulted in an increase of the number of students at Hollis receiving ESOL services over the last several years.

ELL Students

Number of Studets

Year	Number of Students
2013-14	169
2014-15	185
2015-16	221
2016-17	244
2017-18	281
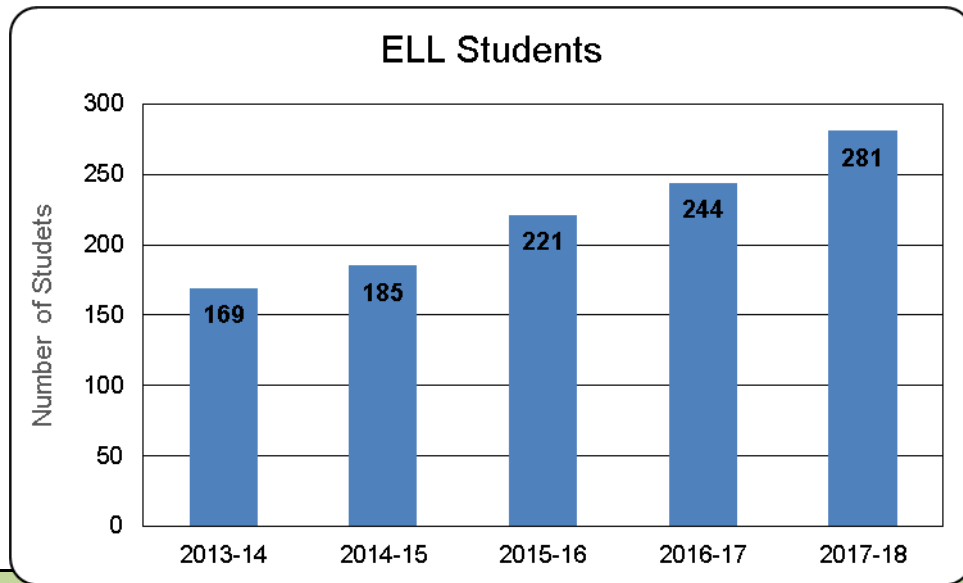
Source: SC School Report Cards	2014-15	2015-16	2016-17
Student Attendance Rate	95.9%	96.5%	96%
Students Eligible for Gifted and Talented	1.7%	2.8%	1.8%
Student Retention Rate	0.9%	1.3%	0.8%
Students with Disabilities	13.9%	16.5%	15.4%
Percentage of Students In Poverty	93.3%	92.7%	91.7%

Academic Programs

Hollis Academy is helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by providing an engaging learning environment where students feel welcomed and are eager to learn. As such, our school goals focus on academic achievement, professional development, technology integration, and community relations. Specific strategies are developed to support the attainment of each goal. Many hours are provided to enhance teaching skills through professional development that focuses on

research-based best practices to improve teaching skills, knowledge, and instructional delivery.

Our students have access to a well-balanced, strategically planned curriculum based on best practices, instruction guided by ongoing assessments, and a faculty and staff knowledgeable in current instructional methodologies. We focus on a researched-based core curriculum aligned with State Standards and District Curriculum Maps.

ELA

Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write through pervasive and consistent implementation of best practices across grade levels and content areas and incorporates the research based theories of Vygotsky, Fountas and Pinnell, Gallagher, Calkins, Clay and others. The model fosters gradual release of responsibility to the student as they receive instruction needed to meet grade level expectations in reading and writing, while allowing students to work at a level that is appropriate for individual growth and achievement. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing. Additionally, students are engaged in language and word study. Listening and speaking are also emphasized in this integrated language approach. At Hollis, we use Lucy Calkins' Reading and Writing Units of Study to support GCS Framework for Literacy Instruction. We also use Jan Richardson's The Next Step Forward in Guided Reading for small group instruction.

Math

The mathematics program for Greenville County reflects the SC College- and Career-Ready Standards for Mathematics. It provides a well-balanced and rigorous mathematics curriculum for all students. Students have opportunities to become proficient in basic skills, develop conceptual understanding and become adept problem solvers. The seven standards for mathematical processes are consistent in grades K-5. These process standards are combined with content standards at each grade that endeavor to balance procedure and understanding.

The Houghton Mifflin Mathematics series is used in all grade levels to support the curriculum. Math in Practice is also used as a grade by grade resource for strategies and support for teaching. Students are engaged in math activities for 60 minutes every day.

In addition, teachers engage students in Number Talks by Sherry Parrish for 10-15 minutes each day. This is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide. Number Talks are structured as short sessions alongside (but not necessarily directly related to) our math curriculum.

Science

The Macmillan McGraw-Hill series is used in all grades. In addition, District science kits are provided for a more hands-on approach to science with inquiry based lessons in physical science, earth science, and life science.

In Kindergarten through 2nd Grade, the standards and performance indicators for the science and engineering practices and core science content emphasize students making observations and explanations about phenomena they can directly explore and investigate. Student experiences are structured as they begin to learn the features of a scientific investigation and engage in the practices of science and engineering.

In 3rd Grade through 5th Grade, the standards and performance indicators for the science and engineering practices and core science content emphasize students becoming more sophisticated in describing, representing or explaining concepts or ideas. Students use their experiences from structured investigations in Kindergarten through 2nd Grade to begin planning their own investigations to answer scientific questions.

Social Studies

Teachers utilize the South Carolina standards, state support documents, and district curriculum guides to drive instruction. The Scott Foresman textbook is a resource used by teachers as a supplemental material. Social Studies in Kindergarten focuses on those aspects of living that affect the children and their families. The focus in the first grade is the family in America and in other countries around the world. In grade two, students learn about communities and the diverse cultures that have contributed to the nation's heritage. The exceptional story of South Carolina is the focus of third-grade Social Studies. The Social Studies standards in grades four and five are a comprehensive history in the United States. The first part of this story, which dates from the exploration of the New World to the end of the Civil War, is the focus for grade four. Students continue their study of the history of the United States in grade five, beginning with Reconstruction and continuing through the present day.

Single-Gender Program

Hollis began a single-gender program in 2008-2009. Recent brain research shows that there are important differences between boys and girls that impact the way each learns. Research also shows that Single-Gender classrooms increase students' ability to learn. Our students will learn the same content and standards, but will learn it in different ways. Hollis provides classes with all boys and all girls at each grade level in grades 1-5, as we continue to focus on providing the best and innovative education opportunities for our students.

Technology Integration

Technology integration is an important aspect of the elementary curriculum at Hollis. Both teachers and students utilize technology on a daily basis. Our school is equipped with a computer lab, 1-1 Chromebooks in every classroom second through fifth grade, at least six laptops, four iPads, and four Osmos in each kindergarten and first grade classroom, as well as two iPad carts, two Chromebook carts, and other computer carts which are available for checkout, all of which function through our wireless platform to ensure full technology integration in every classroom. Classrooms contain Promethean interactive white boards and Dukane cameras to maximize our students' level of engagement during instruction. Our students also utilize web-based computer programs such as RAZ Kids that provide individualized instruction and practice in reading.

Enrichment

Music

All kindergarten through fifth grade students attend music class. In class they learn fundamental, sequential skills. Students apply their skills and demonstrate comprehension by engaging in hands-on activities that involve creating music, performing music, listening/responding to music and connecting music to other subjects, life events, and cultures. Emphasis is placed on developing music literacy among elementary students so they can eventually read music at sight.

Classroom Music teaches:
- An appreciation of music of varying styles and cultures
- Singing a variety of folk and composed songs
- Playing instruments
- Movement
- Music reading skills
- Music terminology and concepts
- Higher level thinking skills

Art

Students in Kindergarten through Fifth Grade attend weekly art classes, taught by certified visual art teachers. Art engages students in hands on creation, exposure, and response to visual art and artistic expression. Aligned with SC Visual Art Standards, the elementary visual arts program allows our youngest students to become more aware of the role of the arts in the world around them. Our students develop a foundational understanding of a variety of art forms and techniques, including painting, drawing, printmaking, weaving, 3-dimensional construction, design, ceramics/clay and more. Students are introduced to art history through the study of a variety of artworks and experience different cultures through the study of those cultures' visual art forms. In art, students begin to build and develop a vital relationship to the arts. Through their experiences, they learn to express their own creativity, communicate in their own, unique way, expand visual perception, and develop skills needed for future success.

Physical Education

Students learn to develop and maintain a healthy level of fitness, find personal enjoyment in life-long physical activity, and interact positively with others in sports and activities.

The CATCH (Coordinated Approach To Child Health) curriculum in used in Kindergarten through 5th grade. The primary goal of CATCH's Physical Education component is to increase the amount of moderate-to-vigorous activity (MVPA) children engage in during their PE time. CATCH PE encourages at least 50% MVPA during PE time. CATCH also encourage students to receive 60 minutes of physical activity every day.

In grades k-2, CATCH introduces students to a variety of essential movement concepts and fundamental skill themes. Lessons are fun and help children acquire the fundamental competencies that are the foundation for more complex skill mastery.

CATCH in grades 3-5 expands the range of skill themes and physical fitness activities by challe students to learn in more complex movement environments. Lesson structure maximize

practice and opportunities to learn, so that students increasingly become competent in movement forms and achieve mastery in others.

Student Support

Response to Intervention (RTI)

RTI is a method of academic intervention to provide early, systematic assistance to children who are having difficulty learning to read. RTI seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions. Reading tools and strategies are taught so children can become independent and successful readers on or above grade level. A school-wide screening (FastBridge) is done three times a year to qualify students for the program. We use Leveled Literacy Intervention (LLI) as a resource for intervention instruction.

Assistance Team (A-Team)

The A-Team is a school based problem-solving team which assists teachers with student's learning and behavior problems. It is a process in which staff members work collaboratively to provide research based interventions in an effort to increase academic success.

Character Education

Our guidance teacher offers a comprehensible developmental program to all students focusing on character education and life skills. Our school also has a full time Mental Health Counselor as well as a Social Worker to serve our students and families. Throughout the school year, these core components will be delivered based upon the needs of the students and teachers at Hollis Academy.

Individual Counseling Sessions: Individual counseling is available to all students during designated "counsel" times on the counselor's schedule. Individual counseling sessions may be responsive or preventative. Solution-Focused Brief Therapy will be used to help students set their own goals for counseling.

Group Counseling: Groups will form throughout the year based on the needs of the teachers and students. The counselor will identify students, send out e-mails

to identify students, and use needs assessments (both teacher and student) to identify students for groups. Small group counseling will take place once a week.

Classroom Counseling: Classroom counseling will be delivered to each class on an A/B/C week schedule. Topics are listed below. Topics have been generated based on student/parent/teacher needs assessments and the Second Step curriculum.

Character Education: Counselor will set a character word quarterly and give a mini lesson to each classroom based on that lesson. Counselor and teachers will have the opportunity to award students with "Ninja turtle shells" for each of the character words. Those will be awarded if a student shows the character word throughout the lesson or day.

ESOL (English Speakers of Other Languages)

Hollis has three ESOL teachers who help students grow in their language acquisition through small group lessons and inclusion in the regular education classroom. This program has been vital in sustaining the progress and achievements of our ESOL students.

PBIS

Our administration, faculty, and staff follow a positive and constructive approach to discipline and work toward maintaining this positive learning climate. Classroom rules are regularly discussed and student discipline is the responsibility of all staff members. Our primary goal is to develop positive social behavior. Students have many opportunities for recognition of good behavior, including Terrific Kids award assemblies. Hollis Academy implements the school-wide behavior incentive program called the Positive Behavior Intervention System (PBIS). Our purpose is to make positive behavior so inviting and rewarding that all students will want to participate.

Hollis Academy Code of Conduct

1) I am responsible for myself, my actions, and my choices.
2) I always come prepared to learn.

3) I will respect everyone in our school with my speech and actions.

4) I will follow directions politely the first time they are given.

5) I will keep my hands, feet, and all objects to myself.

Hollis PBIS Matrix

	Responsible	Respectful	Ready
Bathrooms	• Keep the mirror, sink, toilet, and floor clean	• Allow others privacy	• Use the bathroom only when necessary
Hallway/ Stairwell	• Walk quietly on the right side • Take one step at a time • Walk with one hand on rail in the stairwell.	• Speak only when given permission • Greet others silently with a wave • Keep hands, feet, and all objects to yourself	• Walk facing forward • Walk/stand in the 2nd tile from the wall
Cafeteria	• Walk in a line • Clean up after yourself (Place trays in the service window) (Pick up garbage and clean up spills) • Stand quietly behind your seat at lunch until directed by the teacher to sit down	• Greet & thank the staff • Silent during breakfast • Use inside voice during lunch • Keep your hands, feet and all objects to yourself	• Give lunch order • Get milk and utensils • Follow exiting procedures given by the teacher • Remain silent in the lunch line
Bus	• Board & exit safely • Sit where told • Walk in front of the bus (When Exiting)	• Greet bus driver • Use inside voice • Keep hands, feet, and all objects to yourself	• Keep aisle clear • Remain seated at all times • Be prepared to board and exit the bus at the appropriate time
Arrival Area	• Enter at the appropriate door • Walk directly to your holding area after breakfast	• Greet others silently with a wave • Follow directions of safety patrols and teachers	• Arrive between 7:15 & 7:55 • Arrive before 7:40 to eat breakfast

Playground	• Use playground equipment as it was intended • Bring in all items taken outside	• Take turns & include everyone • Keeps hands, feet and all objects to yourself	• When whistle blows stop, look & listen to your teacher • Stay focused & participate in organized activities • Line up when the teacher signals
Dismissal Area	• Gather all needed items from the classroom before go to holding area • Walk directly to your holding area • Sit silently in your holding area • Exit through the appropriate door	• Follow directions of safety patrols and teachers	• Come when your name or class is called the first time

Mission, Vision, and Beliefs

Vision: Students engaged, inspired, and empowered for educational success.

We believe…

- Students achieve best in a safe and inviting environment where they are engaged in learning.

- Students must have highly competent and caring teachers, principals, and support staff.

- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.

- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.

- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.

- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.

- Education is the shared responsibility of students, home, school, business, and community.

- Curriculum and instruction must meet the needs of all students and prepare each student for success.

- Early reading and mathematical thinking are the foundations for educational success.

- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

Our Mission

We support students socially, emotionally, and academically by establishing an engaging environment where students are inspired to create, collaborate, and commit themselves to a lifetime of learning.

Data Analysis and Needs Assessment

Student Achievement

State Rating History*	Past Year's Ratings 2014 - Average 2013 - Average 2012 - Average

*Based on state law, schools and districts will not be rated for state accountability purposes until Fall 2018

- **2015 SC Palmetto Silver Award for General Performance**
  And Closing the Achievement Gap
- **2013-14 Title 1 Reward School for Performance**
- **2012-13 Title 1 Reward School for Performance**
- **2011-2012 SC Palmetto Silver Award Winner**

SC READY 2016-2017 Data

The South Carolina College- and Career-Ready Assessments (SC READY) is a statewide assessment that includes tests in English Language Arts (ELA) and mathematics administered to students in grades 3–5. The initial administration of

the SC READY was in spring 2016, and the SC READY test results will be used for state and federal accountability purposes.

Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on SC READY ELA and mathematics tests.

Exceeds Expectations – The student exceeds expectations as defined by the grade-level content standards.

Meets Expectations – The student meets expectations as defined by the grade-level content standards.

Approaches Expectations – The student approaches expectations as defined by the grade-level content standards.

Does Not Meet Expectations – The student does not meet expectations as defined by the grade-level content standards.
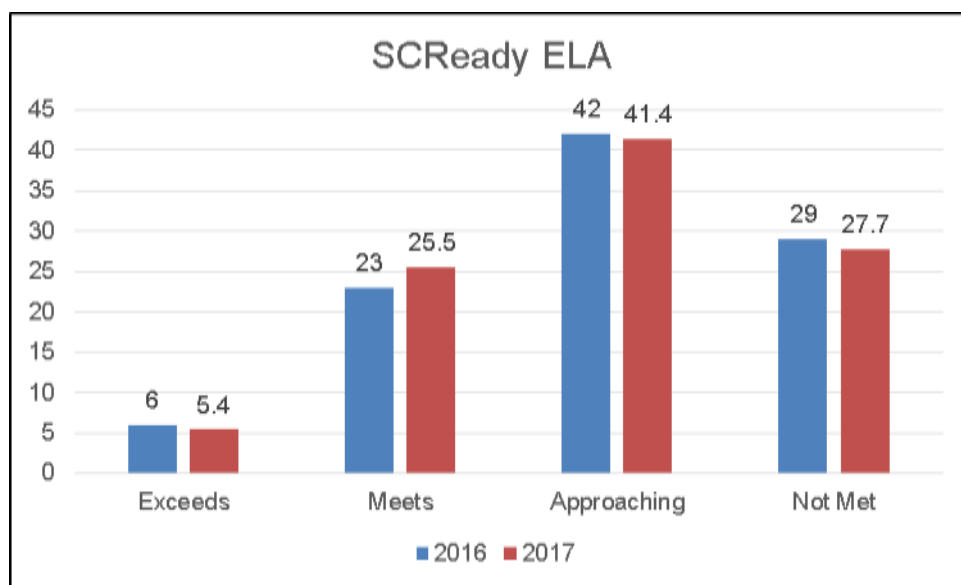
2017- 30.9% of all students scored Meets or Exceeds Expectation
2016-29% of all students scored Meets or Exceeds Expectation

English Language Arts 2017 by Grade Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations

3	**27.7**	**38.6**	**29.7**	**4.0**
4	**23.5**	**41.2**	**28.4**	**5.9**
5	**33.3**	**45.3**	**14.7**	**6.7**

English Language Arts 2016 by Grade Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	**21.7**	**47.5**	**24.2**	**6.7**
4	**30.1**	**41**	**21.7**	**7.2**
5	**37.9**	**35.9**	**23.3**	**2.9**
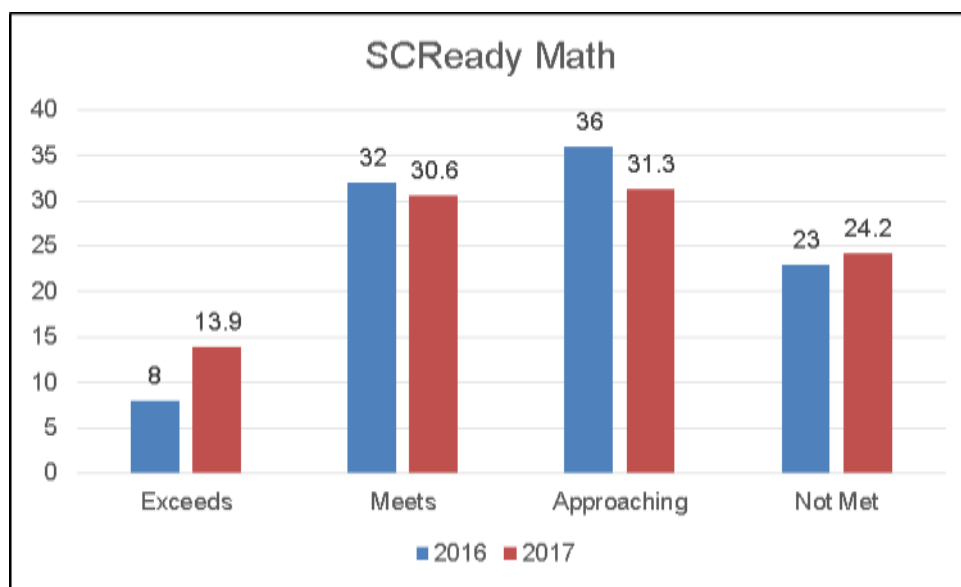
2017- 44.5% of all students scored Meets or Exceeds Expectation
2016-40% of all students scored Meets or Exceeds Expectation

Mathematics 2017 by Grade Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	**21.6**	**22.5**	**41.2**	**14.7**
4	**18.3**	**38.4**	**29.8**	**13.5**
5	**36**	**33.4**	**17.3**	**13.3**

Mathematics 2016 by Grade Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	19.8	28.1	43	9.1
4	26.2	38.1	28.6	7.1
5	25.2	42.7	23.3	8.7

SCPASS 2016-2017 Data

In 2016-2017, the achievement standards for SCPASS Science were reset. The test results are now reported using the same four achievement categories as SC READY – Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.
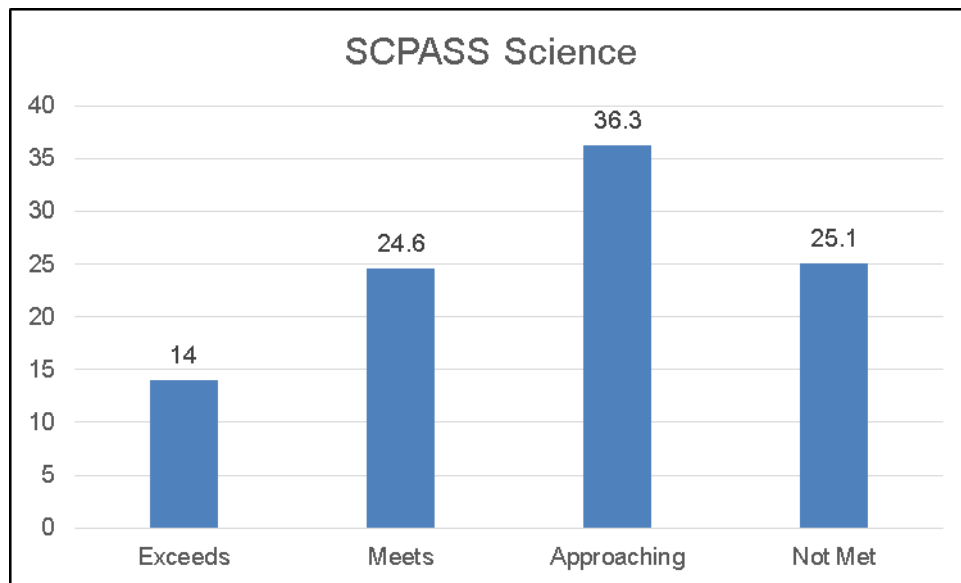
Science- All Students

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2017	25.1	36.3	24.6	14.0

2016	40.1	███████	51.2	8.7

Science 2017 by Grade Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
4	12.0	41.9	31.6	14.5
5	45.7	29.6	12.3	12.3

Science 2016 by Grade Level

	% Met & Exemplary
Grade 4	70.8
Grade 5	52.0

The test results for SCPASS Social Studies continue to be reported using three categories – Not Met, Met, and Exemplary.
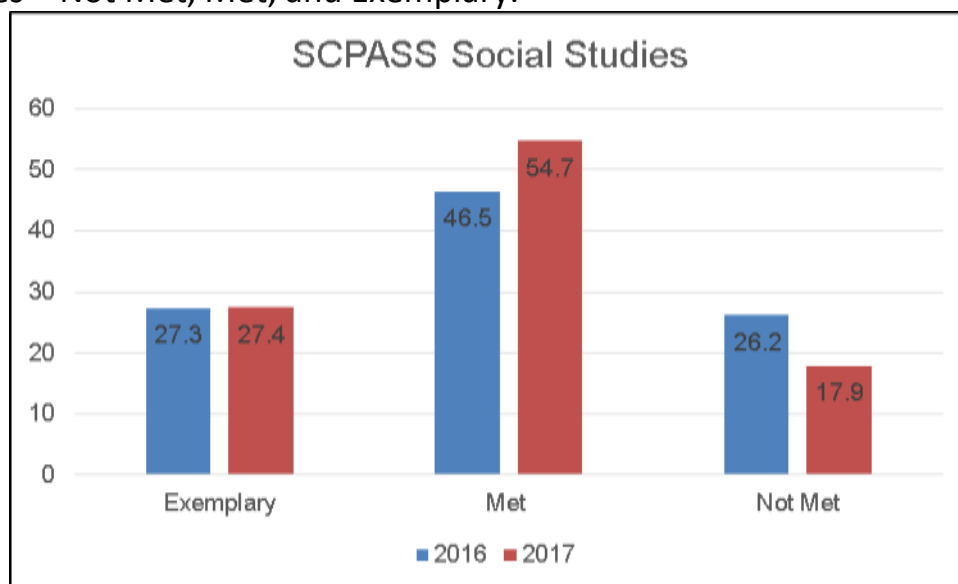
Social Studies- All Students

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
2017	17.9	54.7	27.4
2016	26.2	46.5	27.3

Social Studies 2017 by Grade Level

	% Met & Exemplary
Grade 4	88.5
Grade 5	73.3

Social Studies 2016 by Grade Level

	% Met & Exemplary
Grade 4	86.1
Grade 5	65.0

Teacher and Administrator Quality

School Staff Source: SC School Report Cards	2014-15	2015-16	2016-17
Teachers with Advanced Degrees	52.2%	47.9%	44%
Teachers Returning from Previous Year	85.6%	86.1%	86.8%
Teachers Attendance Rate	94.4%	96.5%	93%
Continuing Contract Teachers	69.6%	70.8%	72%
Percentage of qualified, diverse teachers *Baseline will be determined in 2017-18			

Hollis Academy is committed to having a high quality instructional team that is certified and highly qualified as defined by ESSA. In order to improve student achievement, our school and district adheres to the following guidelines concerning teachers and administrators:

- Hire highly qualified personnel
- Provide mentors for first year teachers
- Provide on-going professional development opportunities
- Evaluate personnel according to state and district guidelines

All teachers must obtain 24 hours or more of professional development yearly with a minimum of 12 hours offered at the school level. Professional development

days are provided to assist teachers in achieving their personal professional growth plan and to enhance delivery of instruction.

Professional development opportunities are provided for teachers and staff on the effective implementation of district instructional initiatives through faculty meetings, grade level meetings, book studies and Professional Learning Community dialogues. These opportunities address student and teacher needs and are research-based. Teachers are encouraged to attend Summer Institute as well as the Upstate Technology Conference.

Hollis Academy Professional Development Calendar 2017-2018			
Date	**Title**	**Leader**	**Time**
8/14/17	New Teacher Orientation	Mr. Golden	9:00-4:00
8/15/17	Opening Day Expectations and Procedures	Mr. Golden	8:30-12:00
8/16/17	Technology Break Out Sessions	Teachers	1:15-2:45
8/21/17	Technology PD- SeeSaw(K-1) Chromebooks(2-5)	Jena Putnam	8:30-11:45
8/21/17	IC/Teachers Meeting- ELA/Math Expectations	Bradley/Hydrick	8:30-11:45
8/23/17	Number Talks	Bradley/Hydrick	3:00-4:30
8/30/17	Benchmarking Basics	Rapp	3:00-4:30
9/6/17	Introduction to Mastery Connect	Bradley/Hydrick	3:00-4:00
9/13/17	PLCs –Taking a Look at Data	Facilitators	3:00-4:00
9/18/17	Reading Workshop- Calkins Videos PD (K5 and 2nd)	Bradley	3:00-5:00
9/20/17	The Principal 50: Inspiring Schoolwide Excellence	Furman Consortium	8:30-12:00
9/20/17	Literacy PD- Benchmark Data and Guided Reading	Rapp	3:00-4:00
9/21/17	Literacy Mentor Training (K-1)	Burgess	8:00-3:00
9/21/17	Writing Workshop- Calkins Videos PD (1st grade)	Massey	3:00-5:00
9/25/17	Literacy Consultation with Grades 2 and 5	Burgess	3:00-4:00
9/26/17	Literacy Consultation with Grades K and 4	Burgess	3:00-4:00
9/28/17	Literacy Consultation with Grades 1 and 3	Burgess	3:00-4:00
10/2/17	Writing Norming PD-2nd grade	Massey	3:15-4:15
10/5/17	Writing Norming PD-1st grade	Massey	3:15-4:15
10/5/17	Literacy Mentor Training (2-3)	Burgess	8:00-3:00
10/10/17	Writing Norming PD-K5	Massey	3:00-4:00
10/11/17	Next Steps Forward in Guided Reading- 2nd Grade	Rapp	8:00-3:00
10/11/17	PLCs	Facilitators	3:00-4:00
10/12/17	Next Steps Forward in Guided Reading- 3rd Grade	Rapp	8:00-3:00
10/18/17	Math Workshop	Bradley/Hydrick	3:00-4:00
10/23/17	Next Steps Forward in Guided Reading- K5	Rapp	8:00-3:00
10/24/17	Next Steps Forward in Guided Reading- 1st Grade	Rapp	8:00-3:00

	Grade		
11/1/17	Faculty Meeting	Mr. Golden	3:00-5:00
11/2/17	Guided Reading with Special Ed.	Rapp	3:00-4:00
11/2/17	Next Steps Forward in Guided Reading- 4th Grade	Rapp	8:00-3:00
11/6/17	Literacy Consultation with Grades 2 and 5	Burgess	3:00-4:00
11/7/17	Literacy Consultation with Grades K and 4	Burgess	3:00-4:00
11/7/17	Next Steps Forward in Guided Reading- 5th Grade	Rapp	8:00-3:00
11/9/17	Literacy Consultation with Grades 1 and 3	Burgess	3:00-4:00
11/8/17	PLCs	Facilitators	3:00-4:00
11/15/17	Technology PD Collaboration	Jena Putnam	3:00-4:30
11/20/17	Osmos for Kindergarten and 1st Grade Teachers	Jena Putnam	3:00-4:00
12/13/17	PLCs	Facilitators	3:00-4:00
1/10/18	PLCs	Facilitators	3:00-4:00
1/17/18	Technology PD-Chromebooks (2-5) Engagement	Jena Putnam	3:00-4:30
1/29/18	Literacy Consultation with Grades 2 and 5	Burgess	3:00-4:00
1/30/18	Literacy Consultation with Grades K and 4	Burgess	3:00-4:00
2/1/18	Literacy Consultation with Grades 1 and 3	Burgess	3:00-4:00
2/1/18	Guided Math- Laney Sammons	Furman Consortium	8:30-12:00
2/14/18	PLCs	Facilitators	3:00-4:00
2/21/18	Technology PD- K-1 Teachers Continuation of Content Creation	Jena Putnam	3:00-4:30
3/14/18	PLCs	Facilitators	3:00-4:00
4/18/18	PLCs	Facilitators	3:00-4:00
5/9/18	PLCs	Facilitators	3:00-4:00

School Climate

School climate is recognized as a significant factor related to student achievement. Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide valid, reliable, and comprehensive information regarding the school environment.

Source: SC School Report Cards	2014-15	2015-16	2016-17
Student Attendance Rate	95.9	96.5	96
Percent of Parents Satisfied with the Learning Environment	88	95	77.3
Percent of Teachers Satisfied with the Learning Environment	100	93.4	90.6
Percent of Students Satisfied with the Learning Environment	91	91.7	96.2

Percent of Parents Who Feel the School is Safe	87.8	94.9	87
Percent of Teachers Who Feel Safe at School During the Day	100	100	100
Percent of Students Who Feel Safe at School	87.9	96.9	94.9

2016-2017 School Report Link

https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=061

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 30% in 2016-17 to 43.2% 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 2.2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **30** (2016-17)	**School Projected Elementary 32.2**	**34.4**	**36.6**	**38.8**	**41**	**43.2**
		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 rigor and expectations in both instruction and assessment in all content areas to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Academic Specialists School Principals Instructional Coaches Literacy Specialist	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists School Principals Instructional Coaches Literacy Specialist	$0	NA	Coaching Cycle artifacts and coaching cycle schedule
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Assoc. Supt. for Academics School Principals Instructional Coaches Literacy Specialist Teachers	$0	NA	MasteryConnect Reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	School Principals Instructional Coaches Literacy Specialist Teachers	$0	NA	Mastery Connect/TE21 Coaching Cycles
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019-2023	School Principals Instructional Coaches Literacy Specialist Teachers	$0	NA	Mastery Connect/TE21 Coaching Cycles
6. Use the Literacy Framework for planning and organizing instruction	2018-2023	School Principals ICs/Literacy Spec. Teachers	$0	NA	Classroom schedules And lesson plans

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 44% in 2016-17 to 52.4% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.4% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **44** (2016-17)	**School Projected Elementary 45.4**	46.8	48.2	49.6	51	52.4
		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: Provide consistent targeted core mathematics instruction to meet identified student needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement tasks that promote reasoning and problem solving	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	$0	NA	Observations of problem solving and reasoning
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	$0	NA	Evidence of collaborative planning, classroom observations, specific feedback given to teachers for instructional improvement
4. Provide professional learning opportunities to build content knowledge and pedagogy	2018-2023	Academic Specialists School Principals Instructional Coaches	$0	NA	Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO
5. Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	$0	NA	Evidence of students independently persevering through problem solving. Effective and strategic use of mathematical tools.

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

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

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

PERFORMANCE GOAL: 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 _____% 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: Provide consistent targeted core Science instruction to meet identified student needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Enhance student understanding of Science concepts through intentional and authentic use of content vocabulary	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	$0	NA	Observations, lesson plans, classroom evidence of content vocabulary instruction
2. Use District science kits for inquiry lessons and hands on science activities.	2018-2023	School Principals Instructional Coaches Teachers	$0	NA	Observations, lesson plans, classroom evidence of content vocabulary instruction
3. Use formative assessments to inform instruction at a rigorous level	2018-2023	School Principals Instructional Coaches Teachers	$0	NA	MasteryConnect Teacher Observation Data
4. Use the district curriculum maps and resources for pacing and planning instruction	2018-2023	School Principals Instructional Coaches Teachers	$0	NA	Lesson Plans

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

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

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

PERFORMANCE GOAL: 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 _____% 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: Provide consistent targeted core Social Studies instruction to meet identified student needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Enhance student understanding of Social Studies concepts through intentional and authentic use of content vocabulary	2018-2023	School Principals Instructional Coaches Teachers	$0	NA	Observations, lesson plans, classroom evidence of content vocabulary instruction
2. Use formative assessments to inform instruction at a rigorous level	2018-2023	School Principals Instructional Coaches Teachers	$0	NA	MasteryConnect Teacher Observation Data
3. Use the district curriculum maps and resources for pacing and planning instruction	2018-2023	School Principals Instructional Coaches Teachers	$0	NA	Lesson Plans

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **33** (2016-17) Annual Increase = 2.0	**Projected Hispanic 35**	37	39	41	43	45
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 33 (2016-17) Annual Increase =2.0	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **24** (2016-17) Annual Increase = 2.5	**Projected AA 26.5**	29	31.5	34	36.5	39

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SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 24 (2016-17) Annual Increase =2.5	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **5** (2016-17) Annual Increase = 3.6	**Projected SWD 8.6**	12.2	15.8	19.4	23	26.6
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 5 (2016-17) Annual Increase = 3.6	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **19** (2016-17) Annual Increase = 2.8	**Projected LEP 21.8**	24.6	27.4	30.2	33	35.8
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 19 (2016-17) Annual Increase = 2.8	**Actual LEP**					
SC READY ELA SC READY test data file	Baseline will be established in 2017-18	**Projected SIP**	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	Baseline will be established in 2017-18	**Actual SIP**					

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SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **46** (2016-17) Annual Increase = 1.3	**Projected Hispanic 47.3**	48.6	49.9	51.2	52.5	53.8
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 46 (2016-17) Annual Increase = 1.3	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **33** (2016-17) Annual Increase =2.0	**Projected AA 35**	37	39	41	43	45
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 33 (2016-17) Annual Increase = 2.0	**Actual AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **10** (2016-17) Annual Increase = 3.3	**Projected SWD 13.3**	16.6	19.9	23.2	26.5	29.8
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 10 (2016-17) Annual Increase = 3.3	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **40** (2016-17) Annual Increase = 1.6	**Projected LEP 41.6**	43.2	44.8	46.4	48	49.6

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17) Annual Increase = 1.6	**Actual LEP**					
SC READY Math SC READY test data file	Baseline will be established in 2017-18	**Projected SIP**	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	Baseline will be established in 2017-18	**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. Implement Professional Learning Communities with data driven reflective conversations to improve teaching practice	2018-2023	Principals ICs Literacy Specialist Teachers	$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
2. Provide strategy and content support for teachers	2018-2023	Academic Specs. Principals ICs Literacy Specialist	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
3. Participate in professional learning opportunities for instructional strategies for diverse learners	2018-2023	Assoc. Supt. for Academics Academic Specs. Assist. Supt. for SPED Coord. Of ELL	$0	NA	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.

ACTION PLAN FOR STRATEGY #2: Improve use of Multi-Tiered Systems of Support (MTSS) in our school.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership Coordinator of MTSS School Admin	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Admin ICs	$0	$0	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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

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. Implement Balanced Literacy with fidelity.	2018-2023	School Principals ICs Literacy Specialist Teachers	$0	NA	Observations, lesson plans. Increased percentage of students at grade level on F&P.
2. Use the district framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	School Principals ICs Literacy Specialist Teachers	$0	NA	Observations, lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
3. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	School Principals ICs Literacy Specialist Teachers	$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students articulate and demonstrate progress toward reading goals.

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**
4. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	School Principal Assistant Principal ICs Literacy Specialist Teachers	$0	NA	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

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	Acad. Specs. Principals ICs Literacy Specialist	$0	NA	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	2018-2020	Assoc. Supt. for Academics Assist. Supts. for School Leadership Coord. of MTSS	$0	NA	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	Assoc. Supt. for Academics Assist. Supts. for School Leadership	$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented
4. Participate in intensive professional development for reading interventionists to ensure the implementation of best practices.	2018-2020	Assoc. Supt. for Academics Coord. of MTSS Interventionist	$0	NA	Agendas of district professional development for reading interventionists.

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: Recruit and retain high quality, diverse teachers.					EVALUATION
ACTIVITY	**TIMELINE**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Participate in the district's Shining Stars recruitment Fair.	2018-2023	School Principal IC Teacher Representative	$0	District	Shining Stars Schedule
2. Partner with local high schools and universities to support coursework for teacher cadets, practicum students, and student teachers.	2018-2023	School Principal Teachers Local schools and Universities	$0	NA	Documentation of collaboration between faculty professors, classroom teachers, and students
3. Provide differentiated Professional Learning opportunities based on student data and Instructional Rounds.	2018-2023	School Principal Assistant Principal ICs Literacy Specialist Teacher Leaders	$0	NA	Professional Learning Opportunities Calendar Observations
4. Provide protected common planning time for grade level collaboration within PLCs.	2018-2023	School Principal	$0	NA	School Schedule
5. Provide celebrations and recognition of teachers' successes to ensure staff morale remains high and teachers feel appreciated for their hard work.	2018-2023	School Principal Assistant Principal ICs Literacy Specialist	$0	NA	Survey Results
6. Utilize Faculty Senate as a forum for teachers and administration to celebrate school wide successes, review data, and discuss areas for growth.	2018-2023	School Principal Assistant Principal ICs Literacy Specialist Grade Level Chairs	$0	NA	Faculty Senate Minutes

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

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

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	94.9%	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SDE School Report Card Survey	100%	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					

SDE School Report Card Survey	87%	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					
SDE School Report Card Survey	94%	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SDE School Report Card Survey	88%	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1: Ensure school safety and 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 regular drills take place.	2018-2023	All Staff	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2.Take a proactive approach by periodically pushing out information about the safety measures that we take at school	2018-2023	All Staff	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
3. Follow School Safety Plan with Officer walk-throughs, locked doors, Visitor Sign-In, and "Ignore the Door."	2018-2023	All Staff	$0	NA	Resource officers Computer Log of Visitors
4. Continue use of the Level I and Level II background checks.	2018-2023	Front Office Staff	$0	NA	Volunteer checks completed
5. Install security cameras and monitor safety in key areas throughout the school.	2018-2023	District	$0	NA	Camera Installation

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

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

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	90%	**School Projected**	**90**	**90**	**90**	**90**	**90**
		School Actual					
AdvancED Culture & Climate Surveys	89%	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual					

ACTION PLAN FOR STRATEGY #1: 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	Dir of Guidance School team School counselors	TBD	Local	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School team Dir. of Leadership and Staff Dvp.	TBD	Local	Information on community Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	School team	$0	NA	Documentation of communicating protocol to staff
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	$0	NA	Support staff included in decision making and support of students

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **96%**	**School Projected 95**	**95**	**95**	**95**	**95**	**95**
		School Actual					
	(2016-17) **95%**	**District Projected 95**	**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 Social Worker	$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	$0	NA	Students are identified and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	$0	NA	Intervention Connection System reports for truant and chronically absent students.

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	School team	$0	NA	Teacher/school direct contact with parents.
2. Improve school-level interventions related to attendance	2018-2023	School Social Worker Attendance Team	TBD	General Fund	Parental participation in interventions
3. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-23	School Principals School Faculty	$0	NA	More real-world learning

ACTION PLAN FOR STRATEGY #3: Identify underlying causes of behavior and provide appropriate support.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase staff awareness and understanding of the community served by the school	2018-2023	School team	TBD	TBD	Visit to community
2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	School team	TBD	TBD	Staff aware of student areas of concern
3. Develop "welcome packet" and student ambassadors program to guide students who enter a new school mid-year	2018-2023	Principals Asst. Supts. for School Leadership	$0	NA	Every school has welcome information and procedure

ACTION PLAN FOR STRATEGY #4: Identify consequences other than suspension for inappropriate behavior that is not a danger to others.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Create school task force to develop alternatives to suspensions	2018-2023	Exec. Dir. of Student Services School team PTA/SIC	$0	NA	Alternatives to suspensions are developed and communicated.
2. Cross train school personnel to support alternatives	2018-2023	School Team	TBD	TBD	Non-traditional personnel are assisting with discipline (i.e. social worker, mental health counselor, behavior interventionist)

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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 13% Angry – 12%	**School Projected**	**Afraid ≤5 Lonely ≤12 Angry ≤11**	**Afraid ≤5 Lonely ≤12 Angry ≤11**	**Afraid ≤5 Lonely ≤11 Angry ≤10**	**Afraid ≤5 Lonely ≤11 Angry ≤10**	**Afraid ≤5 Lonely ≤10 Angry ≤9**
		School Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Collect data surrounding social-emotional needs through student surveys	State to provide	Dir. of Accountability	$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Dir. of Accountability	$0	NA	All schools using OnTrack process
3. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids' Hearts, Compassionate Schools, Love and Logic)	2018-2023	Dir. of Guidance Principals	TBD	TBD	Programs implemented with fidelity
3. Utilize a menu of support resources provided to all guidance counselors and social workers	2018-2023	Dir. of Guidance Guidance Counselors Social Worker	$0	NA	Support Menu

ACTION PLAN FOR STRATEGY #2: Increase connectivity to health and wellness services.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Participate in an annual community resource fair for school counselors and social workers	2018-2023	Dir. of Guidance Counselor and Social Worker	TBD	TBD	Fair takes place
2. Provide an annual community resource fair at the school level for staff and parents	2018-2023	School Teams	TBD	Local	Fair takes place
3. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	TBD	Assoc. Supt. for Academics School Principals Teachers	$0	NA	More activity in school day

ACTION PLAN FOR STRATEGY #3: 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	Principals	$0	NA	Students and staff aware and able to report
2. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	School Teams Commmunications Dept.	$0	NA	Discipline consequences highlighted in materials for distribution
3. Provide a character education program that addresses bullying behaviors	2018-2023	Principals Counselor	TBD	TBD	Appropriate programs utilized by school
4. Explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Principals School Teams	TBD	TBD	Consequences discussed systematically
5. Seek opportunities to develop empathy among students	2018-23	Principals	TBD	Local	School initiatives to end social isolation and build empathy

ACTION PLAN FOR STRATEGY #4: Develop and foster social and emotional skills in students to develop the whole child.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement a strong social/emotional component into existing school character education plans	2019-2023	Assoc. Supt. for Academics Dir. of School Counseling	TBD	TBD	Increased percentage of student scoring higher on the Social/Emotional portion of the WIN Learning Test
2. Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019-2023	Assoc. Supt. for Academics Academic Specialists	$0	NA	Evidence of strategies being used in classrooms during observations

ACTION PLAN FOR STRATEGY #5: Establish a classroom environment that promotes social, emotional and intellectual well-being					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Build a positive learning community supportive of all students	2018-2023	Assoc. Supt. for Academics Asst. Supts. for School Leadership Academic Specialists School Principals ICs Literacy Specialist Teachers	$0	NA	Evidence of: • classroom conversations and reflections to support problem solving occur across the school day. • classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework. • established classroom norms, expectations, and procedures. • students exercising autonomy and respect for peers and adults.