Taylors Elementary School

Excellence in Achievements, Actions and Attitudes

School Portfolio

Guided Self-Study Report utilizing AdvancED and SC SDE Protocols
Scope of Action Plan: 2018-2019 through 2022-2023

Annual Update for 2018

Kindergarten – Fifth Grade

Rhonda Rhodes, Principal
809 Reid School Road ~ Taylors, SC 29687 Phone: 864-355-7450
Web Site: www.greenville.k12.sc.us/taylorse/

The School District of Greenville County
Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

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

PRINCIPAL

Rhonda Rhodes	Rhonda R Rhodes	8/28/18
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kim Geer		8/17/18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Lisa Owen	Lisa Owen	8/17/18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 809 Reid School Road, Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-7450

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

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Rhonda Rhodes
2.	Teacher	Sally Nuss
3.	Parent/Guardian	Sarah Williams
4.	Community Member	Adrienne Lutz-Thomas
5.	Paraprofessional	Elaine Boykin
6.	School Improvement Council Member	Kim Geer
7.	Read to Succeed Reading Coach	Lisa Owen
8.	School Read To Succeed Literacy Leadership Team Lead	Lisa Owen
9.	School Read To Succeed Literacy Leadership Team Member	Stephanie Martin

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

School Literacy Leadership Team for Read to Succeed – Lisa Owen, Rhonda Rhodes, Monica Brackett, Stephanie Martin,

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

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

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

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Introduction

PURPOSE

The purpose of the self-study is twofold:

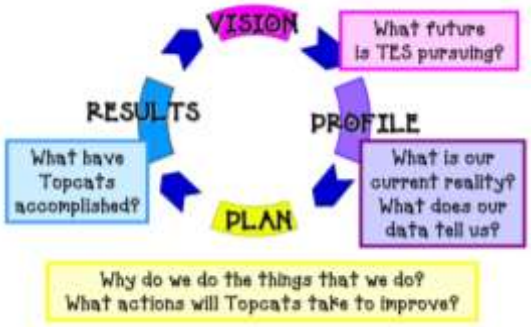
- To **improve the effectiveness** of Taylors Elementary School
- To **provide assurance to the public regarding the educational quality of our school** by obtaining reaffirmation of our accreditation from AdvancED

Our School Strategic Plan was developed to document changes and progress our school has made while working to continuously improve everything we do. This document provides an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our plan describes our school and includes actual evidence of our work. It describes who we are, our school vision, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. This document describes how we build and utilize our plan for the purpose of increasing student learning—our ultimate goal.

OVERVIEW OF THE SELF-STUDY PROCESS and STAKEHOLDER INVOLVEMENT

The principal and other members of the School Leadership Team remain central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process in its entirety. This committee meets monthly and serves as the decision-making authority on reports, policies and procedures. All stakeholders, including staff, PTA Executive Board and School Improvement Council (SIC) have roles and responsibilities. Representatives from this team serve as resource persons and provide support and input for all stakeholders at PTA Executive Board meetings and SIC meetings.
Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community.



Knowing how essential this process is to our continuing success, stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in a comprehensive editing process and taking part in the kinds of discussions that the self-study process is designed to facilitate. As a result of our shared experiences, we continue to learn how best to add value to the lives of our students and enrich our community. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

School Portfolio Team Members, Roles, and Committees

Executive Summary	Rhonda Rhodes- Principal Monica Brackett- Instructional Coach
School Profile	Rhonda Rhodes- Principal Monica Brackett- Instructional Coach

	Joseph Stowe- Assistant Principal Betsy Crowe- Resource Teacher Thomas McAuliff- Teacher Sara Duncan- Teacher DeeAn Hadley- Attendance Clerk Sally Nuss- Media Specialist Nelda Kay- Guidance Counselor
Mission/Vision/Beliefs	Rhonda Rhodes- Principal Monica Brackett- Instructional Coach
Data Analysis/Needs Assessment	Rhonda Rhodes- Principal Monica Brackett- Instructional Coach All Classroom Teachers
Action Plan	Rhonda Rhodes- Principal Monica Brackett- Instructional Coach All Classroom Teachers
Professional Development Plan	Rhonda Rhodes- Principal Monica Brackett- Instructional Coach Joseph Stowe- Assistant Principal All Classroom Teachers

Executive Summary

The Executive Summary looks at student achievement data, teacher and administrator quality data, school climate data, significant school challenges, and significant awards, results or accomplishments over the past three years.

Student Achievement Data

- Student attendance remains steady at around 97%.
- Our enrollment increased significantly from 2012-2013 and remains steady for the 2016-2017 school year. Our ethnicity enrollment remains steady for all subgroups. Over the last five years the FARMS student numbers also remain steady.
- Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained consistent over the last three years.
- Taylors' second grade students are higher than the district expectation of 50% on both the COGAT and the ITBS/Iowa at 56% in reading, 52% in math, and 57% on COGAT.
- Three 2nd grade students qualified for the Charles Towne Center
- Based on 17-18 Winter Math MAP scores, 71.2% of 2nd graders are on target to meet expectations on 3rd grade testing.
- Based on 17-18 Winter Reading MAP scores, 57.6% of 2nd graders are on target to meet expectations on 3rd grade testing.

Teacher and Administrator Quality Data

- The average teacher attendance is on the rise from 94.6% in 2014-2015 to 97.4% in 2017-2018.
- The Leadership Team with input from the staff has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program.
- Mrs. Rhodes, our Principal, is the chair of South Carolina Association of School Administrators (SCASA) Innovative Ideas Institute Conference (I3).
- Mrs. Rhodes is the President of the SCASA Elementary Division.
- Mr. Stowe, our Assistant Principal, was accepted and completing the Assistant Principal Institute of Greenville County Schools.
- Mrs. Rhodes serves as a Principal Mentor for Greenville County Schools.
- Mr. Stowe completed the Center for Executive Education Leadership through SCASA.
- Two district trained Literacy Mentors

Significant School Challenges

- Over the last five years Taylors Elementary has experienced several changes in leadership positions. Mrs. Rhodes is the second building principal and the Instructional Coach has changed five times. In addition, we have had three different Assistant Principals.
- Higher need for students to receive Mental Health Services; as a result, Taylors Elementary employs a full-time Mental Health Counselor.
- Many two working parent families have difficult time attending school events or being actively involved in their child's education.

Significant Awards, Results, Accomplishments

- RAMP (Recognized ASCA Model Program) Award
- Leader in Me School
- Two Top 10 District Teachers of the Year

- Five Discovery Educator Lead Learners
- Four Google Certified Educators who serve as Adjunct Trainers in our school and across GCS
- GoNoodle Ambassador
- SeeSaw Ambassador
- One teacher participating in the Instructional Coach Institute for GCS Schools
- Six Teacher ADEPT Evaluators on Staff for GCS
- Three National Board Certified Educators
- South Carolina Green Steps School
- Safe Kids School
- PTA OAK Leaf Award – Recognition of Membership
- PEP Literacy Grant Recipient
- Golden Apple Winners
- State Level Reflection Student Winners
- Healthy Schools Live Well School
- SC Honors Choir member
- Three teachers selected as South Carolina Life Changers
- Multiple Donor's Choose teacher winners
- PTA Awarded $20,000 Kaboom and Dr. Pepper Playground Grant

Taylors Elementary School Profile

Taylors Elementary is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and

academically challenging learning environment. Our mission – Empowering Leaders Today and Tomorrow- promoted within our learning community by teachers who are committed to student-centered instruction and the individual needs of each student.

Our primary goal of raising student achievement is facilitated by our highly-qualified professional teaching staff. The faculty provides learning experiences that engage students in a creative, rigorous, standards-based curriculum. Instruction is driven by research-based best practices and data analysis to ensure that every student has access to individualized instructional strategies. Additionally, each faculty member participates in a variety of professional development opportunities through conferences, literature reviews, graduate courses, and district facilitated trainings. We are proud to have a Top Ten Finalist for Greenville County Schools Teacher of the Year for the second year in a row.

In a concentrated effort to develop world class skills, we offer a variety of after school and enrichment programs designed to enhance the academic and social skills of students. As an official Leader In Me school, we focus on school-wide leadership skills and equip our students with the success skills needed to excel in school and beyond our K-12 structure. Students also have ample opportunities to participate in groups such as, Art, Chorus, Green Team, Student Ambassadors, Girls on the Run and a Boys Run Hard Group. We added a Chromebook Computer Lab, in addition to, increasing the number of Chromebooks in Grades 3-5 and iPads in Kindergarten, First and Second Grades. We have a Coding and a Project Lead the Way Robotics Club. Personalized learning is a continued goal to meet the needs of all learners at Taylors Elementary.

As a National RAMP (Recognized ASCA Model Program) our school counseling department provides a com department has partnered with Greenville Mentoring to train mentors and pair them with students who need additional support. The Watch DOGS (Dads of Great Students) program provides positive male role models who volunteer to assist in overall school operations. Also, we have combined our Life Savers framework with the Seven Habits of Leader In Me to reinforce good citizenship by outlining the school's expectations for good behavior and the consequences for disregarding them. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention. Finally, we partner with Greenville County Mental Health to provide a full time Mental Health Counselor housed within our school to serve our students and families of Taylors Elementary.

Raising student achievement is our primary goal. Our Vertical Teams have facilitated conversations and actions among our staff to strive for continuous improvement. We are utilizing data teams to create common assessments and use data to drive instruction. We continue to grow in the area of Balanced Literacy as a means to support and accelerate every child at Taylors Elementary School with the addition of two literacy mentors to continue on-site training. Additionally, we are an Inclusive Strategy School. We strive to identify the strengths and learning needs of all students by offering inclusion-based learning. Inclusion is available for identified special education students whose learning can be maximized and supported in a regular education setting.

Ultimately, our goal in continuous improvement is for children to understand what is expected and to be able to chart their own growth. Children are setting goals and reflecting on their academic improvement. We believe that, as children understand where they are headed academically, they will become empowered to work towards goals. As we enter our second year as a Leader In Me school, students will be using data notebooks for WIGS (Wildly Important Goals) to track academic and personal achievements.

One initiative to address struggling kindergarteners and first through third graders is the addition of Response to Intervention (RTI). We identify students at risk for poor learning outcomes, provide

research-based interventions and monitor student progress. During the 2016-2017 school year students in grades K-3 were served by two RTI reading teachers and a literacy coach. Benchmark scores drastically improved with the interventions. With three certified Special Education Resource teachers, we provide both inclusion and resource services to students identified with learning disabilities and/or special needs. We also have two self-contained classrooms who serve students who are mainstreamed to the maximum ability of each learner.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and sharing ideas with colleagues at faculty meetings and in-services. Summer Academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers also attend the Upstate Technology Conference to learn new ideas, and fulfill technology proficiency requirements.

In October 2015, our school went through a Technology Refresh program. Fifty-two laptops were ordered for teachers and six desktops for office staff. Our computer lab was updated with 30 new desktops and we ordered 30 Chromebooks for a new upstairs lab. With refresh, we were able to reimage the old laptops and desktops and distribute these to classrooms for daily use. In addition, PTA gave us funds to order 30 Chromebooks to be distributed for classroom use and on-line state testing. Additionally, in 2016, local funds purchased 90 Chromebooks giving us a total of 180 schoolwide. Classrooms were also given multiple iPads for student use. TechKnow Tuesdays were designed to enhance instructional technology and these sessions are led by our district, principal, and staff of Taylors Elementary. We currently have three adjunct Google Instructors for our district who are classroom teachers at Taylors, in addition to four Discovery Education Digital Leadership Corps teachers on site. We also have a Black Magic Studio in our library to project our morning news show schoolwide. Technology is enhancing our assessments and providing a higher level of engagement for student learning at Taylors

Quality teacher leadership is nurtured and encouraged at our school. Our design of staff development includes the structure of our Wednesdays. Our Faculty Council and Committees meets on the first Wednesday of each month to guide decision making for our school and serve as an advisory team to our administration. From the transformation of traditional teacher meetings to FBI Meetings, Focus on Better Instruction, teachers lead with best practices and presentations from our professional book study. The third Wednesday allows PLC's to create, design and analyze assessment for student learning. Vertical Teams meet on the final Wednesday for discussion of standards, data, and common assessments.

Our school counseling department has partnered with Greenville Mentoring to provide training to interested mentors and currently paired twelve volunteers to students who benefit from this support. Additionally, our Watch DOGS (Dads of Great Students) program continues to grow and encourage positive male role models to spend a day volunteering in overall school operations for the day. This year we have been fortunate enough to have a full time mental health counselor placed in our building 5 days a weeks to provide services to students and families through Greenville County Mental Health.

In a concentrated effort to make "every minute count" at Taylors, we participate in the Universal Breakfast Program, providing a free, healthy, and nutritious breakfast to all students. Additionally, we have formed some early morning peer-mentoring groups, and opened our computer lab for students to enhance their mathematical skills with the Compass Learning program in grades second through fifth. We have several after school programs for enrichment: Art, Chorus, Green Team, Student Council, and Topcat Visionary Leaders. We have also partnered with the Greenville Hospital System and have five trained Girls on the Run (GOTR) Coaches and twenty-four girls who have joined the GOTR program. These girls will culminate their participation with a 5K Run in May. Run Hard is a

boys running group serving eighteen boys in 2nd-5th grade. There are two coding/robotics clubs that meet after school. One club is for grades 2-3, and the other is for grades 4-5. These groups meet twice a month.

One initiative to address struggling kindergarteners and first through third graders is the addition of A strong mentoring program, the M & M's (Mentors and Mentees), inspires and encourages new teachers, as it strengthens working relationships and improves our overall program. With the addition of new faculty members, we developed a summer welcoming workshop to help learn the mission of Taylors Elementary School. This group has met throughout the year to provide support for Induction Level teachers and those new to Taylors Elementary.

Taylors Elementary is fortunate to have a strong partnership with our PTA. This year, our PTA wrote and received a $20K Kaboom and Dr. Pepper Playground Grant, Additionally, four members participated in the national PTA Conference. To further promote academic success, PTA events are curriculum-based. Past PTA honors include SC PTA Outstanding Unit of the Year, SC PTA Principal of the Year, SC PTA Support Staff of the Year, and SC PTA Enrichment Programs of the Year. The current PTA is eager to regain the recognitions. In addition, School Improvement Council (SIC) takes an active interest in the everyday workings of the school. Parental involvement is encouraged and celebrated with many opportunities to participate in school life. The SIC is working to enhance the Watchdog Program in order to encourage positive male role model participation within the school.

To strengthen the writing program, each class chooses a "The Write Ingredient," student whose works are selected for display during the month and they are invited to a special tea. As they sip their "tea", munch a snack, and listen to the administration read a story, each child receives a special treat bag. "Writing Celebrations" have brought a whole new perspective to our writing program. Parents enjoy coming to celebrate student writing.

To facilitate academic motivation, students are recognized each nine weeks for Perfect Attendance, A/B Honor Roll and the Principal All A Honor Roll. Students are recognized in front of family and peers in grade level perfect attendance, honor roll, and Terrific Kids in a grade level ceremony. A special Principal Honor Roll celebration is hosted by administration after recognitions.

Alternative assessment techniques are evident throughout the curriculum. Teachers incorporate scoring guides for evaluation purposes. Rubrics are utilized to guide students through activities and projects, as well as to assess their work. Fountas and Pinnell Benchmarks are given to all grade levels to assess reading levels, areas of strength, and specific areas of weakness. Students are also given the opportunity to retest if they received a failing grade on an assessment. The district Math benchmark test is utilized throughout the year to assess student growth and readdress teaching strategies to help maximize potential growth of each student. Kindergarten uses KRA-2, a state reading literacy assessment that allows for monitoring of student growth. Data teams utilize formative assessment to guide and direct the instructional delivery and academic achievement of all students. Teams meet after school to create common assessments, analyze the results, and devise a plan to achieve and excel student mastery of learning standards.

A language proficiency assessment is administered in the spring to ELL students in kindergarten through fifth grade. Students take four sub test in reading, writing, listening, and speaking. The combined scores give each student a language proficiency level for use by the ESOL and classroom teacher to ensure students are receiving accommodations as needed.

Since the inception of state testing, teaching standards through rigorous instruction is a priority. Strategies for addressing higher level thinking skills are embedded throughout school-wide Professional Development to promote critical thinking, problem-solving, and evaluation. Additionally,

substitutes are provided for teachers quarterly to analyze TE21 Data and use results to guide daily instruction. These results provide data with a strong correlation to student performance on SC READY ELA/Math and SC PASS Science and Social Studies. As a means to provide extra incentive, rubrics were designed for students and teachers to evaluate effort on the TE21 Benchmarks. We also had a student led Academic Pep Rally for test motivation in May.

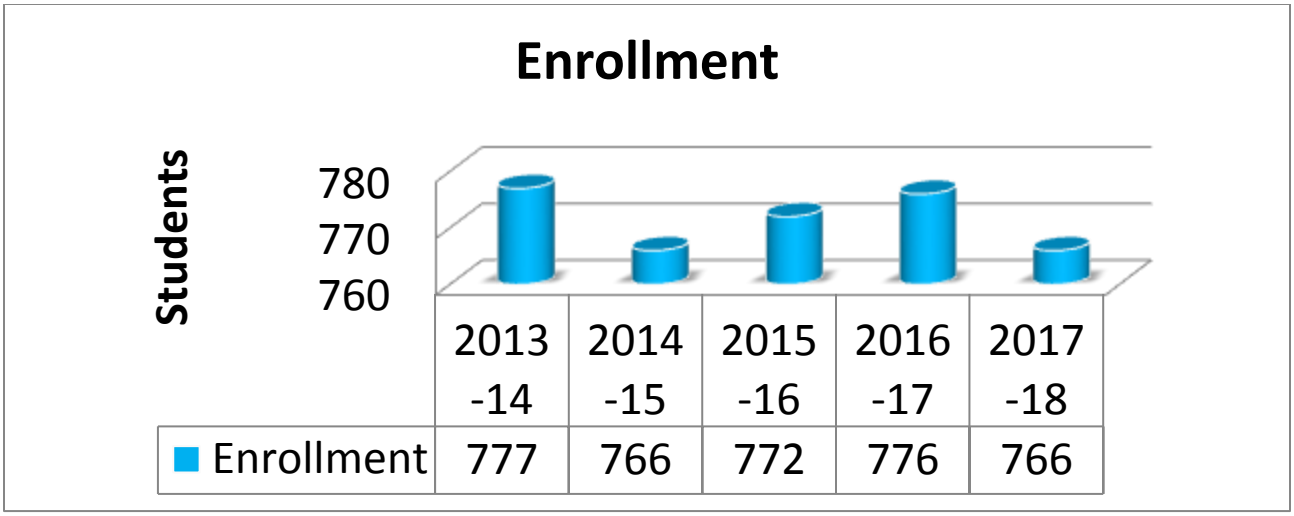
Although we are delighted with the progress we have made in recent years, we are eager to meet the challenges of the future, especially in the areas of increased student achievement and technology. Our faculty is excited about the wonderful possibilities that lie before us in the years to come. Seeing our students as leaders and meeting the Profile of the SC Graduate. As a Leader In Me school, our community has embraced the belief that all students are leaders. Great things are happening at Taylors Elementary! It is a time of growth and commitment to “Empower Leaders for Today and Tomorrow”. Greatness starts here!

Demographic Discussion of the School Community

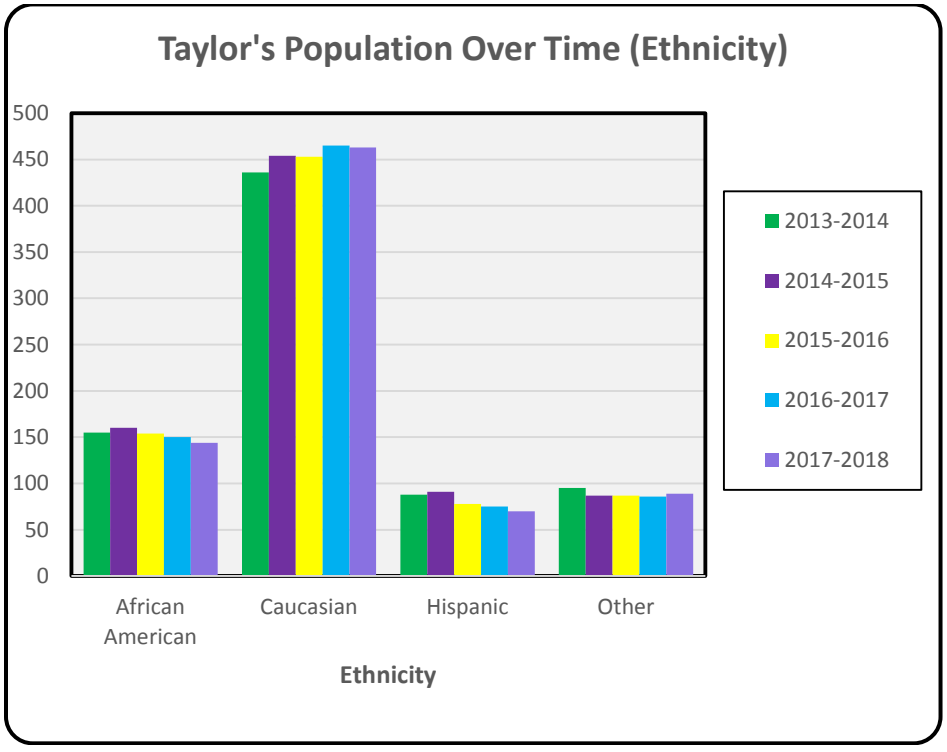
Taylors Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylors Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year. The walls are multi-faceted and windows face various directions. The architectural design is symbolic of the learning community within: a many-faceted instructional program for diverse student needs, solid academic offerings, students of many nationalities viewing the world through different windows of opportunity, and a supportive school climate.

We serve a culturally diverse population of students: Vietnamese, Arabic, Chinese, Greek, Egyptian, Ukrainian, and Spanish speakers. As an Inclusive Based and Satellite Autism school, students with individual education plans are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Teachers maximize learning for all students, providing personalized learning for challenge and support. Response to Intervention (RTI) is designed to address struggling readers in Kindergarten through second grade.

In efforts to close the achievement gap, our school has designed special programs to meet these needs: For example, our TopCat Visionary Leaders focus on achievement of males, our Early Morning Academic Group serves primarily students who are on Free/Reduced Lunch status and our master schedule reflects the push for an Inclusion Based instructional program.



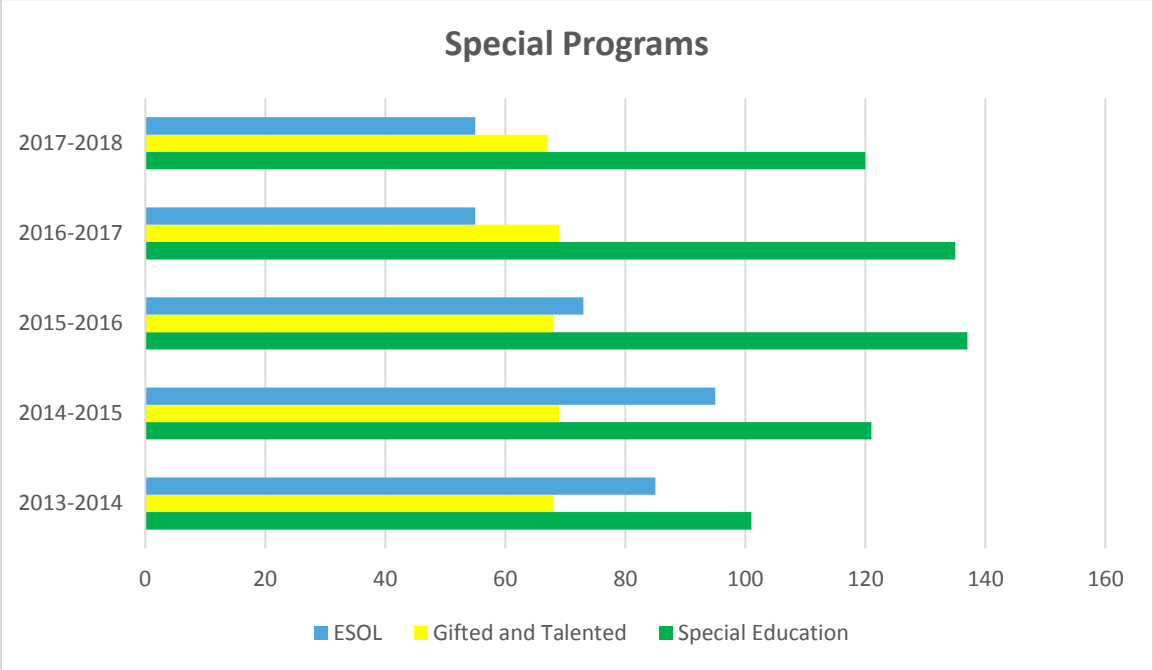
Demographics
2013-2018



Our enrollment has stayed steady over the last 5 years. Our ethnicity enrollment also remains steady for all subgroups. Over the last five years the FARMS student numbers also remain constant. Of the 58% FARMS, 85% of those students receive Free Lunch and only 15% receive Reduced Lunch Status.

FARMS Population 2013-2018

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
FARMS	56.0%	54.0%	52.0%	51.0%	48.0%
Full Pay	54.0%	46.0%	48.0%	49.0%	52.0%



Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained steady over the last three years.

Average Daily Student Attendance

School Year	Student Attendance
2013-2014	97.1%
2014-2015	96.5%
2015-2016	96.7%
2016-2017	96.0%
2017-2018	96.0%

Attendance Data provided by SDE School Report Card. Student attendance remains steady at around 96%.

Summary of School Leadership, Administrative Structures and Partnerships

Administration sets high expectations for students and staff. Teachers are monitored for the implementation of state standards to ensure quality education for all children. Mrs. Rhodes is in her fourth year as principal at Taylors Elementary. She comes with ten years of experience in this role. In fall of 2016, Mr. Stowe joined the Taylors Elementary as Assistant Principal. This is his second year as the Assistant Principal of Taylors Elementary but has brought with him a solid record as an experienced Administrative Assistant for Greenville County Schools.

Parents serve as volunteers and provide services to help enhance and enrich the learning environment. Programs where businesses contribute time and materials include the American Heart Association (Jump Rope for Heart), Kiwanis Club (Terrific Kids), Crisis Response Training (Safe and Drug Free Schools), Chick-Fil-A (Top Cat Accolades), and Family Dentistry Health (Crystal Apple). Currently, we are sponsoring an active WatchDOGS program (Dads of Great Students) to provide positive male role models to all students. Additionally, we have regular trained mentors from Upstate Mentor who meet weekly with assigned students and provide a one on one mentoring relationship.

Analysis and Narrative of School Personnel Data

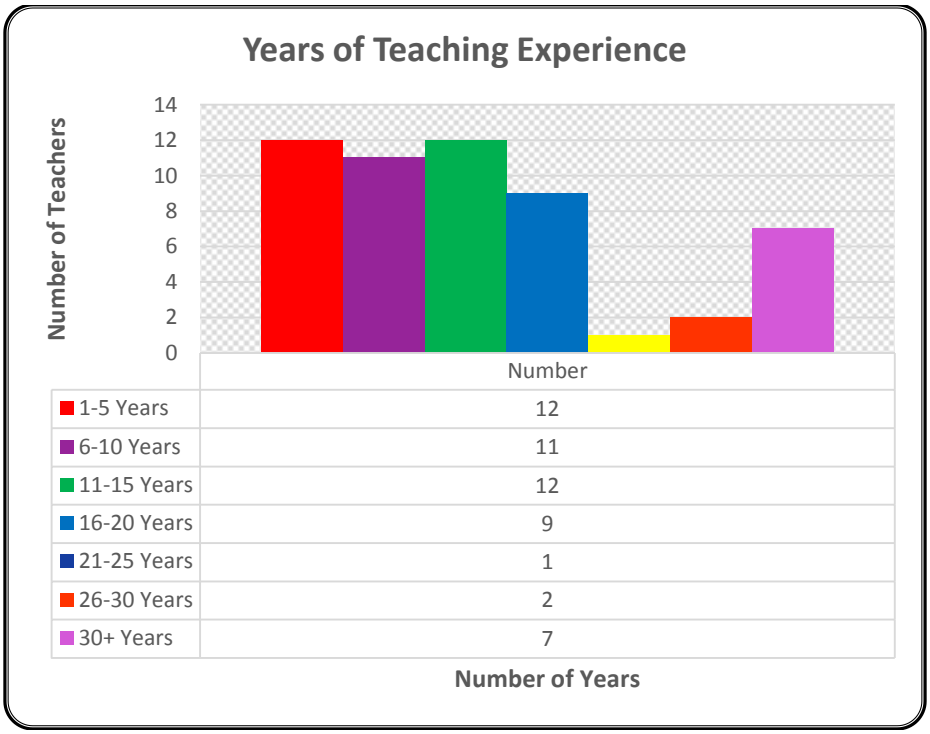
The Taylors staff shares high expectations for student success. Taylors boasts a certified staff of 56 for the 2017-2018 school year. This staff includes administrators, classroom teachers, a library media specialist, three related arts teachers, three part-time related arts teachers, an RTI teacher, a literacy coach, a part-time gifted and talented teacher, a full-time school counselor position, two part-time school counselors, two administrators, eight paraprofessionals, a media clerk, a full-time speech pathologist, a part-time speech pathologist, an ESOL part-time teacher and an instructional coach. Three full-time resource teachers serve students in kindergarten through fifth grade through both pull out and inclusion services. A K-2 developmental class with one teacher and two paraprofessionals address the needs of a targeted population. Being an Autism Satellite School, we also have a full time ASA staff member to assist classified students. Support personnel available to assist with students needs include district psychologists, curriculum coordinators, speech and language pathologists and technology specialists. Additional personnel include the school nurse, a receptionist, an attendance clerk, a secretary, a plant engineer, four custodians, and a cafeteria manager and six food and nutritional service workers.

Taylors' staff has had consistent attendance over the last five years. Each year, we have met the attendance requirements.

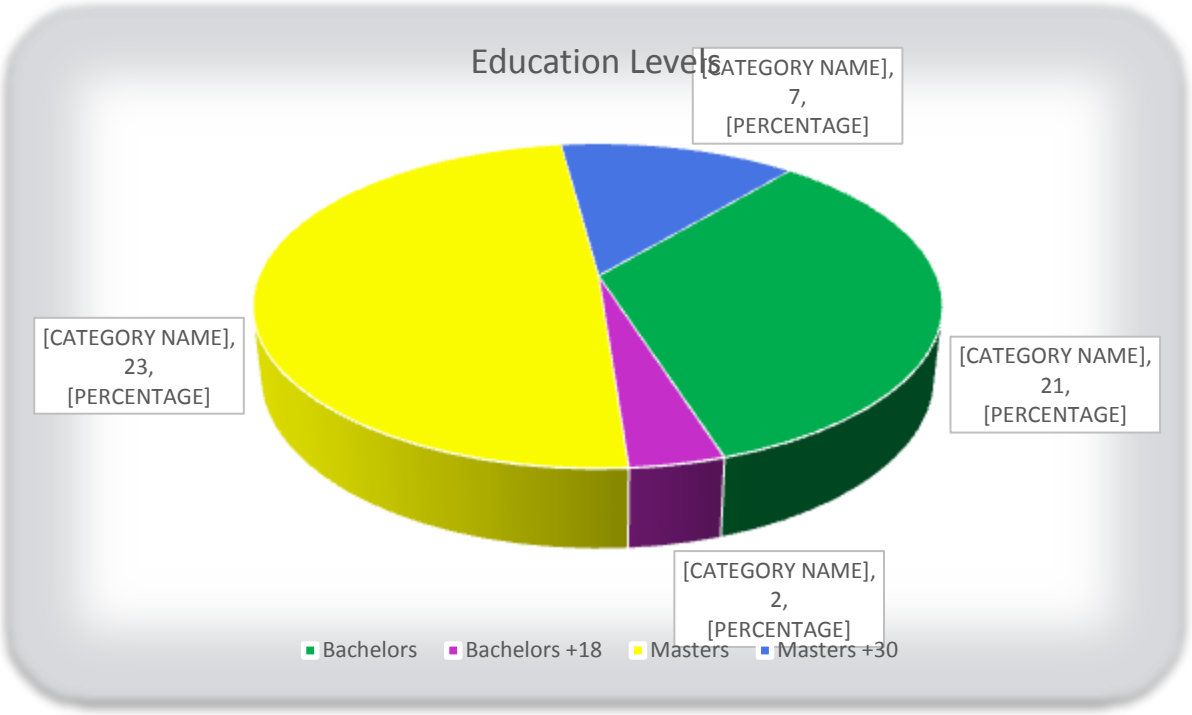
School Year	Teacher Attendance
2013-2014	94.8%
2014-2015	94.6%
2015-2016	95.0%
2016-2017	94.6%
2017-2018	97.4%

Certified Staff Experience
2017-2018

The teaching experience of the certified staff ranges from one year to forty-one years with the majority of the experience in the 1-20 year range (43 teachers). The years of experience spent specifically at Taylors Elementary range from one year to 32 years. The greatest number of the certified staff at Taylors has been at the school for 1-10 years.



This certified staff at Taylors is not only extremely educated, but they have diverse interests as well. All of the regular classroom teachers are certified in Early Childhood or Elementary Education, with many certified in both. Our administrators are certified as classroom teachers and spent many years teaching. Four of the staff are Nationally Board Certified. Elementary Guidance and Counseling degrees are held by six of our staff. Other certifications held by staff members are: Gifted and Talented, Speech, Special Education LD, Special Education EMD, Library Science, Physical Education, Art, Music, English as a Second Language, Elementary Principal/Administrator/Supervisor, Reading, and Communication and Disorders.



Our certification percentages almost mirror the experience percentages with 38% of the staff with a Bachelor's degree and 62% of the staff with a Master's degree and above.

The current positions held at Taylors Elementary are:

1 – Principal
1 – Assistant Principal
1 – Instructional Coach
2.0 – Guidance Counselors
0.8 – Challenge Teacher
4.2 – Related Arts Teacher (1.4 of each area)
1 – Secretary
1 – Attendance Clerk
1 – Office Clerk
1 – Nurse
1 – Media Specialist
1 – Media Clerk
5 – 5K Teachers and 5 – 5K Assistants
1 – Developmentally Delayed Teacher and – 2 Assistants
6 – Grade 1 Teachers
6 – Grade 2 Teachers
5 – Grade 3 Teachers
6 – Grade 4 Teachers
5 – Grade 5 Teachers
3 – LD/Resource Teachers
1.6 – Speech Therapists
0.8 – ESOL Teacher
1 – Literacy Specialist
1 - RTI

MISSION, VISION, VALUES AND BELIEFS

AdvancED Accreditation Standard 1: Vision and Purpose
A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Mission Statement: Empowering Leaders Today and Tomorrow

Vision Statement: Our vision is to provide a safe, caring educational environment where students strive to reach their fullest potential as lifelong learners and responsible leaders.

Statement of Beliefs:

- We believe that every student is a leader.
- We believe each child's education program is a shared responsibility.
- We believe in a student centered program that focuses on the total child.
- We believe real world connections inspire our students to achieve their personal best.
- We believe students should synergize and collaborate to be effective members within our community and beyond.

AdvancED Accreditation Standard 3: Teaching and Learning A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

The following are the curriculum, instruction, assessment, and environmental factors that we value and that justify our shared vision and support effective learning for our students:

Curriculum*:* Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity. Students are afforded opportunities to engage in learning and assessment out of school with community members.

Curriculum must include:

- Research-based models
- Have relevance to everyday life experiences
- Addressing the standards
- Incorporating cross-curricular experiences
- High expectations for all students
- A balanced approach

Instruction*:* Teaching must be varied and creative to meet the individual needs of students.

Instruction must include:

- Alignment of school vision with instructional focus
- Guided discovery/active inquiry
- Student-centered approaches
- Research-based models
- Innovative teaching and challenging programs
- Connections to real-life situations and prior knowledge
- Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns, keeping journals)
- Opportunities for students to decide performance criteria and methods

Assessment: Assessments are methods used to better understand the current knowledge that a student possesses. Assessments can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

Assessment must:

- Address diverse learning styles and respect multiple cultures
- Guide classroom instruction
- Be content appropriate and linked to academic learning content
- Varied and continuous
- Utilized by teachers to build new information based on student strengths
- Provide opportunities for students to engage in self-assessment
- Provide prompt feedback

***Environment*:** Our school provides a nurturing environment committed to achieving excellence. We share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.

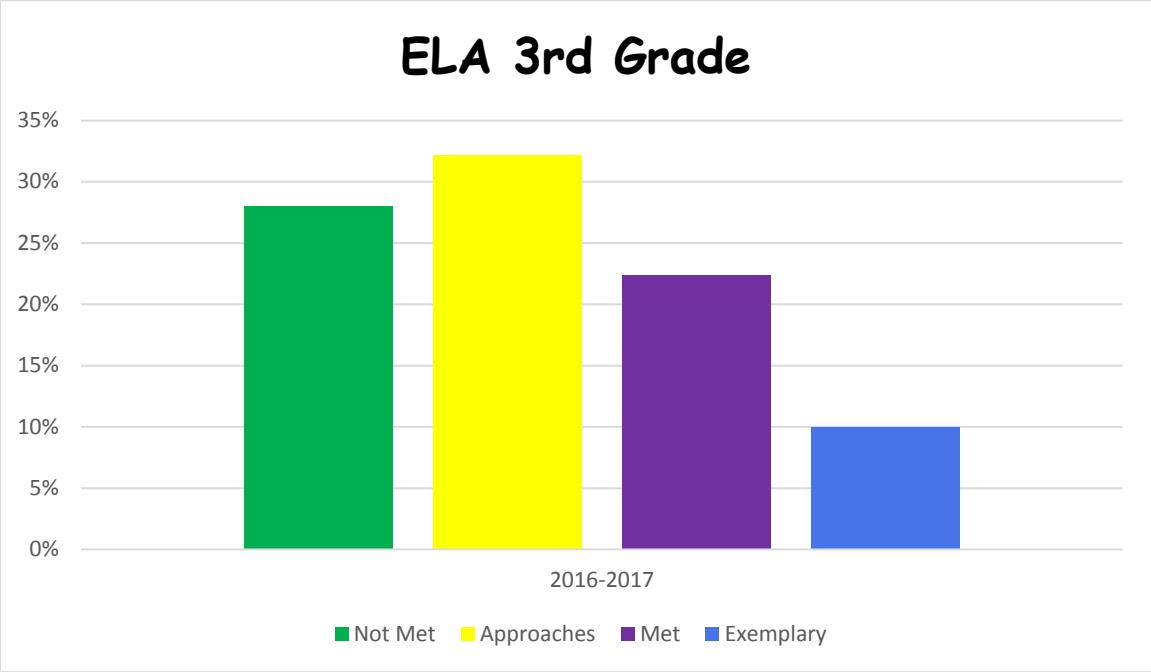
Environment must include:

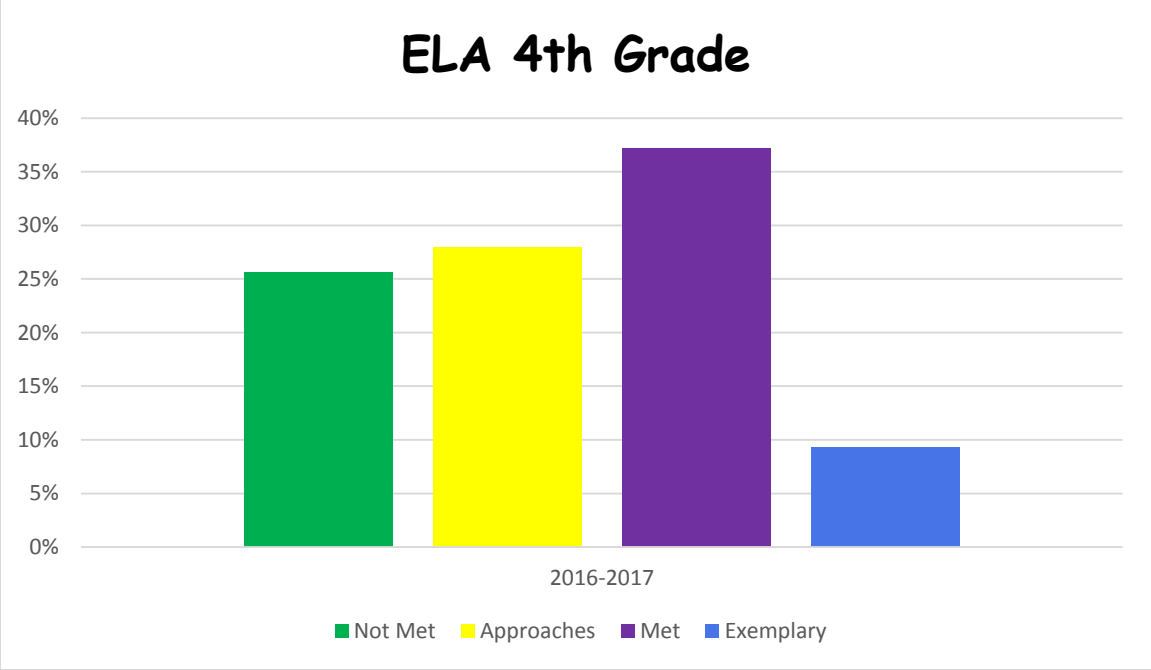
- An exceptional staff that works and shares as a collaborative team
- A parental community that feels valued as full participants in their child's education
- Leadership that is supportive, encouraging, and fosters positive changes
- Meaningful learning experiences for all stakeholders
- An atmosphere that supports each student's academic, personal, and social growth
- A safe, healthy, stimulating, motivating learning environment
- Increase the number of volunteer hours by 10% from 10,889 in the year the year 2011-2012 to 11,978 in the year 2017-2018.
- Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- Increase the use of parents utilizing the parent portal by 5% each year.

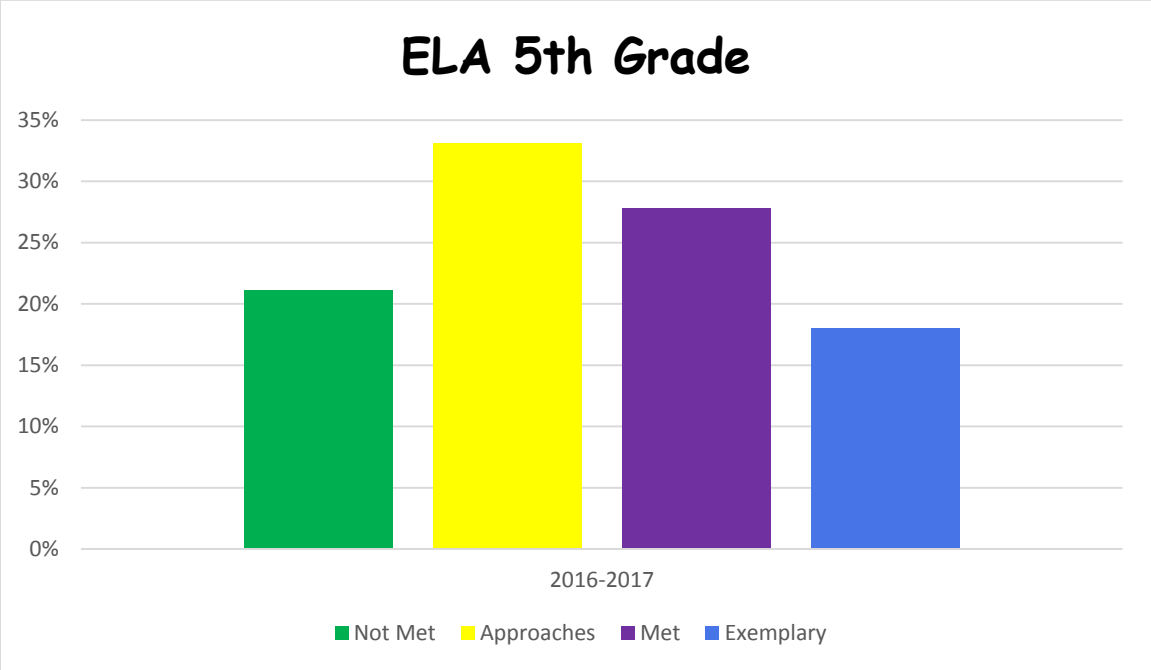
Data Analysis and Needs Assessment

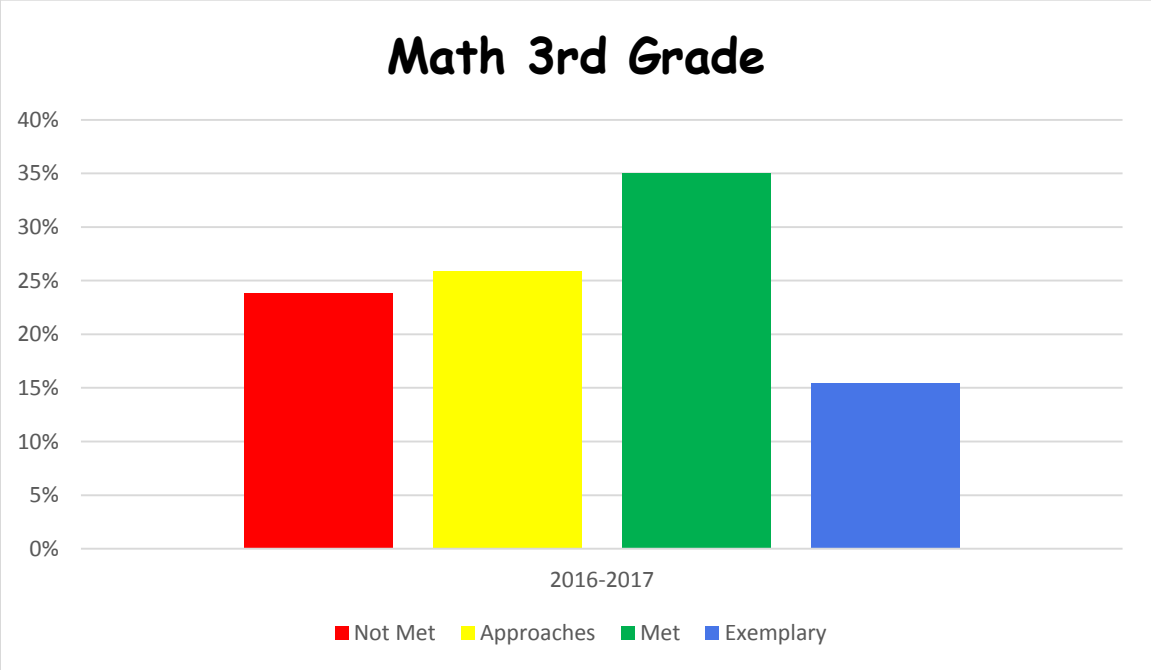
Student Achievement Needs Assessment

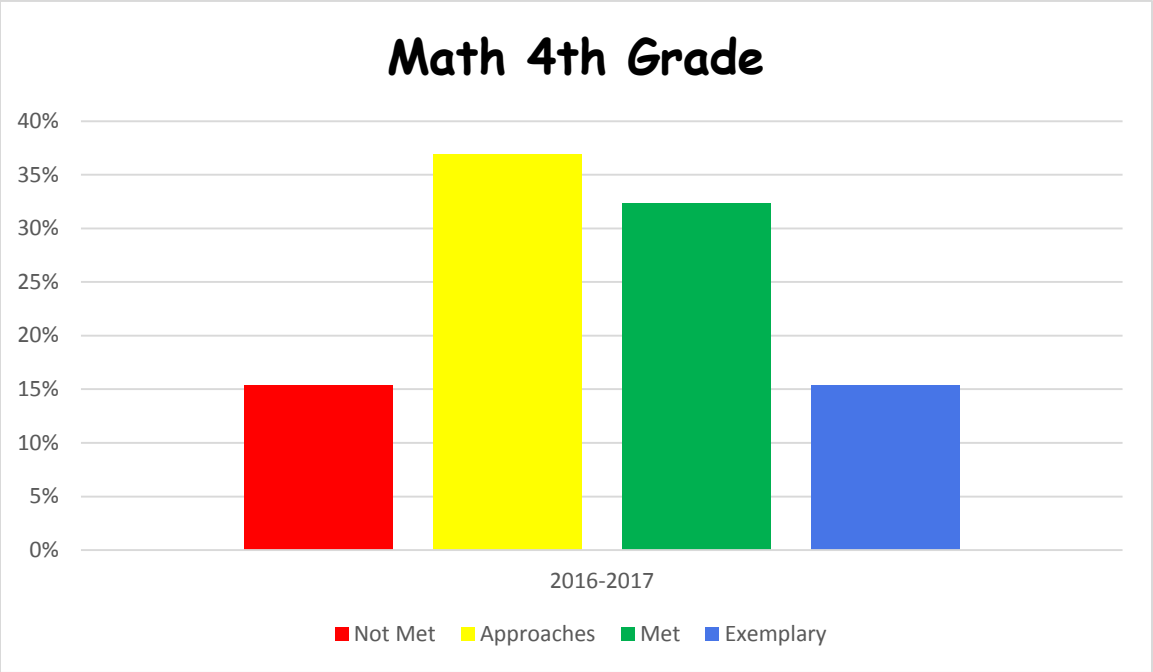
SC READY Results

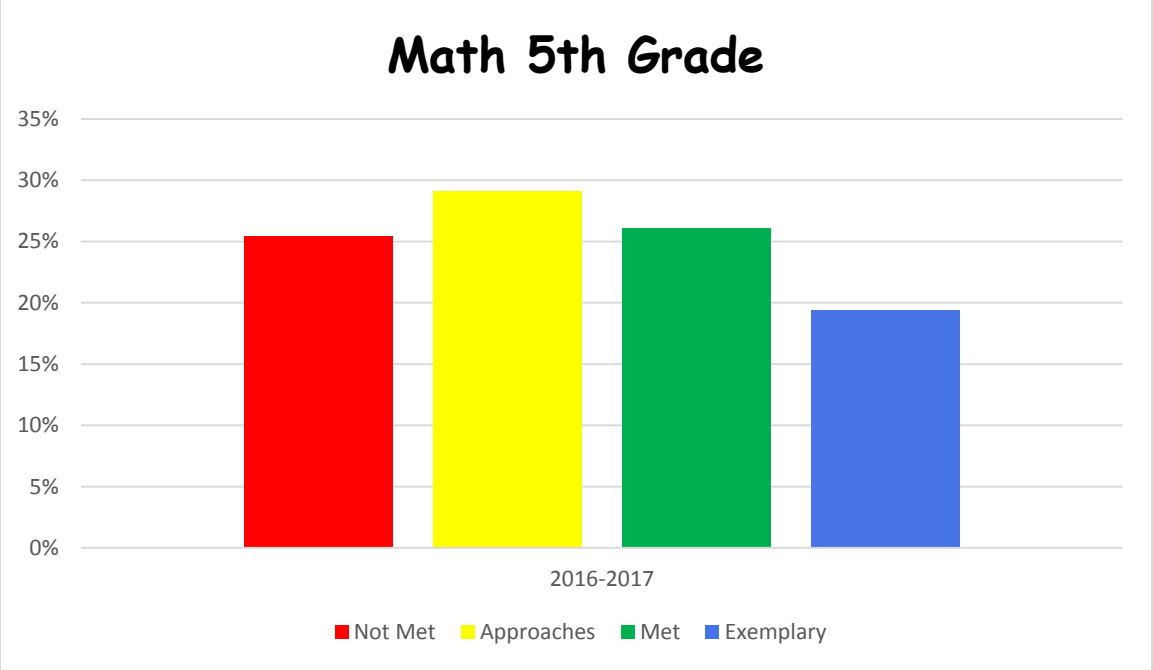




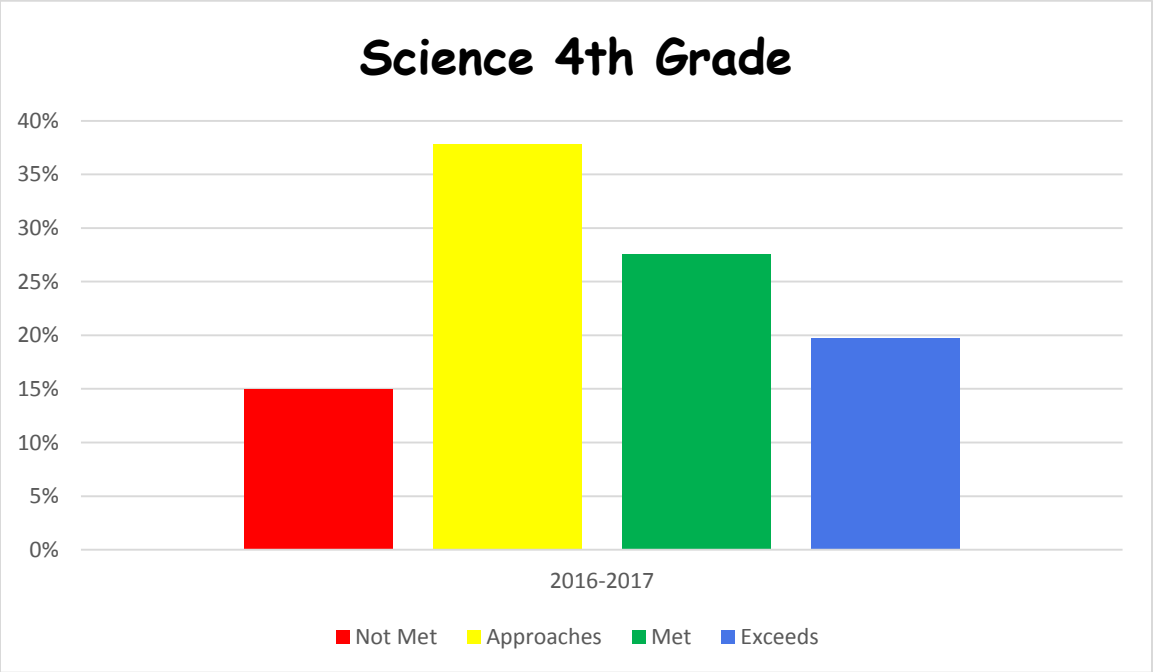

ELA 5th Grade
35%
30%
25%
20%
15%
10%
5%
0%
2016-2017
Not Met
Approaches
Met
Exemplary

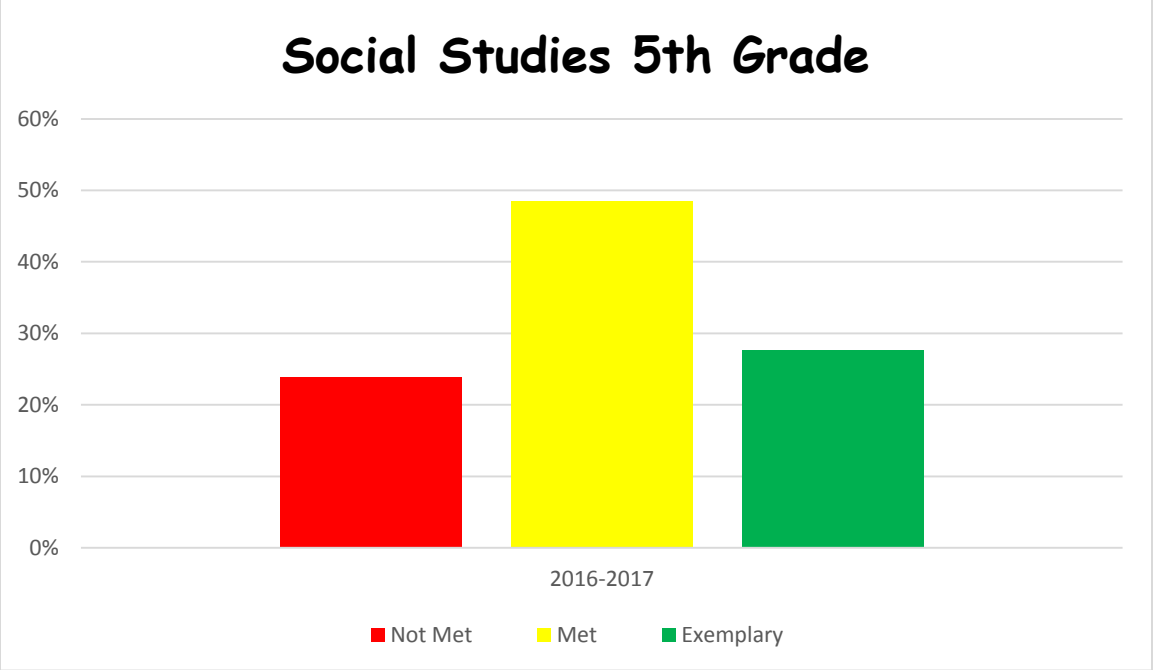

Math 3rd Grade
40%
35%
30%
25%
20%
15%
10%
5%
0%
2016-2017
Not Met
Approaches
Met
Exemplary


Math 4th Grade
40%
35%
30%
25%
20%
15%
10%
5%
0%
2016-2017
Not Met
Approaches
Met
Exemplary


Math 5th Grade
35%
30%
25%
20%
15%
10%
5%
0%
2016-2017
Not Met
Approaches
Met
Exemplary

Palmetto Assessment of State Standards Results





Strategies to Increase Student Learning

Teachers at Taylors Elementary School keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered through learning labs, school based learning, and PD offered by our district and through a nearby university, in addition to attending conferences.

We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. Small groups have helped meet individual needs in reading and math.

To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. At each grade level, teachers work together as a team and function as a Professional Learning Community. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Vertical Teams, Grade Level Teams and data analysis promote a collaboration and platform for professional growth and learning.

Using Student Achievement Data

We have systematically tried to use data to inform our decisions about instructional programs. The new teacher evaluation instrument, PAS-T, promotes student achievement data in the decision-making process. As part of teacher evaluation process, teachers develop Student Learning Objectives using baseline data and set learning target goals. A beginning, mid-year and final conference is held with administration to review student achievement and create support in attaining the learning goals

For example:

- Procedures in place have allowed us to track student achievement by grade level and class.
- The use of the strategic plan process and the PAS-T evaluation system has helped us implement more effective methods of tracking student achievement.
- District created benchmarks using TE21 are used three times a year to monitor student mastery of standards and to adjust teaching strategies
- FastBridge is being used to progress monitor kindergartners in targeted areas.
- Fountas and Pinnell reading benchmarks are being used to measure reading growth
- Math Benchmarks are being utilized to measure growth in mathematical concepts.

Student Support Systems

Recognizing that some students need support in addition to what is available in the classroom; Taylors Elementary School has worked with the district to provide a variety of special services.

- We have three full-time resource teachers who work with students with identified learning differences and gaps in achievement. We also have one self-contained class for students with more pronounced identified learning differences.
- Two RTI specialists pull small groups of students in first and second grades for reading support.
- A Gifted and Talented teacher pulls students that qualify based on the required minutes of service. She also has started an Enrichment program this year in grades 2-5 for students who have partially qualified for the GT program.
- When a teacher believes that a student has special needs that require attention, the student is referred to the school's Assistance Team (A-Team). The team is to determine student needs and to align them with resources that are available through the school, district, or community.
- An ESOL teacher is committed to providing language support to students new to the English language and in assisting families with school communications.
- Two speech and language pathologist serve students with identified language deficits.
- An extended-day program enriches and extends the school day curriculum.
- Taylors Elementary provides break areas designed for sensory breaks and interventions for students with special needs.

Summary of Progress

We have a clear path for increasing student achievement. We know how to implement content and performance standards in our classrooms. The implementation of Profession Learning Communities (PLC) and common formative assessments have assisted in improving our efforts to align instruction with standards. We are utilizing RTI in kindergarten through second grade to help students become better readers. We are providing broadened inquiry based instruction in the classrooms including balanced literacy, and created partnerships with local agencies to support student and family needs. We have also learned to disaggregate student achievement results more effectively and analyze our school processes.

Next Steps

Our work is quite focused and there is broad buy-in by our stakeholders in the school community of our vision. Our goal is to implement the vision throughout the school and in every classroom.

To accomplish this, we plan to:

- Continue the implementation of The Leader in Me program
- Examine student assessment data regularly, as a whole faculty and in vertical teams
- Increase teacher/student conferencing regarding student achievement; have students develop annual individual goals, two academic and one behavior
- Collect authentic assessment data for use in action research
- Share our classroom successes and Best Practices, so that every child in the school will benefit from each teacher's talents
- Consider findings from data analysis in lesson planning/ use of data teams
- Benchmarking using the Fountas and Pinnell Assessment kits

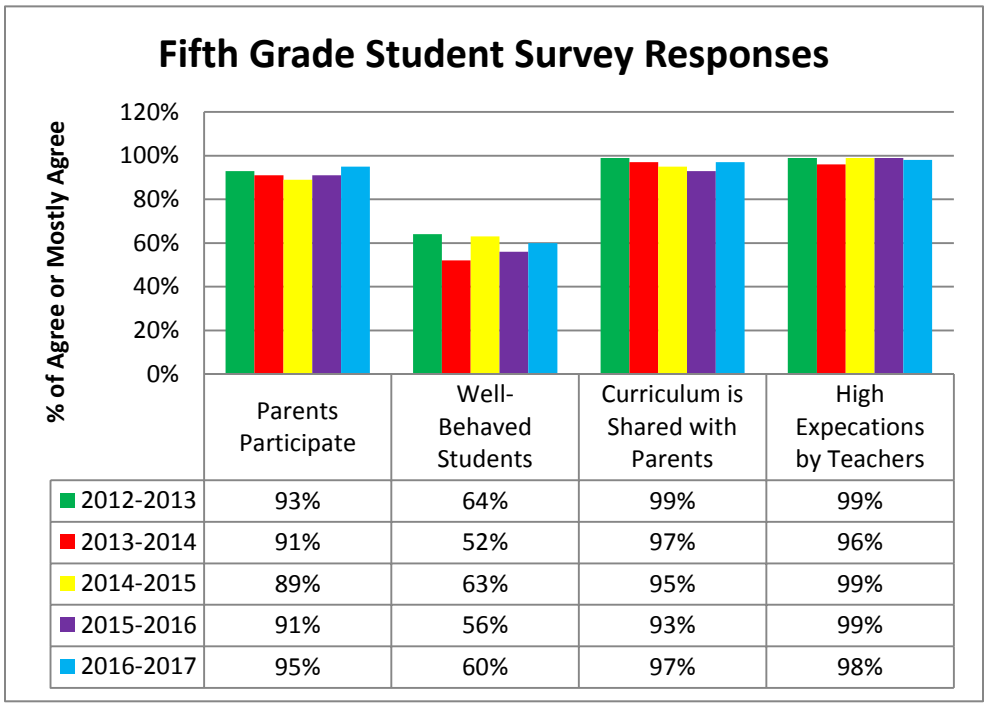
ACHIEVEMENT GAPS AND ROOT CAUSES

We continue to look at our data to ensure the best instruction for all our students. Recognizing a gap exists between disabled and non-disabled students as well as other small groups, we have restructured the scheduling of our school day to more effectively address the needs of our struggling learners. Our hope is to receive credit in all subgroups as measured on the state report card. We are looking forward to next year with scheduling and placement of students with special needs. The teachers are more familiar with inclusive practices and we hope to see gains.

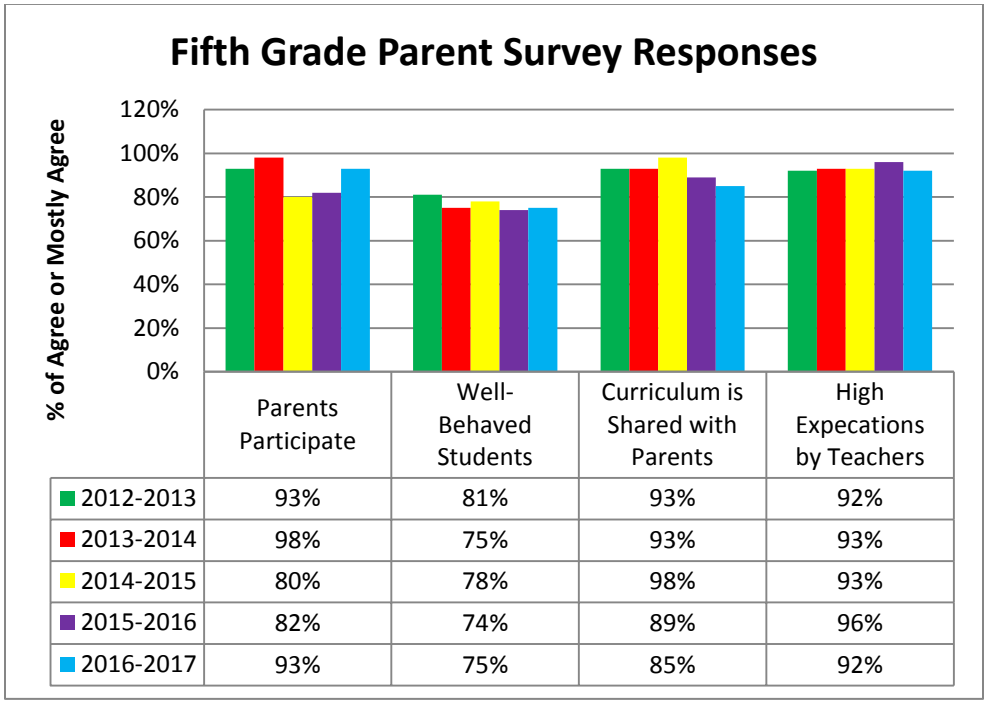
Analysis of school-wide data is used to target areas in our commitment to close the achievement gap. When examining the curriculum, the need for differentiated instruction and strong curriculum alignment with standards may be factors. It is also important to note that SC has identified a large number of standards to be addressed, especially in third grade, fourth grade and fifth grade.

School Climate Needs Assessment

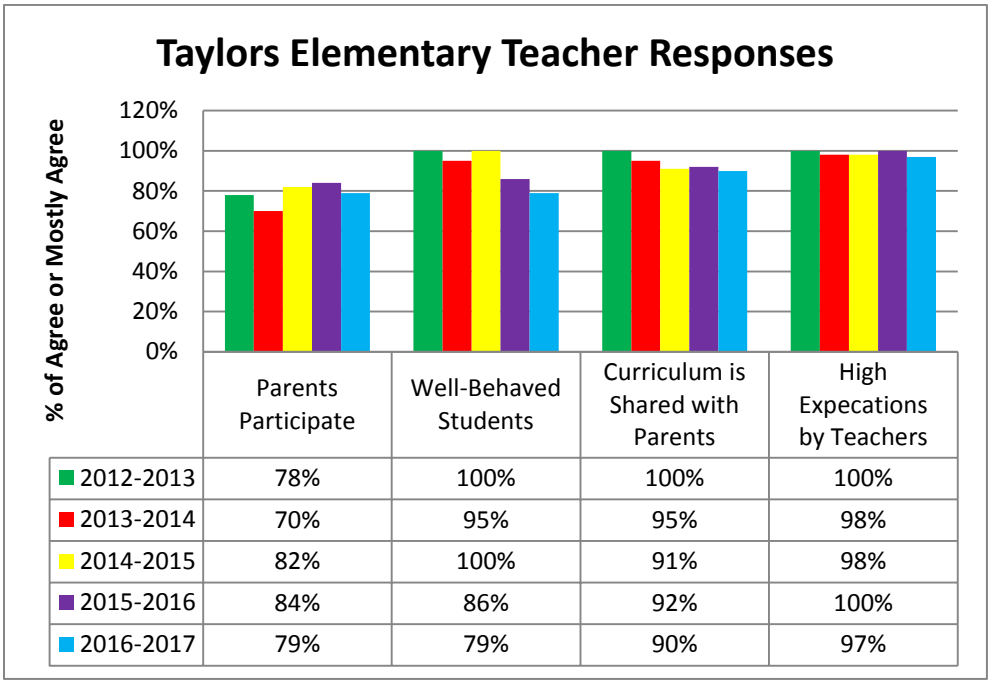
Data obtained for the School Climate Reports was compiled from the SC SDE Survey that was administered in February 2012-2016.



	Parents Participate	Well-Behaved Students	Curriculum is Shared with Parents	High Expecations by Teachers
2012-2013	93%	64%	99%	99%
2013-2014	91%	52%	97%	96%
2014-2015	89%	63%	95%	99%
2015-2016	91%	56%	93%	99%
2016-2017	95%	60%	97%	98%



	Parents Participate	Well-Behaved Students	Curriculum is Shared with Parents	High Expecations by Teachers
2012-2013	93%	81%	93%	92%
2013-2014	98%	75%	93%	93%
2014-2015	80%	78%	98%	93%
2015-2016	82%	74%	89%	96%
2016-2017	93%	75%	85%	92%



	Parents Participate	Well-Behaved Students	Curriculum is Shared with Parents	High Expecations by Teachers
2012-2013	78%	100%	100%	100%
2013-2014	70%	95%	95%	98%
2014-2015	82%	100%	91%	98%
2015-2016	84%	86%	92%	100%
2016-2017	79%	79%	90%	97%

SDE Report Card Evaluations by Teachers, Students and Parents

Per SDE criteria, only fifth graders and their parents were surveyed.

2013 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	40	198	52
% satisfied with the learning environment	100%	87.7%	92.3%
% satisfied with social and physical environment	100%	90.9 %	92.4%
% satisfied with home-school relations	94.9%	92.9 %	94.3%

2014 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	43	101	40
% satisfied with the learning environment	97.6%	90.0%	87.5%
% satisfied with social and physical environment	100%	89.1%	97.5%
% satisfied with home-school relations	81.4%	93.1%	72.5%

2015 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	45	121	72
% satisfied with the learning environment	98%	84%	90%
% satisfied with social and physical environment	98%	82%	93%
% satisfied with home-school relations	93%	89%	76%

2016 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	49	109	55
% satisfied with the learning environment	97.9%	89.0 %	90.9%
% satisfied with social and physical environment	98.0%	88.3 %	94.2%
% satisfied with home-school relations	93.9%	92.8 %	85.2%

2017 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	39	118	65
% satisfied with the learning environment	92.3%	88.1%	93.8%
% satisfied with social and physical environment	92.3%	89.0%	92.4%
% satisfied with home-school relations	87.2%	85.6%	81.5%

The SC SDE Surveys are administered each spring. Responses indicate we are on the right track to continuous improvement. Although the age level of students who participated in the survey (10-11 year olds) needs to be taken into consideration when weighing responses, student responses were very positive. Certain responses can be expected from this age level.

After a careful review of this survey and other inventories the following conclusions reflect patterns and trends evident from the input of stakeholders:

- Although a high percentage of parents rated the school in a positive manner, a stronger level of parental involvement, both in the home and at the school level, needs to be targeted.
- In-school suspension and The Leader in Me initiative are two strategies we are using to address discipline concerns.
- District-created curriculum maps have kept our school community focused on moving all students forward.
- Web sites provide parents with current information, but perhaps there needs to be more training on how to access that information.
- Also, incentives for families to attend curriculum night need to be incorporated.
- Training on how to access the Student Portal may need to be included in targeting our home/school relations.
- Expectations were considered at a high level by parents, teachers and students.

Teacher and Administrator Quality

TAYLORS ELEMENTARY
2017-2018 Professional Development Calendar

Date	Activity	Responsible Party
August 2, 2017	New To Taylors Informational Meeting	Rhonda Rhodes
August 3, 2017	New Faculty Council Leadership Retreat	Rhonda Rhodes
August 10, 2017	TLIM Creating Culture Training	Rhonda Rhodes
August 15, 2017 8:00-3:00	Teacher Workday # 1 Opening Day FBI Staff Breakfast/All Staff Meeting Staff Luncheon Certified Only Meeting	Rhonda Rhodes Joseph Stowe Monica Brackett Nelda Kay Amy Styles
August 16, 2017	Teacher Workday # 2	Rhonda Rhodes
August 17, 2017	Teacher Workday # 3 Meet the Teacher 11:00-1:00 & 4:00-6:00	Rhonda Rhodes
August 18, 2017	Teacher Workday #4	Rhonda Rhodes Monica Brackett
August 21, 2017	Teacher Workday #5	Rhonda Rhodes
August 21, 2017	Literacy Webinar	Lisa Owen Ellen Griffith Monica Brackett
August 22, 2017	First Day for Students	
August 28- October 2017	Kindergarten Readiness Assessment	Joseph Stowe Monica Brackett Kindergarten Teachers
Aug. 23, 2017 3:00-4:30	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
August 30, 2017 3:00-4:00	Word Study PD	Stephanie Martin Monica Brackett
September 5, 2016	Labor Day Holiday	
September 6, 2017	Faculty Council/ Committee Meetings	Rhonda Rhodes Monica Brackett
September 7, 2017	4th Grade Math PD	Tami Finley
September 13, 2017 3:00-5:00	FBI Professional Development: ESOL PD/ What Now with Literacy/ Word Study?	Rhonda Rhodes Monica Brackett Stephanie Martin
September 14, 2017 3:00-4:00	TLIM Lighthouse Team Meeting	Anna Claire Butler Betsy Crowe
September 14, 2017 3:30-5:00	K5 Grade Math PD	Tami Finley
September 15, 2017	Betsy McMahan from DLC	DLC Teachers
September 18, 2017	Grades 5 & 3 PLC – Mastery Connect	Rhonda Rhodes Monica Brackett
September 18, 2017 3:30-5:00	1st- 5th Integrating ELA & SS PD	Tami Finley

September 19, 2017	TE 21 CASE Training (mastery Connect): How to create an assessment using data bank and DOK	Monica Brackett Candace Pace
September 20, 2017 3:00-4:30	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
September 20, 2017	TE 21 CASE Training (mastery Connect): How to create an assessment using data bank and DOK (repeat)	Monica Brackett Candace Pace
September 21, 2017	Admin Discovery Digital Training	DLC Trainer
September 21, 2017	K5 & 1st Grade Literacy Mentor Meeting	Kristy Jennings
September 22, 2017 3:30-5:00	4th grade Math PLC	Stephanie Burdette
September 25, 2017	Grades 4 & 2 PLC- Mastery Connect	Rhonda Rhodes Monica Brackett
September 26, 2017 3:30-5:00	K5-5th Guided Math PD	Stephanie Burdette
September 26, 2017 3:30-5:00	5th SS Becoming a World Power PD	Tami Finley
September 26, 2017 3:30-5:00	K5-2nd I Have a Writing Rubric PD	Kristy Jennings
September 27, 2017 3:30-5:00	K5-5th Guided Math PD	Stephanie Burdette
September 27, 2017	Vertical Team Meeting- Data Strand Analysis	Rhonda Rhodes Monica Brackett Vertical Chairs
September 28, 2017	SLO PD for Grade Levels to analyze data and write SLO's	Rhonda Rhodes Monica Brackett
October 2, 2017 3:30-5:00	K5-2nd Science PD- Disciplinary Literacy Picture Perfect	Jessica Morton
October 4, 2017 3:00-4:00	Faculty Council/ Committee Meetings	Rhonda Rhodes Grade Level Chairs
October 5, 2017	2nd & 3rd Literacy Mentors Training	Kristy Jennings
October 5, 2017	New IC Meeting	Tami Finley Stephanie Burdette
October 9, 2017 3:30-5:00	3rd Grade Science PD- Disciplinary Literacy Eval.	Jessica Morton
October 9, 2017	K5-3rd Grade A-Team PLC	Lisa Owen Monica Brackett
October 10, 2017 3:30-5:00	1st grade SS PD: Families	Tami Finley
October 10, 2017	DLC Training	Betsy McMahan DLC Teachers
October 11, 2017 3:00-5:00	FBI Professional Development- TE 21 / Mastery Connect; 504 Training	Rhonda Rhodes Monica Brackett Candace Pace Nelda Kay
October 12, 2017 3:30-5:00	K5-5th Guided Math PD	Stephanie Burdette
October 12, 2017 3:30-5:00	K5-2nd ELA PD Benchmarking & Beyond	Kristy Jennings
October 16, 2017	4th & 5th Literacy Mentors Training	Kristy Jennings
October 16, 2017	COGAT/ Iowa Training	Monica Brackett

October 16, 2017 3:30-5:00	K5-5th SS Google Expeditions PD	Tami Finley
October 17, 2017	Betsy McMahan from DLC	DLC teachers
October 18, 2017 3:00-4:30	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
October 18, 2017	Pre and Post Common Assessments PLC	Rhonda Rhodes Monica Brackett
October 19, 2017	Workday/Exchange Day #1—turn in 7 after contract hours to IC	Rhonda Rhodes Monica Brackett
October 20, 2017	Workday/Exchange Day #2—turn in 7 after contract hours to IC	Rhonda Rhodes Monica Brackett
October 24, 2017 3:30-5:00	2nd Grade Math Unit Planning- Solving Problems with Money	Stephanie Burdette
October 24, 2017 3:30-5:00	K5 SS Traditions PD	Tami Finley
October 25, 2016 3:00-4:00	Vertical Teams Meetings with Jessica Morton in Science/ Lighthouse Meeting	Rhonda Rhodes Monica Brackett Vertical Team Chairs Jessica Morton
October 25-27, 2017	COGAT Testing Second Grade	Monica Brackett 2nd Grade Teachers
October 26, 2017 3:30-5:00	2nd Grade Math Unit Planning- Solving Problems with Money (repeat)	Stephanie Burdette
October 26, 2017	Betsy McMahan from DLC	DLC teachers
November 1, 2017 3:00-4:30	Faculty Council- Data Analysis Committee Meetings	Rhonda Rhodes Grade Level Chairs
November 2, 2017 3:30-5:00	K5-5th Guided Math PD- Diving Deeper	Stephanie Burdette
November 2, 2017 3:30-5:00	5th Grade Math Unit Planning- Inter. Multiplication	Stephanie Burdette
November 2, 2017 3:30-5:00	2nd Grade Unit Planning- Solving Problems with Money	Stephanie Burdette
November 3, 2017	Betsy McMahan from DLC	DLC teachers
November 6, 2017 3:30-5:00	K5-2nd Science PD- Disciplinary Literacy Picture Perfect	Jessica Morton
November 6, 2017 3:30-5:00	2nd-5th SS PD- Dev. & Recognizing Quality Assessments	Tami Finley
November 6, 2017 3:30-5:00	5th Grade Math Unit Planning- Inter. Multiplication	Stephanie Burdette
November 7-8, 2017	IOWA Testing Second Grade	Monica Brackett 2nd Grade Teachers
November 8, 2017	FBI—Strategies to Deescalate Behaviors	Rhonda Rhodes Monica Brackett
November 9, 2017 3:30-5:00	K5 Math Unit Planning- Adding/ Subt. Within 5	Stephanie Burdette
November 13, 2017 3:30-5:00	4th SS PD- Forming a New Gov.	Tami Finley
November 13, 2017 3:30-5:00	3rd Science PD- Disciplinary Literacy Eval.	Jessica Morton
November 15, 2017 3:00-4:30	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade

		Level Chairs
November 16, 2017 3:30-5:00	K5 Math Unit Planning- Adding/ Subt. Within 5	Stephanie Burdette
November 20, 2017 3:30-5:00	4th & 5th Science PD- Disciplinary Literacy Eval.	Tami Finley
November 22-24, 2017	Thanksgiving Holiday—No School	
November 28, 2017 3:30-5:00	K5-2nd ELA PD I Have a Writing Rubric	Kristy Jennings
November 29, 2017	MAP Proctoring Training	Monica Brackett 2nd & 5th Teachers
November 29, 2017	Vertical Teams/ Lighthouse Meetings	Rhonda Rhodes Monica Brackett Vertical Chairs
December 4-15, 2017	2nd & 5th MAP Window	Monica Brackett 2nd & 5th Teachers
December 4, 2017 3:30-5:00	K5-5th Guided Math PD	Stephanie Burdette
December 6, 2016 3:30-5:00	K5 Math PD	Tami Finley
December 7, 2017 3:00-4:00	Faculty Council/ Committee Meetings	Rhonda Rhodes Monica Brackett Vertical Chairs
December 7, 2017 3:30-5:00	4th Grade Math Unit Planning – Intro. To Measurement Conversion	Stephanie Burdette
December 12, 2017	DLC Training	Betsy McMahan
December 13, 2017	Leader in Me Coach Visit/ Training	Lesley Eason Rhonda Rhodes
December 13, 2017	FBI Meeting	Rhonda Rhodes
December 14, 2017	Betsy McMahan from DLC	DLC teachers
December 20, 2017- January 2, 2018	Winter Break Holiday—No School	
January 3, 2018 3:00-4:30	Faculty Council/ Committee Meetings	Rhonda Rhodes Grade Level Chairs
January 8, 2018 3:30-5:00	1st Grade Math Unit Planning PD- Extending Strategies for Add/ Sub.	Stephanie Burdette
January 9, 2018 3:30-5:00	1st Grade Math Unit Planning PD- Extending Strategies for Add/ Sub.	Stephanie Burdette
January 9, 2018	4th & 5th Literacy Mentors Training	Kristy Jennings
January 9, 2018 3:30-5:00	3rd SS PD- Moving Into a New Century	Tami Finley
January 10, 2018 3:00-4:30	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
January 11, 2018	2nd & 3rd Literacy Mentors Training	Kristy Jennings
January 15, 2018	MLK Day Holiday-- No School	
January 16, 2018 3:30-5:00	5th SS PD- The Cold War	Tami Finley
January 16, 2018 3:00-5:30	K5 Math Unit Planning PD- Add/ Subt. Within 10	Stephanie Burdette
January 17, 2018 3:00-4:30	FBI—(Professional Development) –The Leader in Me	Rhonda Rhodes

January 18, 2018 3:30-5:00	K5-5th Guided Math PD	Stephanie Burdette
January 22, 2018 3:00-4:00	3rd Grade Math Unit Planning- Understanding Fractions	Stephanie Burdette
January 23, 2018 3:30-5:00	K5 Math Unit Planning- Add/ Subt. Within 10	Stephanie Burdette
January 24, 2018	Vertical Team Meeting/ Lighthouse Meeting	Rhonda Rhodes Team Chairs
January 24, 2018	Betsy McMahan from DLC	DLC teachers
January 29, 2018 3:30-5:00	K5 Math Unit Planning- Add/ Subt. Within 10	Stephanie Burdette
January 30, 2018 11:15-2:45	4th Grade Science Unit Planning with Jessica Morton	Jessica Morton Monica Brackett
January 30, 2018 3:30-5:00	K5-5th Guided Math PD	Stephanie Burdette
January 31, 2018 3:00-4:30	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
February 6- March 23, 2018	ELL Testing	Rhonda Rhodes Caridad Garcia
February 5, 2018 3:00-4:00	3rd-5th SS PD- Inquiry Lessons for Inter.	Tami Finley
February 6, 2018	DLC Training	Betsy McMahan
February 7, 2018 3:00-5:00	Faculty Council/ Committee Meetings	Rhonda Rhodes Monica Brackett
February 8, 2018	K5 & 1st Literacy Mentor Training	Kristy Jennings
February 14, 2018 3:00-5:00	FBI- AdvancEd Process	Rhonda Rhodes
February 15, 2018 3:30-5:00	3rd Grade Math Unit Planning- Understanding Equi. Fractions	Stephanie Burdette
February 16, 2018	Workday/Exchange Day #3—turn in 7 after contract hours to IC	Rhonda Rhodes Monica Brackett
February 19, 2018	Presidents' Day Holiday—no school	
February 20- March 9, 2018	GT Testing Window	Wendy Trusty
February 20, 2018 3:30-5:00	1st Grade Math Unit Planning- Place Value	Stephanie Burdette
February 20, 2018 3:30-5:00	2nd Grade SS PD- Culture of Community	Tami Finley
February 21, 2018 3:00-4:00	FBI – Jed Drearybury	Rhonda Rhodes Monica Brackett
February 27, 2018 3:30-5:00	K5-5th Guided Math PD	Stephanie Burdette
February 27, 2018 3:30-5:00	5th Grade SS PD- 21st Century	
February 28, 2018 3:00-5:00	Vertical Team/ Lighthouse Team	Rhonda Rhodes Vertical Chairs
March 1, 2018 3:30-5:00	2nd Grade Math Unit Planning- Applying Strategies to Add/ Subt. Within 1000	Stephanie Burdette
March 5, 2018 3:30-5:00	K5-2nd Grade SS PD- Inquiry Lessons for Primary	Tami Finley

March 6, 2018	DLC Training	Betsy McMahan
March 7, 2018 3:00-5:00	Faculty Council/ Committee Meetings	Rhonda Rhodes Grade Level Chairs
March 13, 2018	Betsy McMahan from DLC	DLC teachers
March 14, 2018	FBI Meeting- TLIM Action Team Overview; Special Ed. Audit. Overview; Lesson Plan Components	Rhonda Rhodes Monica Brackett
March 19, 2018	Make-Up Days #1	
March 20, 2018 3:30-5:00	ELA- I Have a Writing Rubric PD	Kristy Jennings
March 21, 2018 3:00-4:30	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
March 22, 2018 3:30-5:00	ELA Benchmarking Basics PD	Kristy Jennings
March 28, 2018	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
April 2-6, 2018	Spring Break—No School	
April 10, 2018	Betsy McMahan from DLC	DLC teachers
April 11, 2018	FBI Meeting	Rhonda Rhodes
April 17, 2018	Betsy McMahan from DLC	DLC teachers
April 18, 2018	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
April 25-June 2, 2018	SC READY & SC PASS Online Window	
April 25, 2018	Vertical Teams (Read to Succeed Plan)/ Lighthouse Team	Rhonda Rhodes Vertical Chairs
May 2, 2018 3:00-4:30	FBI Meeting- SC READY/ SCPASS Testing Inservice	Monica Brackett
May 16, 2018 3:00-4:00	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
May 23, 2018 3:00-4:30	Vertical Team Meeting/ Lighthouse	Rhonda Rhodes Vertical Team Chairs
May 28, 2018	Memorial Day	
May 30, 2018	Grade Level PLC's	Rhonda Rhodes Monica Brackett Grade Level Chairs
June 5, 2017	Workday	Rhonda Rhodes
June 6 , 2017	Workday—Exchange Day #4—Turn in 7 after contract hours to IC	Rhonda Rhodes Monica Brackett

**The Instructional Coach will meet with grade levels twice a month for professional development activities.

The school focus will be The Leader in Me Training and Implementation of Year One. Faculty and staff will undergo a two day training over the summer and a leadership training day in August upon our return.

Additionally, our focus in literacy will be on-going and sustained support in the area of Shared Reading as part of our balanced literacy curriculum.

The Writing Strategies, by Jennifer Serravello, will be an on-going professional book study to facilitate writing instruction for all students. Continued support in the area of Interactive Notebooking will be sustained and developed in the areas of science, math and social studies.

Common Formative assessments and data teams will be followed in professional learning communities. Common formative assessments will continue in the areas of math, English/Language Arts and social studies.

Learning labs for reading strategies will be utilized and led by our Literacy Mentors on shared reading.

Support for Induction and New to Taylors teachers will be scheduled quarterly and throughout the year with assigned school mentors.

Continued support for inquiry based learning in the areas of science and mathematics will be provided.

Techknow Tuesdays will continue monthly in the areas of GAFE and Discovery Education to prepare for our 1:1 implementation for the 18-19 school year. Additionally, Learning Labs will be practiced to observe modeling of Discovery Education Lead 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: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 45% in 2016-17 to 60% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **45** (2016-17)	**School Projected Elementary**	**48**	**51**	**54**	**57**	**60**
		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: Ensure rigorous instruction and supports are provided for all students across all grade levels					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	$8,000	General and Local PD Funds	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2.Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Vertical team Minutes Faculty Council Minutes Leadership Team Minutes
4. Provide additional instructional support to students in grades K-3 through the RTI program	2018-2023	Administrators Teachers Instructional Coach Literacy Coach RTI Teachers (2.0)	2.5 Certified Teaching Positions	District Funded	Quarterly RTI reports
5. Provide continued professional development in Balanced Literacy- The Writing Strategies book by Jennifer Seravallo (4th-5th grade)	2018-2023	Administrators Teachers Instructional Coach Literacy Coach RTI Teachers	$600	Local PD Funds	Lesson Plans Observations Session Attendance in PD
6. Provide continued professional development in Balanced Literacy- The Next Step book by Jan Richardson (K5-3rd grade)	2018-2023	Administrators Teachers Instructional Coach Literacy Coach	$900	Local PD Funds	Lesson Plans Observations Session Attendance in PD

		RTI Teachers			
7. Recognize academic excellence and improvement in writing for all grade levels	2018-2023	Administration Teachers Media Specialist	$650 Materials Certificates Writing Resources	PTA Funded	Writing Celebrations

☐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 49% in 2016-17 to 64% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**School Projected Elementary**	**52**	**55**	**58**	**61**	**64**
		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: Ensure rigorous instruction and supports are provided for all students across all grade levels					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	$8,000	General and Local PD Funds	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Vertical team Minutes Faculty Council Minutes Leadership Team Minutes
4. Provide continued professional development in math best practices	2018-2023	Administrators Teachers Instructional Coach	$1,200	District/ Local PD Funds	Lesson Plans Observations Session Attendance
5. Provide academic support through Personalized Learning Program	2018-2023	Administrators Teachers Instructional Coach	$4,000	Math Instruction Local Funds	Lesson Plans Observations Session Attendance

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1: Ensure rigorous instruction and supports are provided for all students across all grade	**EVALUATION**

levels					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level		Administrators Teachers Instructional Coach	$8,000	General and Local PD Funds	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Disaggregate test data to determine strengths and needs in instruction		Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments		Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Vertical team Minutes Faculty Council Minutes Leadership Team Minutes
4. Utilize Gizmos program as learning tool		Administrators Teachers Instructional Coach Science Academic Specialist		District Science Funds	Lesson Plans Observations Session Attendance in Training Webinar

☐District Priority

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

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

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

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1: Ensure rigorous instruction and supports are provided for all students across all grade levels	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	$8,000	General and Local PD Funds	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Vertical team Minutes Faculty Council Minutes Leadership Team Minutes
4. Utilize Virtual Field Trips to provide authentic learning	2018-2023	Administrators Teachers Instructional Coach	None	None	Lesson Plans Observations Virtual Field Trip Schedules
5. Continued Interactive Notebooking support	2018-2023	Administrators Teachers Instructional Coach	None	None	Lesson Plans Observations

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

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

PERFORMANCE GOAL: 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 **35** (2016-17) Annual Increase = 3	**Projected Hispanic**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **35** (2016-17) Annual Increase = __	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **22** (2016-17) Annual Increase = 3	**Projected AA**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **22** (2016-17) Annual Increase = __	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **12** (2016-17) Annual Increase = 5	**Projected SWD**	**17**	**22**	**27**	**32**	**37**

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **12** (2016-17) Annual Increase = __	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **22** (2016-17) Annual Increase = 3	**Projected LEP**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **22** (2016-17) Annual Increase = __	**Actual LEP**					
SC READY ELA SC READY test data file	Baseline will be established in 2017-18	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY ELA SC READY test data file	Baseline will be established in 2017-18	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **42** (2016-17) Annual Increase = 3	**Projected Hispanic**	**45**	**48**	**51**	**54**	**57**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **42** (2016-17) Annual Increase = 3	**Actual Hispanic**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **27** (2016-17) Annual Increase = 3	**Projected AA**	**30**	**33**	**36**	**39**	**42**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **27** (2016-17) Annual Increase = __	**Actual AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **17** (2016-17) Annual Increase = 5	**Projected SWD**	**22**	**27**	**32**	**37**	**42**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **17** (2016-17) Annual Increase = __	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **30** (2016-17) Annual Increase = 3	**Projected LEP**	**33**	**36**	**39**	**42**	**45**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **30** (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**					

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

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

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

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data)	2018-2023	Administrators Teachers Instructional Coach ESOL Literacy Coach	None	None	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, faculty & grade level meetings, specialized PD)
2. Implement Professional Learning Community support in schools	2018-2023	Administrators Teachers Instructional Coach ESOL Literacy Coach	None	None	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	Administrators Teachers Instructional Coach ESOL Literacy Coach	None	None	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Personalized Learning for targeted Learning Groups	2018-2023	Administrators Teachers Instructional Coach ESOL Literacy Coach Computer Lab Manager	None	None	Lesson Plans IEPs and 504s ESOL plans

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

		School Actual					
Fountas and Pinnell	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
FastBridge	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
MAP	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet students needs (Balanced Literacy Framework)	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with fidelity across all classroom.	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
2. Implementation of district training and support provided utilizing the framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
3. Implement a framework for common planning within school to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule Evidence of common planning through instructional rounds and classroom observations
4. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
5. Utilize focused instructional rounds that engage teams of teachers and	2018-2023	Administrators Teachers	None	None	Documentation of ongoing instructional rounds including implications for

administrators in solving a problem of practice related to student learning.		Instructional Coach Literacy Coach Literacy Mentors			instructional growth
6. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds
7. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s).
8. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems

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

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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: Promote education as a career option for all demographics.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

	Dates)				
1. Create a plan to advocate within our counseling programs to encourage teaching as a profession	2018-2023	Administration Counseling Dept.	NA	NA	Career Day Roster

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	**92.4**	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students					
	97.5	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers					
	93.9	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents					
SDE School Report Card Survey	**91**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Students					
	94	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers					
	88	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.	**EVALUATION**

ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Administrations Teachers	None	None	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Participate in the Upstate Safe Kids/ Live Well Program	2018-2023	Administration Teachers PE Team	None	None	Safe Schools Application
3. Continued use of the Level I and Level II background checks.	2018-2023	Front Office Staff Administration	None	None	Volunteer checks completed
4. Train staff to be first responders	2018-2023	Administration Certified Staff Classified Staff	None	District Funded	List of first responders
5. Post school-wide rules in hallways/ common areas/ classrooms	2018-2023	Administration School Counselors Lighthouse Team	$100 for printing	PTA Local Funds	Posted rules
6. Require staff to complete district safety videos by target date	2018-2023	Administration Nurse	None	None	Certificates of completion
7. Adhere to the district's safety policies/ plan	2018-2023	Administration Teachers	None	None	Safety Plan
8. Provide various safety programs to students (Internet safety, fire safety, walking to school safety, bike safety)	2018-2023	Administration Instructional Coach School Counselors PE Team	None	None	Program description and schedule
9. Provide a Safety Patrol program for fifth grade	2018-2023	Administration	$200	PTA	List of Patrol

students		Safety Patrol Committee		Local Funds	Picture of Group
10. Provide a Leader in Me program schoolwide to promote a positive school climate	2018-2023	Administration	$38,000	Local Funds Business Partners	Program Description List of PD Participants

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

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

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

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

Percent Recommended for Expulsion

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.0**	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual					

Annual Expulsion Rate

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

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

ACTION PLAN FOR STRATEGY #1: Development and implementation of mental health intervention programs and school based resources to identify potential issues and intervene in a timely manner.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide access to trained mental health	2018-2023	Administration	None	None	Number of students served in

counselor.					mental health capacity
2. Educate students, teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention.	2018-2023	Administration School Counselors	None	None	Training implemented
3. Develop buddy programs to help elementary students who are struggling to adjust.	2018-2023	Administration School Counselors Behavioral Interventionist	None	None	Schools have program in place

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

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

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

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	**91**	**School Projected**	**90**	**90**	**90**	**90**	**90**
		School Actual					
AdvancED Culture & Climate Surveys	**89**	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students**.**					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

	Dates)				
1. Expand mentoring program for students	2018-2023	Administration School Counselors	None	None	Students assigned to an adult at the school
2. Build school leadership and embed 7 Habits as a Leader in Me School	2018-2023	Administration Lighthouse Team Student Lighthouse Team	$100,000	Local Funds Business Partners	Leader in Me Rubric, Leader in Me Coach, Student Clubs
3. Continue to grow the Watch DOGS (Dads of Great Students) program	2018-2023	Administration School Counselors	$600	Local Funds	Number of male volunteers, Surveys completed by Watch DOGS, Watch DOG Event participation

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **96**	**School Projected**	**96**	**96**	**96**	**96**	**96**
		School Actual					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Track student attendance	2018-2023	Administration Teachers Students	$2,400	Local- Leader in Me Funds	Student data notebooks tracking WIGS
2. Recognize at-risk students and discuss interventions in admin meetings	2018-2023	Administration School Counselors	None	None	GCSource – EWRS, Intervention Connection
3. Recognize on a quarterly basis students with 5 or less unexcused absences	2018-2023	Administration Attendance Clerk School Counselors	$100 certificates	Local Funds	List of recognized students

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	Afraid –3 % Lonely –11 % Angry –11 %	**School Projected**	**Afraid ≤ 3 Lonely ≤ 10 Angry ≤ 10**	**Afraid ≤ 3 Lonely ≤ 9 Angry ≤ 9**	**Afraid ≤ 3 Lonely ≤ 8 Angry ≤ 8**	**Afraid ≤ 2 Lonely ≤ 8 Angry ≤ 7**	**Afraid ≤ 2 Lonely ≤ 7 Angry ≤ 6**
		School Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1: Increase connectivity to health and wellness services.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-2023	Administration School Counselors	None	None	Students assigned to an adult at the school
2. Build school leadership and embed 7 Habits as a Leader in Me School	2018-2023	Administration Lighthouse Team Student Lighthouse Team	$100,000	Local Funds Business Partners	Leader in Me Rubric, Leader in Me Coach, Student Clubs
3. Continue to grow the Watch DOGS (Dads of Great Students) program	2018-2023	Administration School Counselors	$600	Local Funds	Number of male volunteers, Surveys completed by Watch DOGS, Watch DOG Event participation
4. Provide a "Girls on the Run" program for 2nd- 5th grade girls	2018-2023	Administration Teachers Girls on the Run Coaches	None	None	List of students participating
5. Provide a "Run Hard" program for 2nd-5th grade boys	2018-2023	Administration Teachers Run Hard Coaches	None	None	List of students participating