



Slater-Marietta Elementary School



School Portfolio

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

Four Year Old Kindergarten – Fifth Grade

Annual Update for 2018-2019

Mr. George Champlin, Principal

100 Baker Circle ~ Marietta, SC 29661

Phone: 864-355-2000

Greenville County School

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Slater-Marietta Elementary

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

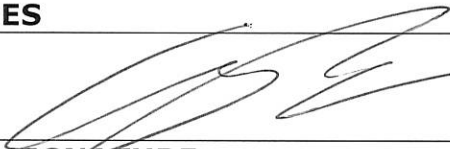
SUPERINTENDENT

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

PRINCIPAL

Mr. George Champlin		April 25, 2018
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Scott Catoe		7/30/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Elizabeth Nix		4/25/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Bakers Circle, Marietta, SC 29661

SCHOOL TELEPHONE: (864) - 355-2000

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

<u>Position</u>	<u>Name</u>
1. Principal	Mr. George Champlin
2. Teacher	Mrs. Meggie Nelson
3. Parent/Guardian	Mr. Sam Robertson
4. Community Member	Mr. Terry Eihl
5. Paraprofessional	Ms. Dawn Caldwell
6. School Improvement Council Member	Mr. Scott Catoe
7. Read to Succeed Reading Coach	Mrs. Elizabeth Nix
8. School Read To Succeed Literacy Leadership Team Lead	Mrs. Elizabeth Nix
9. School Read To Succeed Literacy Leadership Team Member	Mrs. Meggie Nelson

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

<u>Position</u>	<u>Name</u>
Principal	Mr. George Champlin
Administrative Assistant	Mrs. Candice Stanton
Instructional Coach	Miss Jenna Key
Literacy Specialist	Mrs. Elizabeth Nix
SIC/Teacher	Mrs. Meggie Nelson
PTA Member	Mrs. Kim Anderson

SCHOOL LITERACY LEADERSHIP TEAM FOR READ TO SUCCEED

<u>Position</u>	<u>Name</u>
Instructional Coach	Miss Jenna Key
Literacy Specialist	Mrs. Elizabeth Nix
Kindergarten Teacher	Mrs. Kelly Jordan
First Grade Teacher	Mrs. Audra Fortune
Second Grade Teacher	Ms. Etta Johnson
Third Grade Teacher	Mrs. Megan Hines
Fourth Grade Teacher	Mrs. Courtney Tilley
Fifth Grade Teacher	Mrs. Veronica Day

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

<input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>

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Introduction

Slater-Marietta's portfolio serves to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our portfolio is a living document that describes Slater-Marietta and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our action plan for the purpose of increasing student learning-our ultimate outcome.

The school and community members were invited to participate in developing the narrative for our plan. Staff meetings, grade-level planning, the Parent-Teacher Association (PTA) meetings, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school's vision across the curriculum. PTA meetings, teacher web sites and weekly newsletters communicate pertinent information to the community.

Core Task Team	Role	Stakeholder Involvement
School Profile	Describe Slater-Marietta and the special features of our campus	W. Looper, M. Gregg, R. Bowns, M. Lindsey,
Mission, Vision, and Beliefs	Explain why we do the things we do	G. Champlin, M. Nelson, M. Hines, O. Price, G. Roberts, J. Kelly, A. Sanders, T. Eihl, S. Catoe
Student Achievement	Analyze academic data and track trends over time. Provide input for Action Plan	G. Champlin, C. Tilley, J. Harris, A. Sanders, L. Hardy, D. Dunlap
Teacher and Administration Quality	Target a goal with strategies that promotes student achievement	A. Cagle, J. Childs, B. G. Patton, M. Johnson, J. Key, C. Stanton, G. Champlin
School Climate	Analyze survey results. Provide input for Action Plan	M. Johnson, L. Mlay, K. Greene, A. Fortune, A. Petrilli, J. Hill, B. Lee, K. Krinock
Action Plan	Document strategies and timeline for continuous improvement	D. Seyffert, C. Stanton, E. Nix, C. Isbell, M. Hines, C. Tilley, J. Hill, J. Key
Challenges and Accomplishments	Describe endeavors that document success. Define problems and offer possible solutions.	C. Stanton, J. Key, K. Rawson, L. Mlay
Professional Development	Provide a Professional Development focus based on teacher input and tracked data.	J. Key, C. Johnson, J. DeKock, C. Stanton, E. Nix, S. Bennett

Executive Summary

Housed in this document, our Action Plan identifies strategies that address Student Achievement, Teacher/Administrator Quality, and School Climate goal statements for 2018-2019 through 2022-2023. Goal statements were determined based on school, district, and state data. Data sources included the South Carolina State Department of Education School Report Card, the ESEA Federal Accountability Rating System, the South Carolina Palmetto Assessment of State Standards (SCPASS) tests, the Iowa Test of Basic Skills (ITBS), and stakeholder input. ***Student academic achievement is a top priority.***

Needs Assessment for Student Achievement (2018-2019)

2018 SC READY ELA, SC READY Math, SCPASS Social Studies, SSPASS Science, and SC READY Writing performance scores serve as our baseline data. 2019 SC READY data will be used for planning year.

- **Lowest** SC READY & SCPASS 2018 performance scores for areas tested by grade level.
37.3% of 3rd graders scored met or exemplary for SC READY ELA
34.7% of 4th graders scored met or exemplary for SC READY Math
38.1% of 5th graders scored met or exemplary for SC READY ELA
- **Highest** SC READY AND SCPASS 2018 performance scores for areas tested by grade level.
46.7% of 3rd graders scored met or exemplary for SC READY Math
54% of 4th graders scored met or exemplary for SCPASS Social Studies
72% of 5th graders scored met or exemplary for SCPASS Social Studies

Needs Assessment for Teacher and Administrator Quality (2018-2019)

- 2 Administrators
- 36 Teachers
- 25 Support Staff
- 60% of the teachers have earned a Master's Degree
- 2 Teachers have National Board Certification
- 100% of teachers hold "Highly Qualified" Status

Needs Assessment for School Climate (2018-2019)

- The students saw the strengths of Slater-Marietta's climate to be one where the teachers care about the students, they expect good behavior and work, and the school is safe and clean.
- The students felt the areas to improve are student behaviors in the classroom.
- Parents felt the strengths of the school climate are a safe learning environment and facilities to support learning.
- Almost all parents are satisfied with the learning, social, and physical environment as measure by the State Report Card Survey, but feel there is room for improvement in home/school relationships.

Significant Challenges from the past 3 years

- Unmet physical and/or mental health needs
- Lack of early childhood stimulation
- Lack of resources and/or support from home
- High number of absences and/or tardies
- Lack of sleep, adequate nutrition, and general care

Significant awards, results, or accomplishments for the past 3 years

- Slater-Marietta Certified Green Steps School (2016 – 2017)
 - “Trout In the Classroom” awarded by Trout Unlimited and the SCDNR
- Cliff’s Valley residents volunteered around 3,000 hours
- Curriculum-based PTA Events
 - *S.T.E.A.M. Nights*
 - *Literacy Nights*
 - *Math Nights*
- Spring Sing participants
- Safe Kids Safe School Awards (2010 – 2017)
- Smart Arts Program for the Metropolitan Arts Council
- Operations Employee of the Year (2016-2017)
- After School Programs
- North Greenville University’s Professional Development School
- Terrific Kids Program
- Certified Wildlife Habitat
- “Muddy Sneakers” School

The Community of Slater-Marietta Elementary

Slater-Marietta is a K4 to fifth grade elementary school located in northern Greenville County in the city of Marietta, South Carolina. The current school facility, built in 2003, consists of 28 regular classrooms as well as one computer lab, science lab, music room, art room, media center, cafeteria, and a breezeway that attaches the original gymnasium. The student attendance rate of 96.4% is an average for our school. We currently have approximately 470 students in attendance.

Slater-Marietta serves all children in the four rural towns of Marietta, Slater, Cleveland, and the unincorporated areas of Travelers Rest. The primary industry of the immediate area is textiles. Several sewing plants, commercial farms, and smaller business are located in the area.

The majority of the students enrolled come from the community that thrived during the textile era. Changing industry, unemployment, poor housing conditions, limited education, and dependence on assistance programs have affected many families. The demographics reflect a range from low to middle socioeconomic levels. About one quarter of the students come from single parent homes, over a third of the parents did not complete high school and around 50% are high school graduates.

The demographics of Slater-Marietta Elementary indicate there is an overwhelming need for parental involvement in the development of parenting skills, in the students' education and positive school/parent communication techniques. Slater-Marietta was a Title 1 school from 2009-2017. Slater-Marietta lost Title 1 funding the summer of 2017. Our school guidance counselor and social worker also contribute to our community involvement. An adult continuing education facility is located in the neighboring Slater Hall to help parents complete their education by earning a GED.

The Staff of Slater-Marietta Elementary

Slater-Marietta benefits from the knowledge of experience teachers combined with the enthusiasm and idealism of young teachers. Our highly-qualified and dedicated teachers and staff are committed to the students of Slater-Marietta Elementary

School Leadership

George Champlin is the principal of Slater-Marietta. Mr. Champlin began his career as an assistant principal for 8 years at Heritage Elementary School. Mr. Champlin has served as an elementary school principal for three years, all at Slater-Marietta.

Candice Stanton is the Administrative Assistant at Slater-Marietta. She joined the faculty at the start of the 2014-2015 school year. Mrs. Stanton served at Thomas E. Kerns Elementary as an Instructional Coach for 5 years before joining the Slater-Marietta staff. Mrs. Stanton has a Bachelor's Degree from Clemson University, a Masters Degree in Education from Converse College, and an Educational Specialist Degree in Administration from Converse College.

Jenna Key is our Instructional Coach and joined the staff at Slater-Marietta in 2017. She graduated from North Greenville University earning her bachelor's degree in Elementary Education and then from Clemson University earning a Masters in Teaching and Learning with an Emphasis on English as a Second Language.

Kristin Krinock, our counselor, attended Nova Southeastern University and received a B.S. in Psychology and a M.Ed. in Elementary School Counseling from Clemson University. She is also a member of the Palmetto State School Counselors Association. Mrs. Krinock worked at Greenbrier Elementary full-time for 4 years and then part-time between Greenbrier and Plain Elementary for 2 years before coming to Slater-Marietta.

School Personnel

Thirty-three teachers at Slater-Marietta Elementary School are highly qualified according to ESSA. According to the State of South Carolina Annual School

Report Card for 2017, Slater-Marietta has 55.9% of teachers with advanced degrees, 73.5% continuing contract teachers, and 89.9% returning from the previous year. Teacher attendance in our school is 93.4%. The average professional development days per teacher are 12. Slater-Marietta has a faculty consisting of: principal, administrative assistant, 23 classroom teachers in grades 4K-5th, a special education class, 2 full-time teachers of special education, a part-time teacher who serves the gifted and talented students, a speech pathologist and one ESOL teacher. All three kindergarten and both K4 classes have paraprofessionals. We also have an art teacher, music teacher, physical education teacher, media specialist, a media clerk, two full-time and one part-time interventionist, and speech teacher. The school personnel are also comprised of a Guidance Counselor, Instructional Coach, full time nurse, attendance clerk and secretary.

Our teachers have a wide range of teaching experience. Twenty-four percent of our teachers have been teaching less than 10 years. Forty-one percent of teachers have in excess of 20 years' experience in the classroom. Two teachers hold National Board Certification. Most of the teachers are certified in either Early Childhood or Elementary Education, and some hold multiple certifications.

Mentoring Program for New Teachers to Slater-Marietta

Slater-Marietta Elementary has a new teacher mentoring program in place. When a new teacher is hired, they are assigned a mentor. The mentors' duties include instructional, procedural, emotional, managerial, parental, and personal support. Each mentor and new staff member meets monthly to review specific needs.

Student Population

Currently, 473 students are enrolled at Slater-Marietta in K4-5th grade. According to PowerSchool, the ethnic distribution of our school includes: 5% Hispanic/Latino, 85% White, 3% African American, 5% multiracial, 0.4% Asian, and 2% American Indian or Alaska Native. Though many of our students are driven to school or walk, students are also transported to school on four regular education busses, one special education bus and local day-care facilities. The student attendance rate is 95.3%. The school's retention rate is 0.2%. The percent of students served by Gifted and Talented is 5%. Students classified with disabilities other than speech is 18.3%. 3% of students qualify for ESOL (English for Speaker of Other Languages). 15% of students attend Speech.

Academic and Behavior Features, Programs, and Initiatives

Balanced Literacy:

In June 2012, our faculty received training in Balanced Literacy model founded by renowned literacy experts Irene Fountas and Gay Su Pinnell. This systematic approach to literacy includes teachers instructing students in

whole group, small groups, and individually. Teachers match books and texts to students at their levels, making instruction more individualized and meaningful.

Response to Intervention (RTI):

Due to the changes in the federal IDEA laws for identifying students for placement in a special education class, the Greenville County School District has developed a Response to Intervention plan to help remediate at-risk students before they fail and provide a more accurate identification of students with learning disabilities. Identification of students in 5K is done with the FastBridge Assessment which is given in the fall. Students in 1st are identified using the benchmarking system through Leveled Literacy Intervention. Those students identified are served until results of ongoing progress reports show that they are no longer in need of intervention help. RTI is fully implemented this year, in reading, for Kindergarten through First Grade.

Team Planning:

Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have five common planning times each week that are used for team planning. Through the use of common assessments, grade levels monitor and discuss student progress and adjust plans as needed. Plans are written through a backwards planning format using Learning Focused unit planning.

Technology:

We believe technology is a valuable tool to help students learn. Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard). Teachers also have access to Promethean items such as ActivExpressions and ActiVotes which help to engage learners in academic tasks by letting them remotely answer questions through selecting a multiple choice answer or texting a response.

Slater-Marietta will be going 1:1 in the 2018-2019 school year. All students in Grades 3-5 will receive their own Chromebooks. Teachers will receive training on how to implement these devices in the classroom and how to provide instruction using these devices.

Located in the media center is a Chromebook cart consisting of 28 Chromebooks. This is available for checkout to all of the classes in the school. The school is moving towards the use of Google Apps in the classroom, such as Google Classroom, Google Drive, and Google Slides. Many computer programs are used to aid student achievement. For younger students, Raz-Kids is available for academic growth. This is a program

designed to increase reading performance through leveled reading activities. For the students in the older grade levels, IXL is available. This program targets the subjects of language arts, math, social studies and science and provides a host of leveled activities for each academic area.

Character Education

Building character is an essential component in becoming responsible citizens. Our guidance counselor spends time teaching character education lessons using the 7 Habits of Happy Kids in each teacher's classroom once a month. We also support character education programs, such as Terrific Kids.

Extra-Curricular Activities

Upper elementary students who have demonstrated responsible behaviors, both academically and in character, have the opportunity to participate in extracurricular activities. Our fifth grade students create and produce our news morning show with the help of our challenge teacher and media specialist. This morning show gives students the opportunity to showcase their talents along with giving them responsibility outside of the classroom. Additional activities include:

- Chorus
- Safety Patrols
- Soccer Club

Coordinated School Health

At Slater-Marietta, we are dedicated to keeping our students and staff safe and healthy. Our school participates in the Coordinated Approach to Child Health (C.A.T.C.H.) and the Safe Kids Upstate programs. Starting with the 2013-14 school year, we became a culinary school and established a wellness team to promote healthy choices for both students and staff. Our safe and healthy programs and initiatives include:

- Safety Patrols
- Red Ribbon Week
- Field Day
- Jump Rope for Heart (American Heart Association)
- Go-Slow-Whoa foods in the cafeteria

Academic Excellence

We feel it is important to encourage and celebrate academic excellence with our students. Our academic programs and initiatives include:

- MasteryConnect using the Te.21 test - This is given three times throughout the year to provide the teachers and school with data on their academic achievements.
- Quarterly academic and attendance awards

- American Education Week Celebration

Parent Involvement

Parents are of vital importance to us and we grow and nurture their children. We feel a strong relationship is necessary for student success. Our parenting programs reflect the needs expressed to us by our parents and include:

- Math, Science and Literacy nights
- Parent Volunteer Program

OnTrack Initiative

During the 2018-2019, Slater will be implementing the OnTrack approach to support all students' attainment of knowledge, skills, and characteristics for career and college readiness. The OnTrack Team is intended to address the needs of all students.

Mission, Vision, and Beliefs

Mission Statement of Slater-Marietta Elementary School

Slater Marietta Elementary provides a quality education to build responsible, productive citizens, and future leaders.

Vision

We envision our children to become productive and responsible citizens who have been socially and academically prepared to tackle the challenges of their lives. collaborative learners, engaged students and productive citizens To achieve this goal, the school climate and classroom environments will be structured so that students will be encouraged to foster positive constructive relationships with their peers that will allow them to work together and attain academic success. This will lead students towards being highly engaged in their work and developing a personal interest in producing quality products in multiple mediums that focuses on established curriculum. Finally, this will empower Slater-Marietta students to actively participate in a positive and productive manner during their elementary education years and beyond.

Beliefs

We believe:

- All students can learn.
- All students can learn best in a safe, nurturing environment that is supportive and inviting.

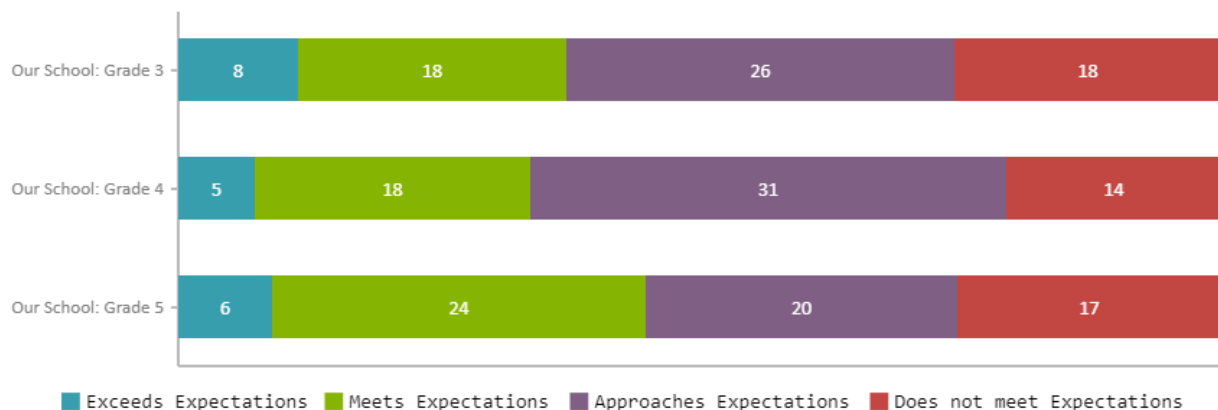
- All students should be active participants in the educational process, and assume increased responsibility for learning and problem solving.
- All students can be productive life-long learners with the support of their home, school, and community.
- All students have the right of equal access to educational opportunities.
- All students' education includes social, emotional, intellectual, emotional, physical, and character development.

Data Analysis and Needs Assessment Student Achievement

Slater-Marietta relies on test scores from the SC READY State Assessment, Palmetto Assessment of State Standards (PASS), Measuring Academic Progress (MAP), TE21 through MasteryConnect, and the Iowa Basic Skills (ITBS) Test to assess student achievement. Slater-Marietta sets high achievement expectations for our students. We are committed to ESSA guidelines. We want to continually improve student performance on standardized tests.

Student Achievement Needs Assessment

SC READY ELA 2016-2017



Based on 2016-2017 SC READY ELA:

3rd Grade

- 18% Did not meet expectations
- 26% Approached expectations
- 18% Met expectations
- 8% Exceeded expectations

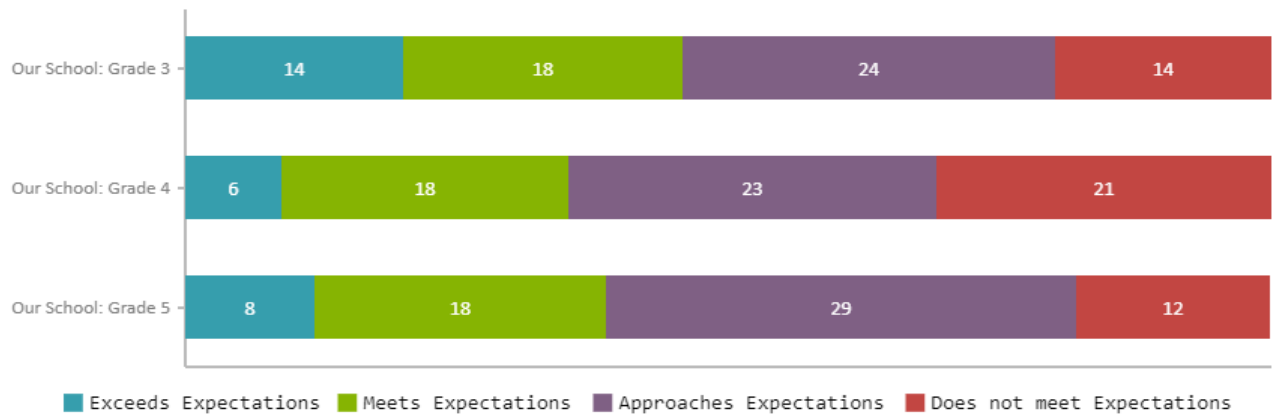
4th Grade

- 14% Did not meet expectations
- 31% Approached expectations
- 18% Met expectations
- 5% Exceeded expectations

5th Grade

- 17% Did not meet expectations
- 20% Approached expectations
- 24% Met expectations
- 6% Exceeded expectations

SC READY Math 2016-2017



Based on 2016-2017 SC READY Math:

3rd Grade

- 14% Did not meet expectations
- 24% Approached expectations
- 18% Met expectations
- 14% Exceeded expectations

4th Grade

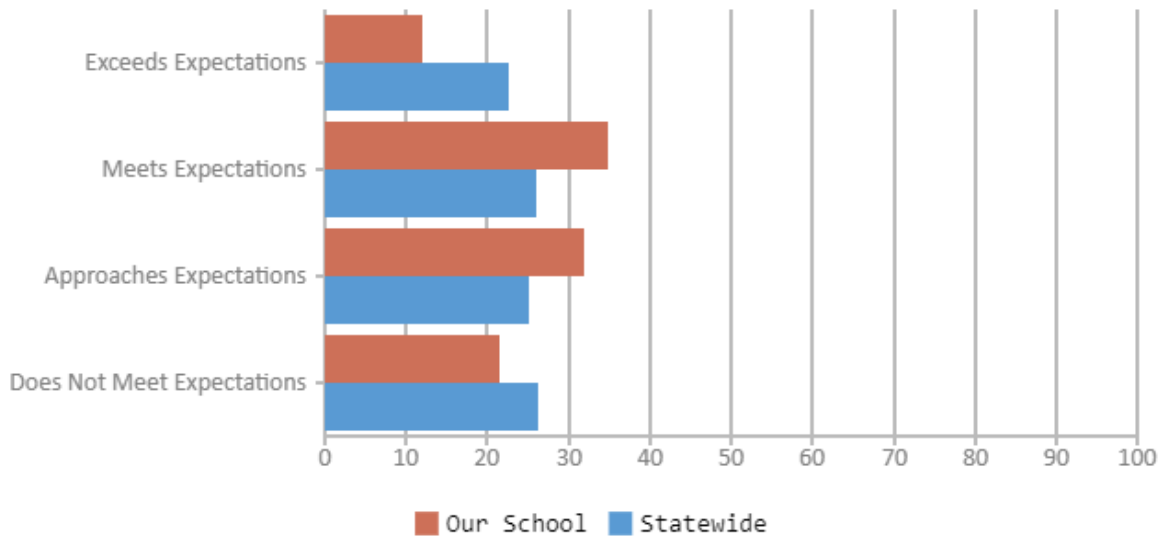
- 21% Did not meet expectations
- 23% Approached expectations
- 18% Met expectations
- 6% Exceeded expectations

5th Grade

- 12% Did not meet expectations
- 29% Approached expectations
- 18% Met expectations
- 8% Exceeded expectations

SCPASS Science 2016-2017

Science



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
39.7	53.7

Based on 2016-2017 SCPASS Science:

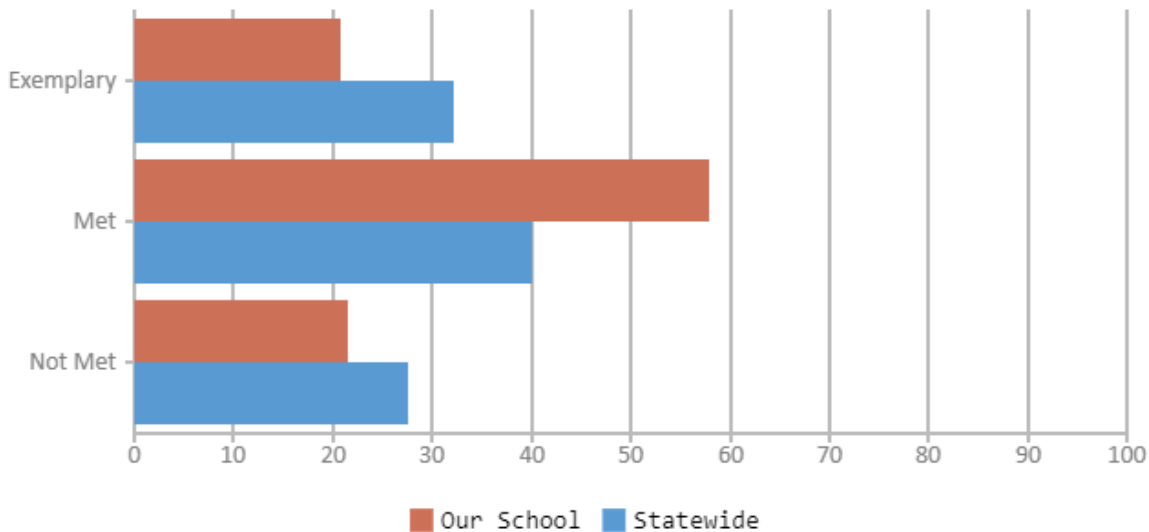
4th Grade had 39.7% Met or Exemplary on the 2016-2017 SCPASS Science and 5th Grade had 53.7% Met or Exemplary on the 2016-2017 SCPASS Science Test.

As a school, our 4th and 5th Graders had:

- 21.5% Did not meet expectations
- 31.9% Approached expectations
- 34.8% Met expectations
- 11.9% Exceeded expectations

SCPASS Social Studies 2016-2017

Social Studies



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
73.5	83.6

Based on 2016-2017 SCPASS Social Studies:

4th Grade had 73.5% Met or Exemplary on the 2016-2017 SCPASS Science and 5th Grade had 83.6% Met or Exemplary on the 2016-2017 SCPASS Science Test.

As a school, our 4th and 5th Graders had:

- 21.5% Not Met
- 57.8% Met
- 20.7% Exemplary

Schools Like Ours Comparison 2017-2018 SCPASS Data

The state compares schools with similar poverty indexes to show how we compare with other schools like ours. When Slater-Marietta is compared with schools around the state, we perform higher in the exemplary range.

When comparing Slater-Marietta to schools with similar socio-economic make-up it performs higher in ELA and Math. Of particular interest is that the content area that trends lower for similar schools also trends lower for Slater-Marietta. While Writing has increased further attention must be directed at Writing along with Science and Social Studies. Even though Slater-Marietta performs comparable to similar schools in the three content areas, it does trend below the district performance outcomes. For this reason the areas of Writing, Science and Social Studies should be addressed further in the needs assessment.

Teacher and Administration Quality

Based on our data, we have considered what direction we need at our school in order to accomplish meeting the demands of the school and district priority initiatives.

1. Offer more individualized professional development sessions and mentoring that is focused on both district and school wide initiatives.
2. Increase the communication and collaboration among all staff throughout the school.
3. Expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use.

Professional Development

On-going professional development activities are aligned with the school goals. The Professional development calendar provides school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

Approach

As we reviewed areas in our program needing improvement, it was evident that our professional development efforts should have a common focus. Professional development opportunities are based upon the implementation of state standards, improvement in writing and Balanced Literacy instruction as well as to support our school goals.

Using the findings listed in previous sections of our portfolio, we decided on several strategies and activities that would help close the gap in student achievement.

2017 – 2018 SMES Professional Development

1 st Wednesday/Month	Full Faculty Meeting
2 nd Wednesday/Month	Faculty Council
3 rd Wednesday/Month	Vision Planning Meetings
August Meetings	August 15: Technology: Google Classroom 101 Breakout EDU; Dismissal August 30 – September 1: MasteryConnect Training
September Meetings	September 6: MasteryConnect Session 1: Go over SC READY and SCPASS Data September 11 th : SIC Meeting September 13 th : Faculty Council September 20 th : Vision Planning Committees
October Meetings	Te21 MasteryConnect: MasteryConnect Window: October 23 – November 1 October 4 th : Mindfulness for Teachers & Students by Kara Lee Foster October 10 th : Coach's Meetings with all grade levels: Writing Rubric & PAS-T Notebooks October 16 th : ELA Training 4 th & 5 th Grade Teachers October 24: Technology Training – Seesaw October 30: Administration visit Woodland Elementary
November Meetings	November 1: Balanced Literacy: Using Rubrics for writing (Using the SC READY and new writing rubrics from the district) November 3 rd : K, 1 st , 3 rd , 4 th : Data Teams Book Talk November 7 th : 5 th Grade Planning Day November 8 th : 4h Grade Planning Day November 9 th : 3 rd Grade Planning Day November 13 th : 2 nd Grade Planning Day; SIC Meeting November 14: Tech Tuesday "Google Classroom" November 15 th : 1 st Grade Planning Day November 17 th : K5 Planning Day November 20 th : Coach's Meetings: DOK Levels November 28 th : 3 rd Grade Retention Meeting

December Meetings	<p>SMES Collaborative Sharing & Celebrations (Based on the Google Form and Teacher Response)</p> <p>December 5th: Data Team Discussions</p> <p>December 6th: Whole Faculty Meeting: Technology Google Forms</p> <p>December 12th: Coach's Meetings</p> <p>December 12th: Website Training</p> <p>December 13th: Faculty Council</p>
January Faculty Meetings	<p>January 4th: Data Teams Book Talk</p> <p>January 10th: ACES Training</p> <p>January 17th: Faculty Council</p> <p>January 17th: 5th Grade Planning Day</p> <p>January 18th: 4th Grade Planning Day</p> <p>January 19th: 3rd Grade Planning Day</p> <p>January 22nd: 2nd Grade Planning Day</p> <p>January 23rd: 1st Grade Planning Day</p> <p>January 24th: Kindergarten Planning Day</p> <p>January 24th: Vision Planning Committees</p>
February Meetings	<p>February 1st: Furman University Math Consortium</p> <p>February 7th: Full Faculty Meeting</p> <p>February 12th: SIC Meeting</p> <p>February 13th: Tech Tuesday</p> <p>February 14th: Faculty Council</p> <p>February 21st: Vision Planning Committees</p> <p>February 22-24: SCIRA Conference</p> <p>February 27: 5th Grade Planning Day</p> <p>February 27th: Tigerville Elementary School Visit</p> <p>February 28th: MasteryConnect Training</p> <p>February 28th: 2nd Grade Planning Day</p>
March Meetings	<p>March 1st: 4th Grade Planning Day</p> <p>March 5: K5 Planning Day</p> <p>March 6th: 1st Grade Planning Day</p> <p>March 7th: 2nd Grade Planning Day</p> <p>March 7th: Faculty Council Meeting</p> <p>March 8th: 3rd Grade Planning Day</p> <p>March 12th: SIC Meeting</p> <p>March 13th: Brushy Creek School Visit</p> <p>March 14th: Full Faculty Meeting – Susan Chick</p> <p>March 21st: Vision Planning Committees</p> <p>March 23rd: CPI Training</p>
April Meetings	<p>April 9th: SIC Meeting</p> <p>April 10th: Coach's Meetings – ESOL</p> <p>April 11th: Faculty Council Meeting</p> <p>April 13th: Dr. Meekins Instructional Rounds Meeting</p>

	April 17 th : Instructional Rounds April 18 th : Coach's Meetings with 2 nd – 5 th grade April 23 rd : SC READY and SCPASS Training April 25 th : Vision Planning Committees
May Meetings	May 1 st : Literacy Team – Reading Plan for next year May 2 nd : Whole Faculty – District Updates May 3 rd : Literacy Team – Reading plan for next year May 9 th : Full Faculty – Rosters for next year

School Climate Needs Assessment

Every year fifth grade students, fifth grade parents, and teachers take a state department survey. The results of the survey are published in the school report card. Below are the results of the three questions published annually from the survey.

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students'	Parents'
Number of surveys returned	29	59	51
Percent satisfied with learning environment	93.1%	84.7%	90.2%
Percent satisfied with social and physical environment	93.1%	91.4%	98.1%
Percent satisfied with school-home relations	86.2%	77.6%	84.3%

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 37% in 2016-17 to 47.98% 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 1.83% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 37% (2016-17)	School Projected Elementary 38.83	40.66	42.49	44.32	46.15	47.98
		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					
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ACTION PLAN FOR STRATEGY #1: Raise the academic challenge and performance of each student.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Focus: Performance Results Use performance results from school/district/state testing for instructional planning and to target student learning needs. School: Benchmarks, Common Assessments District: Rubicon-Atlas tests, Assessments for 4L/5K, Writing Prompts, Fountas and Pinnell levels, Te21 Math, Te21 ELA State: SC READY ELA, SC READY Math, SCPASS Science, SCPASS Social Studies</p>	<p>Yearly as data is available for district/state tests</p> <p>August 2013 on-going to May 2018 for school.</p>	Admin IC K-5 th SPED	\$300 for copying costs	Local Funds	<ul style="list-style-type: none"> - Data trends tracked over time for district and state assessments - Fountas and Pinnell Baseline data - Differentiated Instructional Plan using Te21 as one resource
<p>2. Focus: Subgroups Disaggregate SC READY and SCPASS data by subgroups to identify any achievement gaps</p>	Years as data is available	IC 3 rd -5 th SPED	\$50 for copying costs	Flocal Funds	Slater's Blueprint for Success to target subgroups scoring at lower performance levels

ACTION PLAN FOR STRATEGY #1: Raise the academic challenge and performance of each student.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Focus: Reading Target reading fluency and comprehension skills	2017-2018 to 2022-2023	Admin IC Teachers	Leveled Reading materials	Based on Funding	Fountas and Pinnell Reading Levels

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 40% in 2016-17 to 49.6% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 9.6% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 40% (2016-17)	School Projected Elementary 41.6%	43.2%	44.8%	46.4%	48%	49.6%
		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					
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ACTION PLAN FOR STRATEGY #1: Raise the academic challenge and performance of each student.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Focus: Performance Results</p> <p>Use performance results from school/district/state testing for instructional planning and to target student learning needs.</p> <p>School: Benchmarks, Common Assessments</p> <p>District: Rubicon-Atlas tests, Assessments for 4L/5K, Writing Prompts, Fountas and Pinnell levels, Te21 Math, Te21 ELA</p> <p>State: SC READY ELA, SC READY Math, SCPASS Science, SCPASS Social Studies</p>	<p>Yearly as data is available for district/state tests</p> <p>August 2013 on-going to May 2018 for school.</p>	<p>Admin IC K-5th SPED</p>	<p>\$300 for copying costs</p>	<p>Local Funds</p>	<ul style="list-style-type: none"> - Data trends tracked over time for district and state assessments - Fountas and Pinnell Baseline data - Differentiated Instructional Plan using Te21 as one resource
<p>2. Focus: Subgroups</p>	<p>Years as data is</p>	<p>IC</p>	<p>\$50 for copying</p>	<p>Local Funds</p>	<p>Slater's Blueprint for Success to target</p>

ACTION PLAN FOR STRATEGY #1: Raise the academic challenge and performance of each student.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Disaggregate SC READY and SCPASS data by subgroups to identify any achievement gaps	available	3 rd -5 th SPED	costs		subgroups scoring at lower performance levels
3. Focus: Instructional Protocol Use the GCSD Instructional Protocol to guide instructional planning and delivery	2017-2018 to 2022-2023	Admin IC Teachers	\$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement, and sustainability.

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 1.3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	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 45%	School Projected Elementary 46.3%	47.6%	48.9%	50.2%	51.5%	52.8%
		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					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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 <u>1%</u> annually.					

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	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 72%	School Projected Elementary 73%	74%	75%	76%	77%	78%
		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. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations N/A (2016-17) Annual Increase =	Projected Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations N/A (2016-17) Annual Increase =	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations N/A (2016-17) Annual Increase =	Projected AA					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>N/A</u> (2016-17) Annual Increase = __	Actual AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>15%</u> (2016-17) Annual Increase = __	Projected SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>15%</u> (2016-17) Annual Increase = __	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>N/A</u> (2016-17) Annual Increase = __	Projected LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>N/A</u> (2016-17) Annual Increase = __	Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual SIP	TBD	TBD	TBD	TBD	TBD

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations N/A (2016-17) Annual Increase = __	Projected Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations N/A (2016-17) Annual Increase = __	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations N/A (2016-17) Annual Increase = __	Projected AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations N/A (2016-17) Annual Increase = __	Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u>15%</u> (2016-17) Annual Increase = __	Projected SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u>15%</u> (2016-17) Annual Increase = __	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u>N/A</u> (2016-17) Annual Increase = __	Projected LEP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u>N/A</u> (2016-17) Annual Increase = __	Actual LEP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Projected SIP TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual SIP TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Projected Hispanic TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Actual Hispanic TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Projected AA TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Actual AA TBD					

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

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

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

ACTION PLAN FOR STRATEGY #1:					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	Leadership, Guidance, Program Director, Innovate Coordinator, A- Team Coordinator	\$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	Leadership, Guidance, Program Director, Innovate Coordinator, A- Team Coordinator			Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	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. Coach teachers in instructional best practices using the district coaching framework and through in-house training	2018-2023	Leadership, Instructional Coach, Literacy Specialists, Academics	\$2000	\$ 500 Local Funds, General Funds	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
2. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Instructional Staff, Leadership, Instructional Coach, Literacy Specialists, Academics	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
3. Support comprehension and effective communication through	2018-2023	Instructional Staff, Leadership,	\$0	NA	Classroom evidence of content vocabulary

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
intentional planning and authentic use of vocabulary		Instructional Coach, Literacy Specialists, Academics			usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds

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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	12.5% 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					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop recruitment plans for positions where there is no or minimal diversity.	2018-2023	Leadership	\$0	NA	Diversity of candidates
2. Interview and hire quality candidates who are diverse.	2018-2023	Leadership	\$0	NA	Ongoing interviewing and hiring of qualified candidates

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 2016-2017	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	School Projected 95%	95%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	School Actual	95%					
	District Projected	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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

	District Projected Parents 88%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	District Actual Parents 88%	TBD					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at our location.	2018-2023	Leadership	\$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 implement	2018-2023	Leadership	\$0	NA	Safety stories on web, social media, etc.
3.Continue to utilize social media, tip	2018-2023	All staff	\$0	NA	Information received

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues					from multiple stakeholder groups

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	88	School Projected	89	90	90	90	90
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90

		District Actual					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	Guidance, Leadership	TBD	Local	Students assigned to an adult at the school, , Innovate roster
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Leadership, Guidance	TBD	Local	Visit to community, use of community facilities for meetings, collaboration
3. Establish protocols among all adults to communicate positively with students	2018-2023	All Staff	\$0	NA	Documentation of communicating protocol to staff, House Rallies

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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	96.5% (2016-17)	School Projected	96.8%	97%	97.3%	97.3%	97.3%
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95

		District Actual					
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ACTION PLAN FOR STRATEGY #1:					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	Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned

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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 9% Lonely – 6% Angry – 7%	School Projected	Afraid ≤ 8 Lonely ≤ 6 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 6 Angry ≤ 7	Afraid ≤ 6 Lonely ≤ 6 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 6 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 6 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 ≤
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ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Implement relationship-building programs/strategies and mentoring relationships	2018-2023	Guidance, Leadership	\$0	NA	Programs implemented with fidelity	
2. Develop and maintain support resources for guidance counselors, classroom teachers, mentors	2018-2023	Guidance, Leadership, Innovate Coordinator	\$0	NA	Support options developed and distributed	