



PARIS ELEMENTARY SCHOOL

David Wise, Principal

Emily Gerard, Assistant Principal



Greenville County Schools

Dr. W. Burke Royster, Superintendent

School Renewal Plan for:
2018-19 through 2022-23

School Renewal Annual Update for:
2018 - 2019

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Paris Elementary School

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

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

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

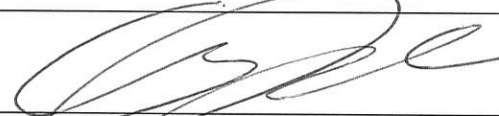
SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE


PRINCIPAL

David Wise		6-5-18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ollie Brown		6/5/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sheila Moss		6/5/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 32 East Belvue Road Taylors, SC 29687

SCHOOL TELEPHONE: (864)355-4260

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

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1. Stakeholder Involvement for School Renewal

Position	Name
1. Principal	David Wise
2. Teacher	Elizabeth Riebe
3. Parent/Guardian	Rebecca Hill
4. Community Member	Bert Watts
5. Paraprofessional	Marcy Durham
6. School Improvement Council Member	Ollie Brown
7. Read to Succeed Reading Coach	Sheila Moss
8. School Read to Succeed Literacy Leadership Team Lead	Sheila Moss
9. School Read to Succeed Literacy Leadership Team Member	Shannon Hever

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

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

Other Positions	Name
1. Assistant Principal	Emily Gerard
2. Literacy Specialist	Sheila Moss
3. Instructional Coach	Shannon Hever
4. PTA President	Ollie Brown
5. School RtoS Team	Leslie Smith
6. School RtoS Team	Amy Gasparich
7. Media Specialist	Denise McWhorter

2. Assurances for School Plan

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes	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

<input type="radio"/> No <input type="radio"/> N/A	is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.

3. Introduction

The Paris Elementary School portfolio was developed to document the changes and progress that the school has made while working to continuously improve current progress. The portfolio provides all stakeholders with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The school portfolio is a living document that describes Paris and includes evidence of our work. It describes who we are, our vision for the school, goals, plans and progress and achievements in context of the client demographics and deeds, and out of school partnerships.

A team of teachers, administrators and community members was involved in researching and developing the portfolio. Group consensus was reached before final decisions were made during SIC meetings, PTA Board meetings, and Faculty meetings. Much of the narrative sections were taken from discussions of the school and evaluations using the Continuous Improvement Continuums. During these meetings, all stakeholders were asked to contribute evidence of our achievement and ideas for improvements. Through this process, all stakeholders had the opportunity to be heard and to contribute to the development of the portfolio for Paris Elementary School.

The team consists of the entire faculty broken into sub-committees, our PTA Board Members, and our SIC Committee. The faculty specifically analyzed our school's achievement in curriculum, climate, instruction, assessment, technology, and communication. They determined our specific strengths and weaknesses based on gathered evidence. The PTA Board and SIC Committee provided opinion and evidence to account for climate and communication. They also gave their "outside" view of our strengths and weaknesses.

4. Executive Summary

Needs Assessment or Findings for Student Achievement

- SC READY results indicate that we improved where as other schools like ours declined in ELA results
- SC READY results indicate that we had no change in our math results whereas 3 out of 4 of schools like ours declined.
- SCPASS results indicate that a larger percentage of students scored Met and Exceeds in science than any of the other schools like ours.
- SCPASS results indicate that we tied with two other schools like ours for the highest percentage of Met and Exemplary.

Needs Assessment or Findings for Teacher and Administrator Quality

- 52.8% of our faculty has advanced degrees. This percentage is more than 10% less than other schools like our and the Median Elementary School.
- All of our teachers are trained in the Fountas & Pinnell Balanced Literacy Program.
- All of our teachers are trained in the Lucy Calkins Writing Program.

Needs Assessment or Findings for School Climate

- According to Evaluation findings, Social and Physical environment was the least favorable condition of Paris. SIC and PTA Committees cited “Continuing to teach to all learning levels” and “More efficient communication methods of wants and needs from teachers to parents”.

Paris’s Significant Challenges from the Past 3 Years

- This year, we had three brand new teachers. One of those teachers needed intense coaching in the areas of grading and records keeping in addition to unit planning.
- This year, we had one teacher on an improvement plan.
- This year, we had 5 teachers on extended leave due to surgery, family issues, and maternity leave.

Paris’s Significant Awards, Results, or Accomplishments from the Past 3 Years

- 2017 – 2018 Palmetto State School Counselor Association Elementary School Counselor of the Year
- 2016 – 2017 2nd Runner Up Teacher of the Year for Greenville County School District
- 2016 Salute to Education Assistant Administrator of the Year
- 2016 District Science Fair 1st and 2nd place Winners
- Recognized ASCA Model Program (RAMP) for School Counseling Program
- Excellence on School Report Card 2012, 2013, 2014, 2015, 2016
- Palmetto GOLD Awards for 2012–13, 2013-2014, 2014-2015, and 201-2016 School Years
- 2 Palmetto SILVER Awards for 2010 – 11 and 2011 – 12 School Years
- PTA Teacher of the Year 2011 – 12 School Year
- PTA Principal of the Year 2010 – 11 School Year

- 100 Year Celebration Spring 2012
- 2012 Positive Behavior Interventions and Supports (PBIS) Ribbon Recipient
- 2011 – 12 and 2012 – 13 Reedy River Run Award
- 2010 – 11 Technology Grant Recipient

5. School Profile

Paris Elementary School

32 East Belvue Road

Taylors, SC 29687

Telephone: (864) 355-4260

Fax: (864) 355-4391

Grades: Pre-K5 – 5th Grade

Enrollment: 692 Students

Faculty Profile:

- 2 Administrators
- 44 Teachers
- 26 Support Staff

Facilities:

- Cafetorium
- Computer Lab
- Gymnasium
- Historical School Location
- Media Center
- Science Lab
- School Dates Back to Early 20th Century
- Separate Playground for Kindergarten

School Community: Centennial Celebration involving Paris Alumni from the past 60 years (Celebrated in Spring 2012)

- Walking Club meeting twice a week before school involving students, teachers, and parents
- Corporate Sponsorship from business such as Chick-Fil-A, Harvey's Restaurant, Bojangles, Lowe's, and Country Boys
- Annual SpiritFest Celebration involving local community, On-Air News Reporters from WYFF, Piedmont Park Fire Department, families, and staff

School Personnel Data:

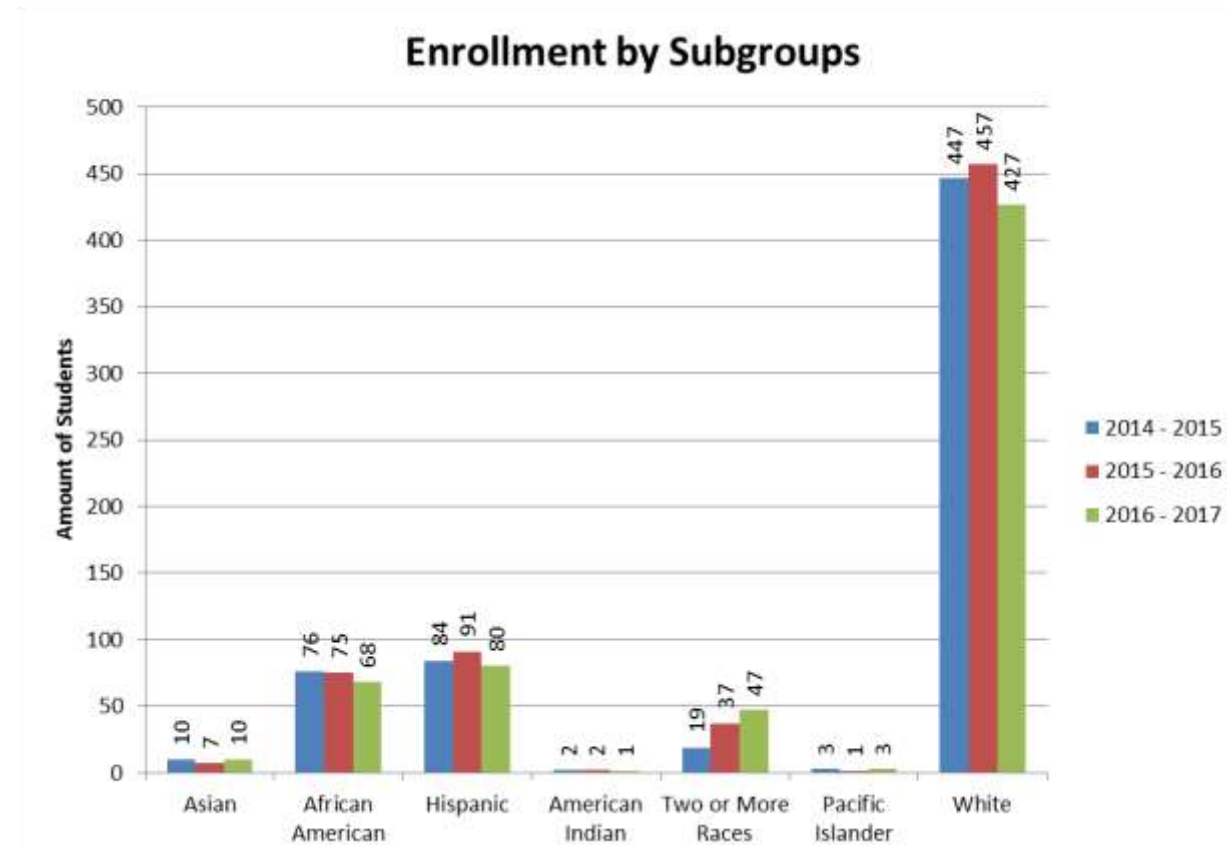
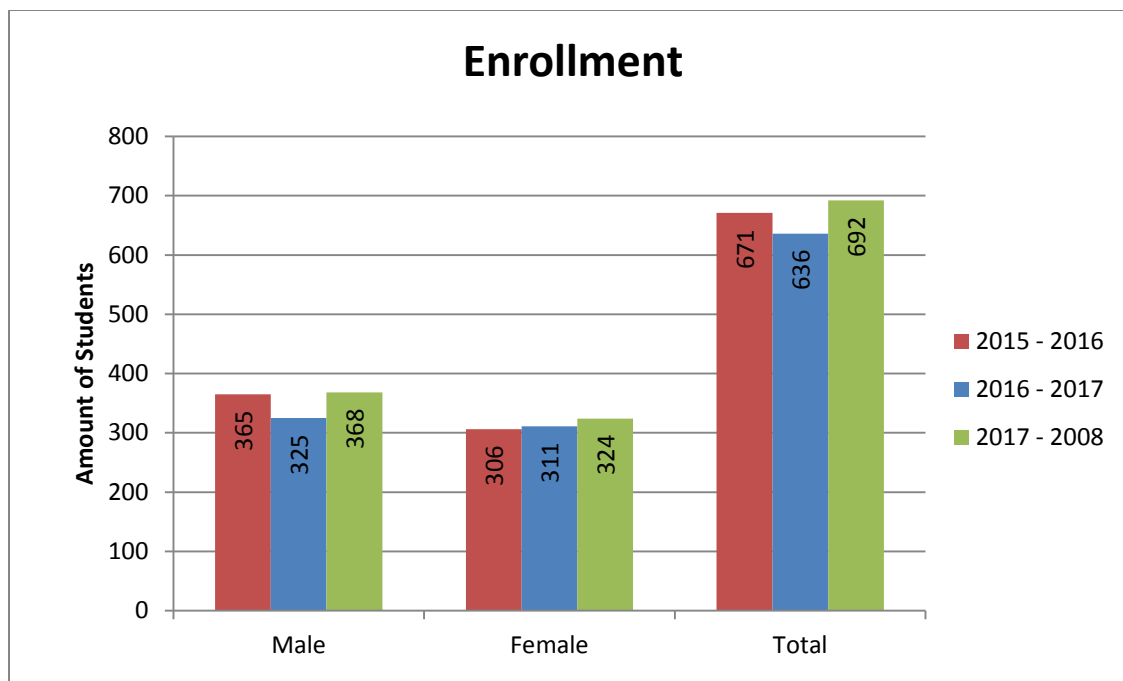
- 41 Teachers, 26 Support Staff, 2 Administrators
- 53.7% staff hold advanced degrees
- 95.4% staff returning from the previous year
- 93.7% Attendance Rate
- 100% Highly Qualified

- Less than 2% Minority , 98% Caucasian
- 2% Male, 98% Female
- Chart comparing teachers' grade level with years of experience:

Grade Level	<5	5-10	11-15	16-20	20<
Grade Pre-K				1	
Grade K5	1		2	1	
Grade 1	1		3	1	1
Grade 2	1		1	1	2
Grade 3		1	2		1
Grade 4	1		1		3
Grade 5	2		2		1
Spec. Educ.	1	3		1	1
Related Arts	1				3
Speech			1	1	

Student Population Data

	Total	Male	Female
Grade PreK	13	7	6
Grade K5	106	51	55
Grade 1	117	59	58
Grade 2	127	70	57
Grade 3	98	56	42
Grade 4	121	64	57
Grade 5	110	63	47
Total Population	692	370	322



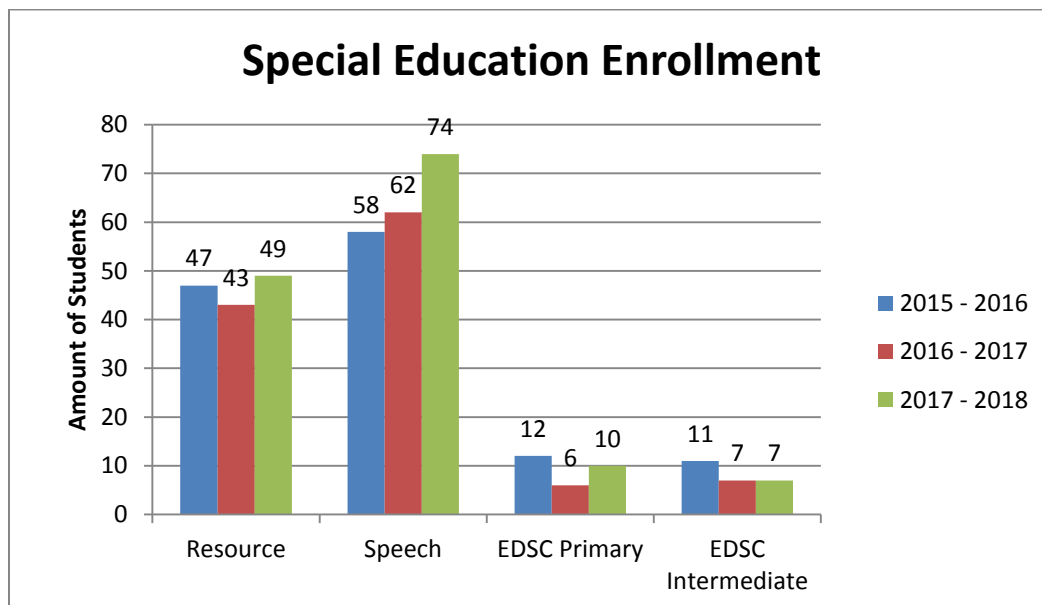
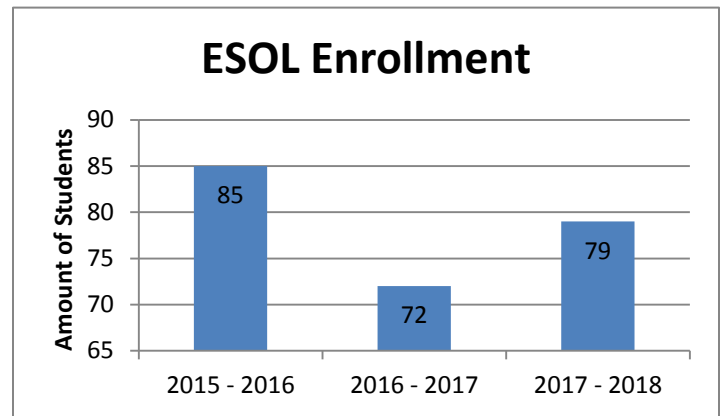
Ethnicity Sub Groups

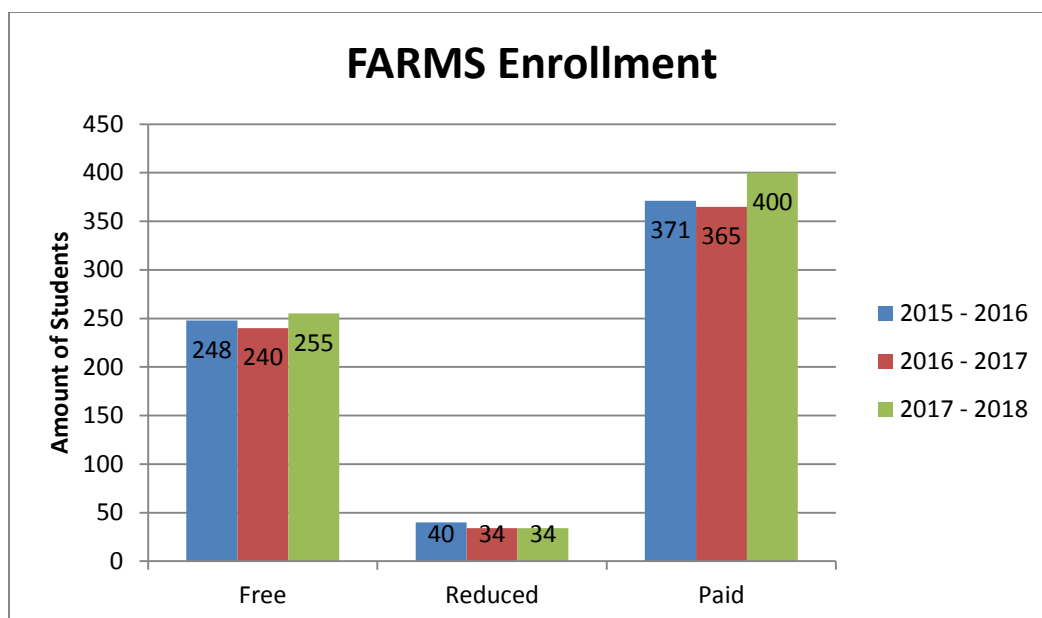
- 1 American Indian/Alaskan Native (less than 1%)
- 10 Asian (1.9%)
- 68 African American (11%)
- 3 Pacific Islands (less than 1%)

- 427 White (69.6%)
- 80 Hispanic (12.7%)
- 47 Multi Race Categories (4.3%)

Special Services Sub Groups

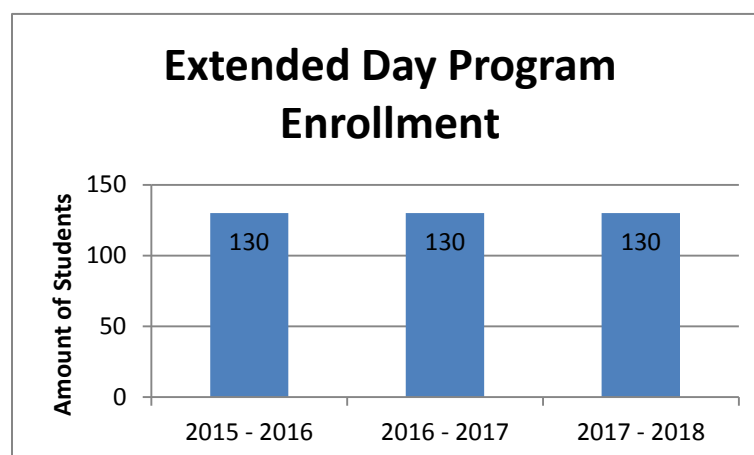
- 89 ESOL
- 48 Resource
- 19 EDSC (8 Primary, 11 Intermediate)
- 59 Speech





Other Sub Group

- 2 Students Retained (0.3%)
- 255 Free Lunch, 34 Reduced Lunch, 400 Paid
- 130 in Extended Day Program



Major Academic and Behavioral Features/Programs/Initiatives Academic Awards Program

– Showcases students' achievements in academics

- Accelerated Reader – Allows teachers to track students' independent reading level and comprehension
- After School Day Care Program – On Site Daily
- Art Club – Allows gifted art students to have a more in-depth instruction
- Artist in Residence Program – Provides a musical, artistic, and physical experience in learning
- Author's Spotlight – Quarterly, Celebrates student authors in every grade level
- Book Club – 3rd-5th Students Read and Review Books for display in the Media Center
- Challenge Program (Gifted and Talented)
- Citizen of the Month – Recognition of students who exemplify good character
- Computer Lab – Allows every class an opportunity to utilize Odyssey Compass Learning
- District Science Kits – Hands-On Instructional Opportunities for Students
- Every Day Calendar Math – Builds on concepts every day in a variety of mathematical strands

- Field Day – End of the Year celebration for all students
- Fitness Wall of Fame – Recognizes students who are active and physically fit
- Fountas and Pinnell Balanced Literacy – Focuses on reading instruction on each child's instructional level
- Honors Chorus – Allows gifted singers to have a more in-depth instruction
- Instructional Technology – A Promethean Board in every classroom
- Kindergarten for 5 Year Olds – Full Day
- Laptop Computer Lab – Allows every class a chance for extra Odyssey Compass Learning, Research, or Technology Instruction
- MAP Assessment Program – Formative Assessments for 1st through 5th grades
- Math Superstars – Recognizes Students' Math Fact Achievement
- Odyssey Compass Learning – Online personalized instruction for students in Math and Language
- PBIS (Positive Behavior Interventions and Supports) – Recognizes and Reinforces positive behavior in students individually and as a class
- Prime Time News on Closed Circuit Television – Daily Broadcast of Announcements by students
- Professional Learning Communities – by Grade Level, Expertise, and Experience
- PTA Reflections Contest – Showcases Literary, Photographic, Artistic, and Expressive Talents of Students
- RTI (Response to Intervention) – Early Intervention for Kindergarten, First, and Second Grade Students in Reading
- Science Fair – Promotes Scientific Thinking and Method for Fifth Grade Students
- Terrific Kids Awards – Quarterly, Recognizes Good Character in Students

6. Mission, Vision, and Beliefs

Mission

Our mission is to prepare students to continue active, literate, lifelong learning.

Vision

The purpose of our school is to act in conjunction with the home and the community in developing confident, contributing lifelong learners by providing innovative, educational experiences which emphasize critical and creative thinking.

Our Beliefs

- Educational goals are best accomplished in a safe and comfortable environment.
- Creative thinking and problem solving skills are essential for life-long learning.
- All children have individual strengths, needs, and learning styles.
- Education is a shared responsibility of home, school, and the community.
- Curriculum and instruction meet the changing needs of students and the community.
- All students share the responsibility to be active learners.
- Positive discipline fosters accountability and self-respect.
- Parental involvement and volunteer services enrich learning.
- Students are the center of the learning process.
- Diversity enriches education.
- Dignity, respect, and appreciation are important.

7. Data Analysis and Needs Assessment

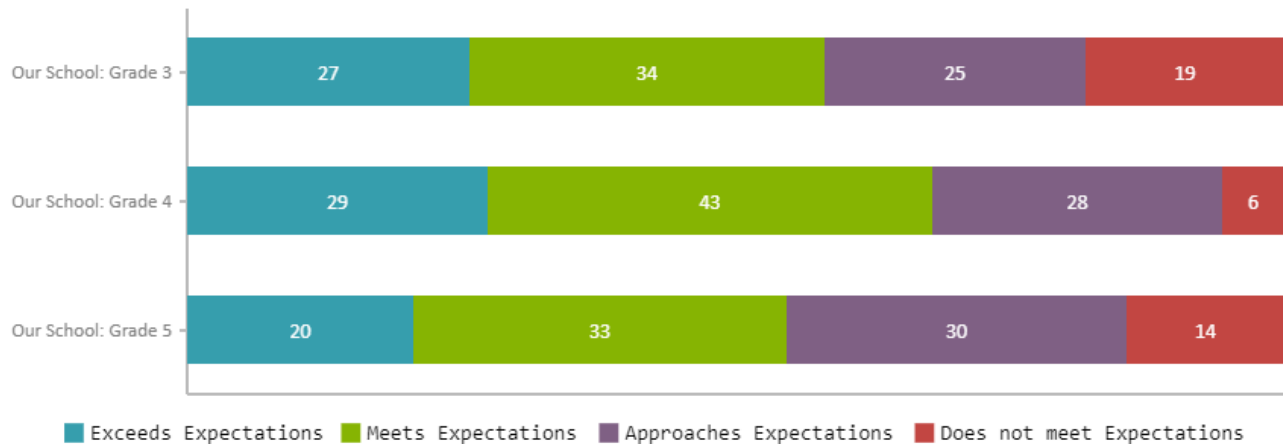
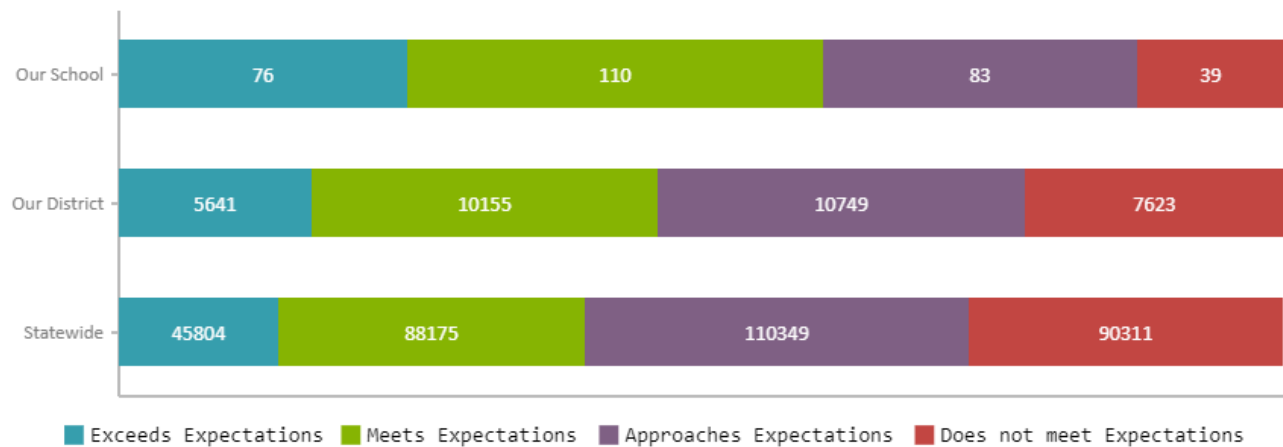
Student Achievement Needs Assessment

Data Source: SDE School Report Card

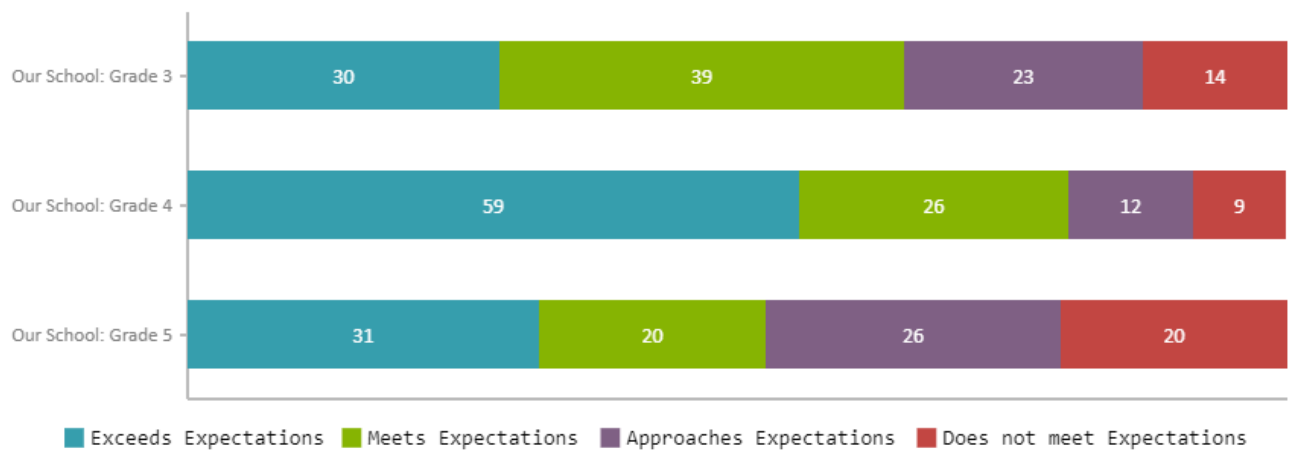
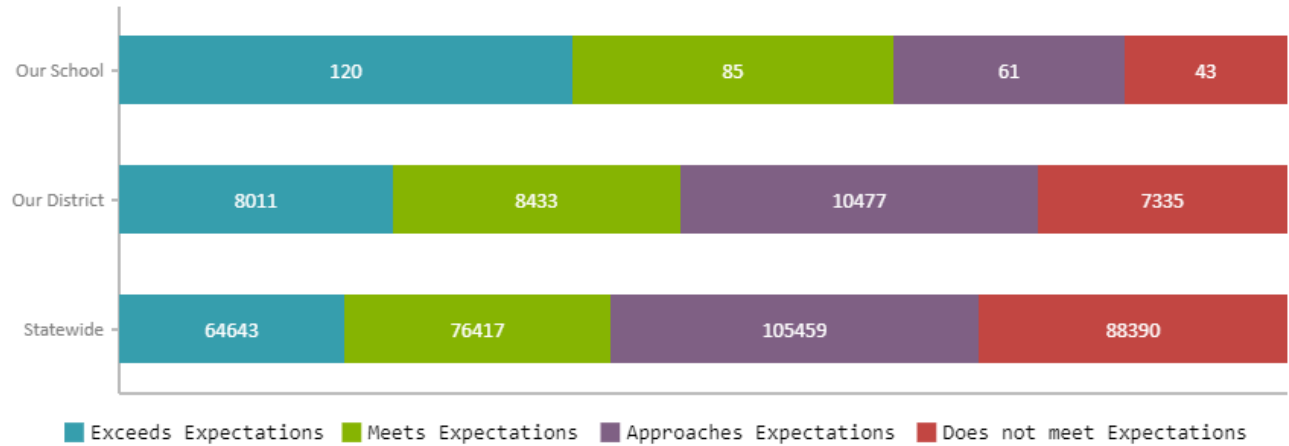
South Carolina College-and Career-Ready Assessments (SC READY)

The South Carolina College-and Career-Ready(SC READY) assessment was given to students in grades 3-8 in Spring 2017. Students were assessed in the subject areas of English and Mathematics.

English



Mathematics



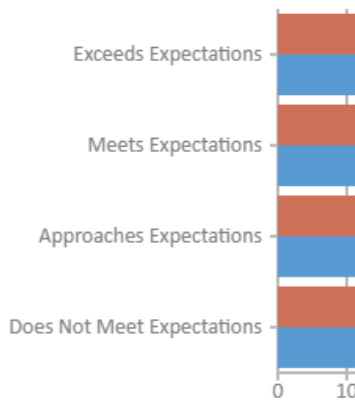
Abbreviations for Missing Data:

-1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

SC Palmetto Assessment

The SC Palmetto Assessment of Student Progress is a statewide assessment in the subject areas of Science

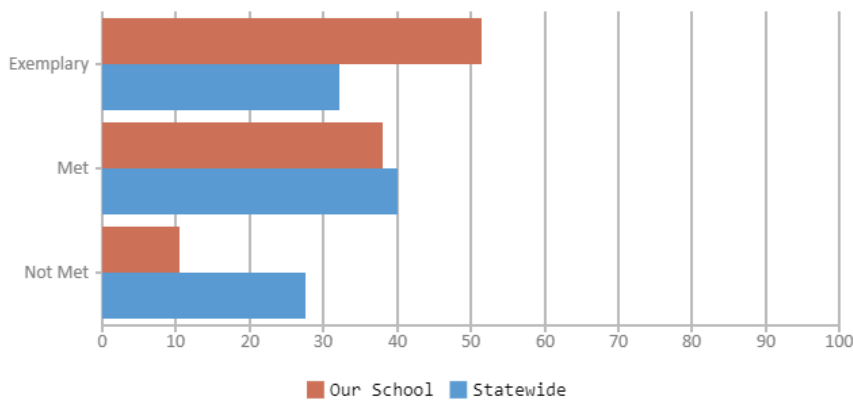
Science



Our School: Percent Met and Above

4th Grade	5th Grade
85.8	58.8

Social Studies



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
94.3	84.4

Abbreviations for Missing Data:
-1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

Findings

The South Carolina College-and –Career Ready Assessment (SC READY) and Palmetto Assessment of State Standards (PASS) results show our school did outperform other elementary schools like ours in the areas of ELA, Math, Writing, Social Studies, and Science based on the amount of students that were considered Met or Exceeds Expectations on SC READY and Met or Exemplary on PASS.

Teacher and Administrator Quality

Data Source: Professional Development Calendar for 17



PARIS ELEMENTARY
Greenville County Schools

2017-2018 PROFESSIONAL DEVELOPMENT PLAN

Main Emphases: Mastery Connect, Instructional Technology, Social Emotional Learning

Date	Meeting/Inservice	Contact	Details
8/15/17	Theme for the Year Nuts & Bolts – Procedures Balanced Literacy Updates	Wise Wise Moss	
8/16/17	Legal Issues Attitude of Gratitude – Teamwork Home/School Relations Math Workshop	Wise Nelson Gerard/Moss Hever	
8/21/17	Faculty Meeting	Wise	
8/30/17	Inservice - Moby Max	Howard	
9/6/17	Academic Vertical Teams	Hever	
9/13/17	Faculty Council	Wise	
9/20/17	Inservice - Mastery Connect	Hever/Dix	
9/27/17	United Way Presentation Academic Vertical Teams	Padilla Hever	
10/4/17	Faculty Council	Wise	
10/11/17	A-Team/504 Inservice	Nelson/ Houliston	
10/18/17	CogAT Training	Hever	
10/25/17	Academic Vertical Teams	Hever	
11/1/17	Inservice - Social Emotional Learning	Nelson	
11/8/17	Faculty Council	Wise	
11/15/17	Grade Level Meetings	Wise	
12/6/17	Literacy Connection – Rotations	Moss	
12/13/17	Faculty Council	Wise	
1/3/18	Faculty Council	Hever/Dix	
1/10/18	Inservice – Moby Max/Flocabulary	Howard/ Riebe/Boebel	
1/17/18	TE21 Weekly Assessment	Hever	
1/24/18	Academic Vertical Teams	Hever	
2/7/18	Faculty Meeting	Teachers	
2/14/18	Faculty Council	Wise	
2/21/18	Inservice – Technology Potpourri	DE	
2/28/18	Academic Vertical Teams	Hever	
3/7/18	Faculty Council	Wise	
3/14/18	ESOL Inservice	Evans	
3/21/18	Role of the General Education Teacher (IEP)	Hagan	
3/28/18	Academic Vertical Teams	Hever	
4/4/18	Inservice – Social Emotional Learning	Nelson	
4/11/18	Faculty Council	Wise	
4/18/18	Balanced Literacy – Benchmark Refresher/Teacher Rotations	Moss	
4/25/18	SCREADY Testing Inservice	Hever/Gerard	
5/2/18	Inservice – Mastery Connect	Hever/Dix	
5/9/18	Faculty Council	Wise	
5/16/18	Building Attention & Awareness	Nelson	
5/23/18	Introduction to Learning Targets	Hever/Moss	

Findings

1. Professional Development Plan 2017 – 18

With the introduction of our new benchmarking system MasteryConnect, we have shifted focus in our professional development to not only the nuts and bolts of “how to” implement and manage the test in addition to the analysis of the data and application of remediation and acceleration based on the data. Our Instructional Coach has lead teachers through the detailed item analysis of question structure, potential problems in comprehension for students, and remediation for individuals, small groups, and even entire classes as necessary. Our hope for the future is the more comprehensive application of MasteryConnect for progress monitoring in the use of Common Formative Assessments. We are hoping the tracking of student data will enable teachers to hone in on areas of improvements.

2. Professional Development Plan 2016 – 17

Under the continued guidance of our literacy specialist, we are continuing with our work in Lucy Calkins Writing Framework. Our Intermediate teachers undergo training this year. We are continuing to making writing across the curriculum an integral part of our teaching procedures. In addition, a renewed push towards integrated technology supports new devices like Chromebooks in the classroom.

3. Professional Development Plan 2015 – 16

Under the guidance of our literacy specialist, our next school year will focus on a school-wide writing program. Our staff will participate in training using the Lucy Calkins Writing Framework in conjunction with our ongoing implementation of Fountas and Pinnell Balanced Literacy System. Our hope is to use vertical articulation and Calkins research to make writing across the curriculum a vital part of our teaching.

4. Professional Development Plan 2014 – 15

In working with the instructional coach, we hope to foster a feeling of confidence in the new Common Core Standards, Fountas & Pinnell Balanced Literacy, and their integration and implementation. We hope that faculty meetings and Professional Learning Communities (PLC) can become a sharing of methods, an ongoing discussion of pedagogy, and an exchange of ideas—what works and what does not. Our staff will undergo training in the Fountas & Pinnell program over the 2014-2015 school year.

School Climate Needs Assessment

Data Source: SDE School Report Card

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	46	91	69
Percent satisfied with learning environment	97.8%	93.4%	91.3%
Percent satisfied with social and physical environment	100.0%	92.3%	91.1%
Percent satisfied with school-home relations	100.0%	91.2%	84.1%

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

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

Data Source: 16 – 17 SCE School Report Card Survey

	%				%
	VERY	%	%	%	VERY
PLEASE RATE YOUR SCHOOL ON...	GOOD	GOOD	OKAY	BAD	BAD
The school's overall friendliness.	80.6	9.0	9.0	1.5	0.0
The school's interest in parents' ideas and opinions.	53.7	22.4	22.4	1.5	0.0
The school's efforts to get important information from parents.	64.2	20.9	14.9	0.0	0.0
The school's efforts to give important information to parents.	65.7	22.4	9.0	1.5	1.5

Findings

The teacher and student results from both surveys indicated that teachers and students were more satisfied than parents with the school environment and relations and school efforts in working with parents.

The families, staff, and community work together to nurture and develop a genuine appreciation for one another's culture. The Paris community is welcomed to our school, just as Paris Elementary students contribute in a positive way to the Paris community and to the preservation of our natural habitat, Paris Mountain and Paris Mountain State Park.

Beliefs, missions, and values are communicated at Paris Elementary in a variety of ways including, but not limited to, the following:

- Orientation
- Online class syllabi for all grade levels and special areas, hard copies of same are available for families without internet access
- Paris Elementary School Handbook/Calendar
- Teacher Handbook
- Open House and Family Nights
- Parent/Teacher Conferences
- Weekly folders
- Daily folders
- Notes/emails/phone calls
- School websites
- Classroom websites and newsletters
- Greenville News
- Ink Panther
- Prime Time Paris News

Paris and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of 4 custodians performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

8. Action Plan

Goal Area 1: Student Achievement

SC READY ELA

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>59.4%</u> in 2016-17 to <u>62.95%</u> in 2022-23. <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i>
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>0.59%</u> 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 59.4 (2016-17)	School Projected Elementary 59.99	60.50	61.17	61.76	62.35	62.94
		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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Mastery Connect data to drive instruction	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> • Lesson Plans • PD Calendar
2. Implement Balanced Literacy and Lucy Calkins Writing (Literacy Specialist, Literacy Mentors, F&P Conferences, RTI)	August - June	Teachers Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> • Lesson Plans • PD Calendar
3. Utilize grade level common formative assessments for ELA academic standards	August - June	Teachers	\$0	N/A	<ul style="list-style-type: none"> • Grade Level Minutes • Lesson Plans
4. Promote interactive learning with instructional technology and research/writing collaboration	August - June	Teachers Instructional Coach Media Specialist Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> • Grade Level Minutes • Lesson Plans • PD Calendar
5. Utilize MobyMax (45/45/30) across grade levels	August - June	Teachers	\$0	N/A	<ul style="list-style-type: none"> • Class Schedules • Related Arts Schedule • Lesson Plans

SC READY Math

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 64.4 % in 2016-17 to 66.26 % in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0.31 % 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 64.4 (2016-17)	School Projected Elementary 64.71	65.02	65.33	65.64	65.95	66.26
		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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Mastery Connect data to drive instruction	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> • Lesson Plans • PD Calendar
2. Utilize grade level common formative assessments for math academic standards	August - June	Teachers Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> • Lesson Plans • PD Calendar
3. Begin implementation of Math Workshop framework	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> • Grade Level Minutes • Lesson Plans • PD Calendar
4. Promote interactive learning with manipulatives and instructional technology	August - June	Teachers Instructional Coach Media Specialist Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> • Grade Level Minutes • Lesson Plans • PD Calendar
5. Utilize MobyMax (45/45/30) across grade levels	August - June	Teachers	\$0	N/A	<ul style="list-style-type: none"> • Class Schedules • Related Arts Schedule • 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: 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	2017 - 18	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:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use FOSS interactive science kits across grade levels	August – June	Teachers	\$0	N/A	Lesson Plans
2. Integrate Research and Writing into Science content	August – June	Teacher	\$0	N/A	Lesson Plans

SCPASS Social Studies

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <i>(* required)</i> <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
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	2017 - 18	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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Integrate Research and Writing into Social Studies content	August – June	Teacher	\$0	N/A	Lesson Plans
2. Create interactive lessons and assessments	August – June	Teacher	\$0	N/A	Lesson Plans

Subgroups

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 36 (2016-17)	Projected Hispanic 37.8	39.6	41.4	43.2	45	46.8
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 36 (2016-17)	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 45 (2016-17)	Projected AA 46.4	47.8	49.2	50.6	52	53.4
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 45 (2016-17)	Actual AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2016-17)	Projected SWD 27.5	29	30.5	32	33.5	35

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2016-17)	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 15 (2016-17)	Projected LEP 29.1	32.2	35.3	38.4	41.5	44.6
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 15 (2016-17)	Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations Will be Established in 2017-18	Projected SIP TBD	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations Will be Established in 2017-18	Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 45 (2016-17)	Projected Hispanic 46.4	47.8	49.2	50.6	52	53.4
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 45 (2016-17)	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	Projected AA 44.5	46	47.5	49	50.5	52
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 36 (2016-17)	Projected SWD 37.8	39.6	41.4	43.2	45	46.8

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 36 (2016-17)	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 28 (2016-17)	Projected LEP 30.3	32.6	34.9	37.2	39.5	41.8
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 28 (2016-17)	Actual LEP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations Will be Established in 2017-18	Projected SIP	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use Common Formative Assessments in all subjects to identify subgroup members needing intervention or enrichment	August – June	Teachers	\$0	N/A	Lesson Plans
2. Use MobyMax before school with members of subgroups that arrive before school	August – June	Teachers	\$0	N/A	Observation

Other Tests

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

Goal Area 2: Teacher and Administrator Quality

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
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:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote communication of questions and concerns from parents to Principal	August - June	Principal	\$0	N/A	• School Website
2. Hold Coffee with the Principal	Monthly	Administration	\$0	N/A	• School Website Calendar
3. Communicate regularly with parents using weekly progress reports, weekly folders, parent conferences, web sites, report cards	August - June	Teachers Principal	\$500	PTA Funding	• Copies of documents • Conference Logs
4. Increase community awareness of the school through teacher web pages, school and district website, and Ink Panther newsletter	August – June	Teachers Principal PTA	\$1000	PTA Funding	• Newsletters • Webpages • Website
5. Distribute School Report Card	November	School District	\$0	N/A	• Report Card delivered to all stakeholders
6. Administer school climate survey to teachers, parents, and students	February – March	Teachers Principal	\$0	N/A	• School Report Card Data
7. Produce Prime Time Paris News	August – June	Media Specialist Principal Students	\$500	PTA Funds	• Daily Broadcasts

Goal Area 3: School Climate Needs Assessment

School Safety

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
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	93.1	School Projected Students 93.1	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 93.1					
	98.5	School Projected Teachers 98.5	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 98.5					
	89.9	School Projected Parents 89.9	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 89.9					

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

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Maintain high visibility of Principal in mornings and afternoons	August – June	Principal	\$0	N/A	Observation	
2. Routine Lockdown and Partial Lockdown drills	August – June	Principal Teachers	\$0	N/A	Observation	
		District Actual Parents				

Environment

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
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	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	88	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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Family Fun and Fitness Night	February	P.E. Teachers	\$100	PTA Funds	<ul style="list-style-type: none"> • School Website Calendar • Principal's Page
2. Third Grade Christmas Program	February	P.E. Teachers	\$0	N/A	<ul style="list-style-type: none"> • School Website Calendar • Principal's Page
3. Fifth Grade Veteran's Day Program	February	P.E. Teachers	\$0	N/A	<ul style="list-style-type: none"> • School Website Calendar • Principal's Page
4. Parent Workshops	October February	Literacy Specialist	\$30	Local Funds	<ul style="list-style-type: none"> • School Website Calendar

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
	April				• Principal's Page
5. Book Character Reading Celebration and Parade	February	Media Specialist Literacy Specialist	\$0	N/A	• School Website Calendar • Principal's Page

Attendance

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
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	96	96	96	96	96
		School Actual					

	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Closely monitor truancy reports	August – June	Assistant Principal School Counselor	\$0	N/A	Admin Agenda and Minutes

Mental, Social, Emotional Health

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
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 – 6% Lonely – 14% Angry – 11%	School Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7
		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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Closely monitor home and social relations with students	August – June	School Counselor	\$0	N/A	Counselor Calendar
2. Meet with students who are experiencing academic, emotional, or social difficulties	August – June	School Counselor	\$0	N/A	Counselor Calendar