Woodland Elementary School

Where Every Student succeeds in learning and life

Strategic Plan for 2018-19 through 2022-23

Katrina Miller, Principal
Chris Phillips, Assistant Principal
Nurit' Sexton, Assistant Principal

1730 Gibbs Shoals Road
Greer, South Carolina 29650
864-355-0400

Greenville County Schools,
Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Woodland Elementary School*

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

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

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

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

SUPERINTENDENT

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

PRINCIPAL

Katrina Miller	*Katrina Y. Miller*	7/26/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*(signature)*	8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Frances Stone	*Frances Stone*	7/26/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Corley Lollis	*Corley Lollis*	7/26/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1730 Gibbs Shoals Road

SCHOOL TELEPHONE: (864) 355-0400

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

Stakeholder Involvement for School Renewal

Position   Name

1. Principal   Katrina Miller

2. Teacher   Jennifer Dixon

3. Parent/Guardian   Jerilyn Jackson

4. Community Member Bill Tyler

5. Paraprofessional Jodie Sackett

6. School Improvement Council Member Frances Stone

7. Read to Succeed Reading Coach   Corley Lollis

8. School Read To Succeed Literacy Leadership Team Lead Corley Lollis

9. School Read To Succeed Literacy Leadership Team Member Marjan Schoettelkotte

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

10. Assistant Principal   Chris Phillips

11. Assistant Principal   Nurit' Sexton

12. Reading Interventionist Rebekah Chaffee

13. Reading Interventionist   Alicia Hahn

14. A-Team Coordinator   Louise Earley

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

○ Yes
○ No
○ N/A

Academic Assistance, PreK-3
The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

○ Yes
○ No
○ N/A

Academic Assistance, Grades 4-12
The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers; individual tutoring, and group remediation).

○ Yes
○ No
○ N/A

Parent Involvement
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

○ Yes
○ No
○ N/A

Staff Development
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

○ Yes
○ No
○ N/A

Technology
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

○ Yes
○ No
○ N/A

Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

○ Yes
○ No
○ N/A

Collaboration
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

○ Yes
○ No
○ N/A

Developmental Screening
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

⦿	Yes	**Half-Day Child Development**
○	No	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. At Woodland, we have one half day class for three year olds who qualify under IDEA.
○	N/A	This class is combined with a full day class with four year olds who are deemed at risk or qualify for special education. Two to three mentor children are also enrolled in this class.
⦿	Yes	**Developmentally Appropriate Curriculum for PreK–3**
○	No	The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
○	N/A	
⦿	Yes	**Parenting and Family Literacy**
○	No	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
○	N/A	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	**Recruitment**
○	No	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
○	N/A	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	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
○	No	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
○	N/A	with disabilities.

Table of Contents

INTRODUCTION

In the fall of 2017, in coordination with Greenville County School District, Woodland Elementary School began the development of a new strategic education plan for the five year period 2018-2023. The Woodland Elementary School Strategic Plan has been developed yearly to guide our actions and document the changes and progress our school has made in improving student achievement. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. Each year our plan is updated and revised as necessary. Staff members, SIC members and PTA members are given the opportunity for input and kept informed of our progress.

The process for 2018-2023 began by gathering information about our staff, students, parents and community through surveys and discussion meetings where input from others was received. Our Leader in Me system of Shared Leadership Teams became our AdvancEd Committees who met and provided feedback and updates to our portfolio and strategic plan process.

Upon reviewing our plan, our staff observed that we were striving for high academic achievement. Our school maintains high quality in all areas of operations. During the process of the self-study we made several important goals to continue throughout the coming years:

- Review our mission, vision and belief statements annually and revise if needed.

- Use the strategic plan to guide us in professional development and instructional focus. Incorporate successful strategies into our daily operating plan, eliminating the unsuccessful strategies.

- Continue to analyze our student data to drive the direction of our action plan.

Listed below are our Shared Leadership and Strategic Planning Teams:

Executive Summary	Introduction	School Profile	Professional Development
Student Leader SLT L. Ackerman N. Swindal S. Odom C. Sever C. Emus A. Dilling C. Tate N. Rodriguez W. Reeve	**Parent and Community SLT** A. Watts N. Rader L. Earley T. Franklin B. Manley J. DeMatteo S. Malloch D. Daniels	**Curriculum & Integration/ Staff Collaborations SLT** A. Higginbotham M. Norsworthy K. Amick S. Lehere D. Worth M. Hill M. Currey R. Chaffee C. Crocker S. Troyan K. McClain JJ Roper C. Strickland A. Cloer P. Hill	**Lighthouse SLT** S. Kirton E. All C. Rouse K. Laird-Arnold A. Raines C. Barnhill K. Walsh P. Lipsey S Vance J. Dixon N. Sexton L. Gillespie K. Miller C. Phillips

Challenges	Teacher and Administrator Quality	Action Plan	School Climate
Events SLT C. Klessens B. Buckley K. Schultz A. Hanson J. Hardy S. Vance C. Lollis K. Ennis P. Lowery	**All Staff**	**Admin Team Staff**	**Goal Tracking SLT** A. Butler M. Schoettelkotte M. Pitts L. Fabian L. Allred M. Donaldson C. Crawford C. Parker B. Miller

Executive Summary

Student Achievement

Woodland Elementary has maintained a high level of achievement on the SC READY ELA and Math assessments as well as the SCPASS Science and Social Studies assessments for the past two years. Scoring above the Greenville County School District and State of South Carolina averages, Woodland received an "Excellent Report Card Rating" for 2012, 2013 and 2015 (the most recent years available). Woodland also received the Palmetto Gold Award for Student Performance for the years 2009-2015. Additionally, student achievement is demonstrated by the performance of students in our Beta Club. Woodland Elementary received the BETA Club "School of Distinction Award" for 2014-2018 and was honored as a SC State Winner and National Winner at the Junior BETA Club Conventions in 2014- 2018.

Teacher and Administrator Quality

Woodland's faculty and staff continue to pursue strategies and "best practices" that promote achievement for all students. To this end, our goal has been to increase the knowledge and expertise of our teachers in the implementation of Balanced Literacy. Over the past four years, our staff received training in using Fountas and Pinnell Guided Reading and the implementation of the Greenville County School District's ELA Framework. Teachers have also received training in the integration of technology through Discovery Education and district training in one-to-one technology in grades three through five.
All of Woodland's teachers are highly qualified. Forty-seven percent have master's degrees, seventeen percent have masters plus thirty and twelve percent are Nationally Board certified. Teacher quality is enhanced by the planning done in grade levels where beginning teachers are supported and veteran teachers receive new strategies and ideas. Woodland teachers and administrators are very dedicated and work diligently to prepare students in all areas of life.

School Climate

Woodland strives to be a place where "every leader succeeds in learning and life." With this goal, our faculty and staff continue to provide a safe school and an effective learning environment. More than anything, the adoption of **Leader in Me** has created a school climate with a student–centered environment. Our staff and students have embraced the **Leader in Me** process for developing leadership in teachers and students. **Leader in Me** is based on *The Seven Habits of Happy Kids* by Stephen Covey. Students are given many opportunities to grow in leadership, which is reflected in an overall optimistic and

confident atmosphere at our school. Our school climate is also affected by parent and community participation in classrooms and student activities. In order to maintain our positive ratings in the school climate category, we will improve stakeholder communication through our new electronic sign, continue to involve parents and community members in school events, and investigate the possibility of a radio program for parents in the car line. We also want to investigate better translation practices in the form of electronic equipment and partners who speak English helping those who do not. It is vital that we ensure that all parents know about the high quality of learning opportunities available to their children here at Woodland.

Challenges

Woodland is met with the following challenges in order to meet our students' learning needs:

- Continue to implement South Carolina State Standards
- Continue to research strategies to assist ESOL students
- Continue to implement differentiated strategies to assist low achieving students
- Continue to improve Professional Learning Communities
- Continue to provide more time, equipment and space for training teachers and students in the use of technology
- Continue to build and maintain participation in Before School Tutoring
- Continue to implement the ELA Framework in all classrooms

Awards and Honors

- Excellent Report Card Rating for 2009-2016
- *Leader in Me* Lighthouse School 2014-2018
- Achieved *The Leader in Me* " Lighthouse " Status 2017
- *Leader in Me* Symposium Site 2016, 2017
- Palmetto Gold Award for Student Performance 2009-2015
- Palmetto Gold Award for Closing the Gap 2011-2012
- Palmetto Silver Award for Closing the Gap 2009-2014
- Safe School Award
- 47 Teachers with a Master's degree or higher
- United Way Awards
- PTA Parent Involvement Award
- South Carolina Winner "Read for the Record"
- Teacher-awarded grants
- 16 National Board Teachers
- District Support Person of the Year 2018 Cafeteria Manager: Mary Buie
- Fully accredited by AdvancED Accreditation Commission

School Profile

Woodland Elementary School is fully accredited by the AdvancED Accreditation Commission and serves 1109 students in grades pre-kindergarten through fifth from a variety of cultural backgrounds. We are the largest elementary school in our district and currently have the third largest ESOL population. Each member of our professional teaching staff is highly qualified. Our staff of 91 members is led by Principal Katrina Miller and Assistant Principals Chris Phillips and Nurit' Sexton. Seventeen of our teachers are National Board Certified and forty-two hold master's degrees or higher. Our teachers work diligently to provide learning experiences that engage students in creative, rigorous, standards-based learning activities that enable them to achieve to their highest potential. Woodland continues to promote student achievement in all areas of the curriculum. We have enhanced and updated our technology school-wide with the addition of teacher laptops, Promethean Boards, student Chrome Books and student iPads.

We are extremely proud of the progress we have made in student achievement and are most appreciative of the hard work of our teachers, staff, students, and their parents. Looking forward, our challenge is to refine our implementation of effective strategies that will sustain our progress and meet individual needs as we continue to move student achievement forward. Our Parent–Teacher Association (PTA) and School Improvement Council (SIC) are involved in key aspects of Woodland. They continually explore improved ways to recruit and retain parents and volunteers. We believe that utilizing the skills, talents, and training of our parents and volunteers further enhances our total school program effectiveness. The financial support, commitment to volunteer hours, and creative problem solving abilities of our community partners enables us to enjoy access to opportunities that would not be possible otherwise. Woodland Elementary School envisions our families, staff, and community working together to help our children succeed. This is a shared responsibility. We are committed to exploring and developing new strategies for our community, which will help our staff and children meet the challenges of a fast-paced, ever-changing world. Recognizing that parental involvement is one of the greatest contributions to student success in school, we will continue our Literacy Nights, Parent Workshops, Parent Nights, Goodies for Grands, Muffins for Mom and Donuts for Dad. The use of Student-Led Conferences provides an opportunity for increased parent participation and communication. We will continue to clearly articulate the partnership structure for our school. Then our partners' efforts will directly impact our students' success in school and life.

As a school family, we share a vision and belief that every child can achieve to their maximum potential if provided opportunities, support, encouragement, and love. We remain committed to that end.

School Personnel

During the 2017-18 school year, the staff of Woodland Elementary included:

● 1 principal

● 2 assistant principals

● 1 instructional coach

● 45 regular classroom teachers

● 1 full time and 2 part time reading interventionists (RTI)

● 1 full time literacy coach

● 6 kindergarten teaching assistants

● 5 full time and 1 part time special education teachers (2 self-contained, 4 full time

resource)

● 4 special education aides

● 4 full time and 1 part time ESOL teachers

● 1 full time and 1 part time speech therapists

● 1 part time occupational therapist

● 1 full time and 1 part time gifted/talented education teachers

● 3 full time and 3 part time related arts teachers (art, music, physical education)

● 1 computer lab manager

● 2 full time media specialist

● 1 full time media clerk

● 2 full time guidance counselor

● 1 attendance clerk

● 1 secretary

● 1 full time and 1 part time nurses

● 1 mental health counselor

● 1 part time psychologist

● 2 full time office clerks

● 1 plant engineer

● 7 custodial workers

● 1 food service manager and 7 food service workers

Teacher ethnicity and gender:

● 75 Caucasian educators

● 2 African Americans educators

● 2 Hispanic educators

● 76 female educators

● 4 male educators

Teacher years of experience and levels of education:

● 17 educators with 1-5 years of experience

● 8 educators with 6-10 years of experience

● 9 educators with 11-15 years of experience

● 14 educators with 16-20 years of experience

● 6 educators with 21-25 years of experience

● 5 educators with 26-30 years of experience

● 4 educators with 31 years of experience or more

● 24 educators with a bachelor's degree

● 31 educators with a master's degree

● 11 educators with a master's degree plus 30

Faculty 2018-2019

As of July 2018, Woodland Elementary's faculty has increased in diversity as evidenced by the hiring of one additional male teacher and one additional African American teacher.

Student Population

Student Demographics 2017-2018

Special Programs	K3-K4	K5	1st	2nd	3rd	4th	5th	Total	Total %	2016-17
EDSC					2	2	6	10	.9%	.8%
Resource		12	8	10	13	21	23	87	8%	8.5%
Speech	9	13	11	18	11	11	6	79	7%	9%
Gifted & Talented					39	40	51	130	12%	14.2%
ESOL		19	13	14	11	11+14 (I)	5	87	8%	18%
Pre-school Special Ed.	10								.9%	.9%
Free & Reduced Meals	2	54	68	62	54	77	81	398	37%	41%

Poverty Index: 43.17%

fppt.com

Demographics 2017-18

4.3
6.2
9.6
18.1
61.7

- Asian
- African American
- Hispanic
- White
- Other

Teacher Turnover Rate:
2014-15   7= 9%
2015-16   5= 5%
2016-17   4= 4%

Student Retentions:
2014-15   14 =1.2%
2015-16   14=1.3%

fppt.com
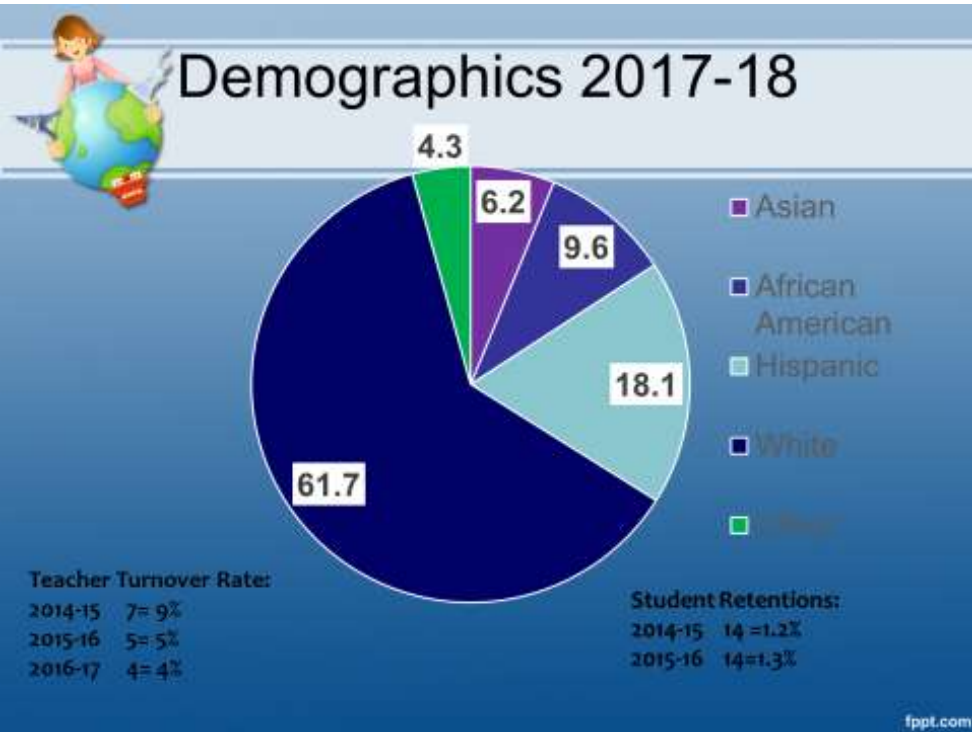
Special Programs

	"What does instruction look like at Woodland?" Our major academic and behavioral features:	
School Focus	**Educational Model**	**Description**
Student Achievement: Language Arts	**Balanced Literacy**	**Balanced Literacy** is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing.
Student Achievement: Language Arts	**Fountas and Pinnell Guided Reading Groups (Balanced Literacy Format)**	During this part of Balanced Literacy, the teacher works with small groups of children who have similar reading needs and introduces new books carefully chosen to match the instructional levels of students. Readers are carefully prepared when being introduced to a new text, and various strategies are explicitly taught. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often.
Student Achievement: Reading	**Response to Intervention**	In its fifth year at Woodland, RTI is taught in first grade by one reading interventionist and in kindergarten by classroom teachers. Students who qualify in Grades 3, 4 and 5 receive intense and specific instruction. A district curriculum and training are followed by our school interventionists. FastBridge is used to monitor the progress of students. Our administration and teachers meet monthly to track student progress.
Student Achievement: English Language Arts	**ESOL**	Woodland's ESOL program groups students according to language fluency levels and/or grade levels where they receive academic assistance from ESOL personnel in addition to regular classroom instruction. ESOL teachers collaborate with the mainstream teachers to teach language and skills that support children in the regular program.

Student Achievement: Mathematics	**Go Math!**	*Go Math*! is an interactive math curriculum designed to capitalize on the key concepts that foster children's mathematical confidence and competencies. Students analyze data, see patterns, explore math relationships, and communicate their thinking to the teacher and one another.
Student Achievement: Math Intervention	**Reflex Math**	**Reflex** Math, a computer program for grades 1-5, helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Students may use the program at school and at home.
Student Achievement: Support	**Assistance Team**	Woodland's **Assistance Teams** consist of parents and school staff who work together to help students having difficulties with academics, communication and behaviors. They facilitate the process of ensuring that students receive special services and support when needed. Teachers may refer a student to the A-Team in order to receive feedback for new strategies. Further testing and placement decisions are also decided in conjunction with the students' parents.
School Climate: Character Education	**Leader in Me**	Woodland's faculty and staff believe in supporting all students in the rise to their potential by providing many opportunities for students to develop their leadership abilities. From classroom leaders to welcome leaders, we have implemented many leadership roles for our students. All of our efforts culminate with a "Leadership Day" which will be open to parents and community.
School Climate: Character Education	**Red Ribbon Week**	**Red Ribbon Week** is a nationally recognized program that encourages students to develop healthy attitudes about drugs and alcohol. Sponsored by the Greenville Family Partnership, the program emphasizes the building of character by staying drug and alcohol free. School activities include special assemblies, collecting canned goods, and wearing red. WES sponsors a special "Hat Day" with benefits going to Greenville Family Partnership.

School Climate: Character Education	**Wildcat Warriors (Students from Riverside High School)**	**Wildcat Warriors** is a school based mentoring program that matches students or classes with a volunteer from the Service Learning Program at a nearby high school. Volunteers visit the students during the school day and participate in a variety of activities (helping with classwork, reading, educational computer activities). Students are chosen based on information given by teachers, parents and school counselor.
School Climate: Extracurricular Program	**Art Club**	Woodland 's Honors **Art Club** is for 3rd – 5th graders who have a strong interest in the visual arts, exceptional talent, and are self-motivated to ***focus*** on creating art during this after-school program. Students are invited into this club by their art teachers. Meetings are held weekly.
School Climate: Extracurricular Program	***The Morning Show***	The *Woodland Morning Show* is a student produced daily broadcast that includes announcements, the Pledge of Allegiance, minute of silence, and special features. The news crews' duties include writing news reports, using equipment, and reporting the weather and feature stories. Crew members apply for this position and work under the direction of a faculty member.
School Climate: Extracurricular Program	**Honors Choir**	The Woodland Honors Chorus is comprised of fourth and fifth grade singers who were selected by audition. These singers show giftedness in choral music and perform a variety of musical styles at school and community functions. They are service-oriented and sing for school events as well as many seasonal and patriotic events. Honors Choir members represent Woodland as our finest young people.
School Climate: Extracurricular Program	**DRUMS**	D.R.U.M. is an enriched music program in which selected fourth and fifth grade students are taught music in an advanced after school percussion ensemble. The ensemble gives several concerts during the year and goes on one field trip.
School Climate: Extracurricular Program	**Safety Leaders**	Safety Leaders perform such duties as assisting crossing guards, monitoring hallways, and helping bus and car riders. Fourth and fifth grade students apply for these positions and are chosen based on outstanding conduct, acceptable grades, and leadership qualities.

School Climate: Extracurricular Program	**Junior Beta Club**	Junior Beta Club is a nationally recognized organization which promotes academic excellence among students. Qualifications include the student being worthy, moral, and ethical. He/she must also possess a good mentality and credible achievement. The club is open to 5th graders with a GPA of 3.0 or higher. A major focus of the Junior Beta Club is service at home, school, and in the community. Our club travels annually to our state and national conventions and brought home state honors from several competitions.
School Climate: Extracurricular Program	**Environmental Engineers**	Woodland students are motivated and inspired to take care of our environment by observing the work of our school Environmental Engineers. Fourth and fifth grade students may apply for these positions and are selected by the sponsors to collect recycled paper that has been placed in a "recycle bin."
School Climate: Extracurricular Program	**Battle of the Books**	Battle of the Books Club is a district-wide reading club offered to 4th and 5th grade students. Students must read 10 books from a pre-determined list, attend practice sessions, and compete in a quiz-bowl style tournament. Teams from each school compete against each other in a district finals competition.
School Climate: Mentors	**Woodland Mentors**	Coordinated through Mentor Upstate, our Woodland Mentoring Program has grown to sixty-two mentors who come one day a week to have breakfast or lunch with their mentees. All mentors are trained and have background checks and parental permission is also required for mentees. Most of our mentors are from the local business ScanSource. They also have been involved with Woodland's ADA Walk, Boosterthon, Book Fair, and Basketball Games. Our mentees have shown improvement in attitudes, attendance, behavior and academic achievement. This very positive relationship will continue for some mentees as some mentors follow them to middle school.
School Club: Covey Clubs	**Covey Clubs**	Woodland teachers have helped our students "sharpen the saw" by providing opportunities for students to choose a club to explore new learning and/or participate in community service projects. Clubs meet monthly and vary from Puzzles to Cooking to Dance to Sunshine Club and Yoga. Covey Clubs, have been very popular with students.

Mission, Vision, and Beliefs

MISSION

Our Woodland Community's mission is
to develop a safe, positive, student-centered environment for all students
while seeking to develop productive and responsible leaders for our world.

MOTTO

Lighting the way and changing the world

VISION

WES- **W**here **E**very Leader **S**ucceeds in Learning and Life

BELIEFS

We believe:

All students can learn and have the right to a quality education.

The purpose of the school is to create life-long learners and productive citizens and leaders.

Education is a partnership between home, school, and community.

School is a place for modeling, developing, and practicing positive character traits.

Children can adapt to rapid technological and societal changes when learning is made relevant.

School should provide a safe, positive, and nurturing environment.

School should address diversity among students both culturally and academically.

Annual Report to the Community

Woodland Elementary

GREENVILLE COUNTY SCHOOLS

"Lighting the way; changing the world."
VISION: Where Every Leader Succeed in Learning and in Life
MISSION: Our Woodland community's mission is to develop a safe, positive, student-centered environment for all students while seeking to develop productive and responsible leaders for our world.

Katrina Miller, Principal
Frances Stone, SIC Chairman
Chris Phillips, Assistant Principal
Nurit' Sexton, Assistant Principal

Spring 2018

Woodland Elementary School is fully accredited by the *AdvancED Accreditation Commission* and proudly serves 1089 students in grades pre-kindergarten through fifth from a wide variety of cultural backgrounds. We are currently the largest elementary school in Greenville County Schools with a poverty index of 43.17% (according to the most recent data from the SC State Department of Education). Each member of our professional teaching staff is 'highly qualified' and well trained for the position they hold. Seven of our teachers are National Board Certified and over 40% hold a *Masters Degrees* or higher. Our teachers work diligently to arrange experiences that engage students in creative, rigorous, standards-based learning experiences that enable them to achieve their highest potential. In addition to providing a *rigorous state standards-based curriculum* Pre-k through 5th grade and utilizing research-based *BEST Practices* throughout our instructional program, Woodland continues to promote student achievement through the integration of technology and the arts. Our staff regularly analyzes common formative and summative assessment data to make necessary adjustments to our instructional strategies that will support success for every student and meet the unique learning needs of our children. As a **Leader in Me School**, leadership is embedded into all areas of school life and strengthens students' ability to lead and take responsibility, evaluate their own progress, set goals, and make a plan to achieve them. They also demonstrate continuous progress academically, participate confidently, and contribute meaningfully to ideas and opportunities that matter not only to them but to our school as well as in other aspects of their lives. We continue to see our students grow and develop necessary self-confidence skills and attitudes to be successful leaders in the 21st century. They are learning how to face their future with more confidence.

We are extremely proud of the academic achievement growth our students have made in past years and continue to make. We are most appreciative for the continued hard work of our teachers, staff, students, and their parents in our efforts to meet the developmental and academic needs of each child. Woodland continues to meet the criteria necessary for the distinction as an 'excellent' school and our students consistently perform higher than other Greenville County Schools on state assessment measures. Moving forward, our challenge is to continue to refine our implementation of more rigorous grade level standards and effective instructional strategies to sustain our progress and meet the unique learning needs of our children as we continue to increase student achievement. ***A summary of our most recent student achievement data is included in this report.***

Our Parent –Teacher Association (PTA) and School Improvement Council (SIC) are involved in key ways at Woodland. Both of these organizations continually explore improved ways to recruit and retain parents and volunteers. We believe that utilizing the skills, talents, and abilities of our parents and volunteers further enhances our total school program effectiveness. Creating an environment and providing opportunities that welcome and engage parents as partners is a key component of our continued success. The financial support, commitment to volunteerism, and creative problem-solving abilities of our parents and volunteers enable us to enjoy access to opportunities that would not be possible otherwise.

As a school family, we share a vision and belief that every child can achieve to their maximum potential if provided quality leadership opportunities, targeted support, consistent encouragement, and love. We remain fully committed to that vision.

Summary of Student Performance Data

SC READY ELA	% Exceeds		% Meets		% Approaches		% Does Not Meet	
Year:	2016	2017	2016	2017	2016	2017	2016	2017
Grade 3	20	28	38	32	34	23	8	18
Grade 4	23	22	37	43	26	25	14	11
Grade 5	28	16	37	38	25	30	10	16

SC READY Math	% Exceeds		% Meets		% Approaches		% Does Not Meet	
Year:	2016	2017	2016	2017	2016	2017	2016	2017
Grade 3	40	39	31	32	20	17	9	13
Grade 4	41	39	30	30	19	24	10	7
Grade 5	39	32	30	28	21	28	10	11

SC READY Comparisons 2017- ELA % scoring MEETS and EXCEEDS		School	Grade 3	Grade 4	Grade 5
Woodland		60	60	64	54
Greenville County Schools		49	51	50	46

SC READY Comparisons 2017- MATH % scoring MEETS and EXCEEDS	School	Grade 3	Grade 4	Grade 5
Woodland	67	70	69	61
Greenville County Schools	54	60	55	47

SCPASS Social Studies- % students scoring met and exemplary	Grade 4	Grade 5
2014-15	96	83
2015-16	90	88
2016-17	93	84
2016-17 District	86	79

SCPASS Science- % students scoring met and exemplary	Grade 4	Grade 5
2014-15	88	84
2015-16	81	80.5
2016-17	67	59
2016-17 District	53	54

Awards and Honors
Fully accredited by AdvancED Accreditation Commission 2014-2019
'A' Rating on ESEA School Report Card - 2012- 2014
Excellent Report Card Ratings – 2009-2015
Palmetto GOLD Award for Student Performance- 2009- 2015
Palmetto GOLD Award for Closing the Gap- 2012
Palmetto SILVER Award for Closing the Gap- 2009-2011
Two time recipient of the National R.A.M.P Award -2012 and 2015 (***Recognized American School Counseling Model Program)***
Became an official ***The Leader in Me*** school- fall 2014
Achieved "Lighthouse School" status with ***The Leader in Me*** in Spring 2017

South Carolina Junior BETA Club Convention Results
• **First Place Winners**: *Living Literature Category*- 2014, 2017, 2018 *Social Studies- 2015, Scrapbook*—2015, 2016, 2017, *Math- 2016, 2017, Quiz Bowl-2016, Spelling 2016, Battle of the Books*- 2016, 2017, Language Arts 2017, Technology 2017, T-shirt design 2017, Songfest 2017, Spotlight on Beta 2018, Drawing 2018, Fibers 2018, Woodworking 2018, Poetry 2018
• **Second Place Winners**: Spotlight on BETA 2017, Sketching 2017, Scrapbook 2016, 2018, Songfest 2018, Technology 2018, Battle of the Books 2018, Tower of Power 2018, Jewelry 2018, Science 2018
• **Third Place Winners:** Sculpture 2017, Tower of Power 2017, Poster 2017, Scrapbook 2017, Special Talent 2017, T-shirt design 2018, Pastel 2018, Painting 2018, Digital Art 2018, Essay 2018
• **National Junior Beta Club Convention**-Spelling-First Place-2016, Songfest-First Place-2017, T-shirt-Second Place-2017, Math-Third Place-2017, Scrapbook-Fifth Place-2017
Recognized BETA Club School of Distinction- 2013-2014, 2014-2015, 2017-2018
40 Percent of Teachers with Advanced Degrees
7 National Board Certified Teachers
Safe School Award- 2009-2017
PTA Parent Involvement Award
South Carolina Winner- Read for the Record Award

As the 2017-2018 school year comes to a close, I am so thankful for the support I have received in my first year as principal of Woodland Elementary from the students, faculty & staff, parents, and community members. It has been an exciting, inspiring year for our students and school community. We have received one to one technology in grades 3rd-5th and our 2nd grade students also have individual devices. This has enabled us to continue our quest for student-centered learning. Our teachers have also embraced the data available through the MasteryConnect & TE21 assessments to meet the individual needs of our students. We continue to look at the needs of the "whole child." Through the support of our parents, PTA, and community partners, we are able to provide students with clothing from our Children's Closet, Backpack Meals, Mentors, small group counseling, and individual tutoring.
We have increased our focus on parent and community involvement by hosting Goodies for Grands, Muffins for Moms, Donuts for Dads, Leadership Day, Literacy Night, All Arts Event, and Parent Leadership Nights. As a member of the Greer Chamber of Commerce, Woodland Elementary continues to look for opportunities to give back to other schools and our community. This year, we collected food for the local food bank, donated clothing items to other schools in need, donated supplies to a children's home, provided stockings to children in the hospital, and provided supplies to local animal shelters. I continue to be amazed at the generosity of our children. I am honored to serve as the principal of Woodland Elementary, and I am very excited about our school's future.
Katrina Miller, Principal
"Lead by Serving Others" Beta motto
Frances Stone, Chairman, School Improvement Council

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Third Grade: SC READY ELA
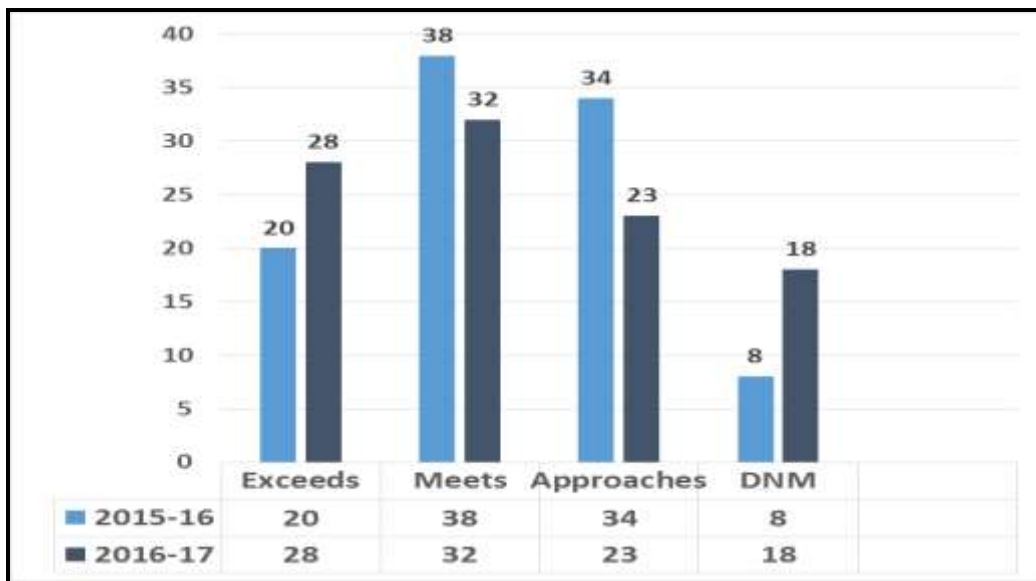
	Exceeds	Meets	Approaches	DNM
2015-16	20	38	34	8
2016-17	28	32	23	18

Fourth Grade: SC READY ELA

	Exceeds	Meets	Approaches	DNM
2015-16	23	37	26	14
2016-17	22	43	25	11

Fifth Grade: SC READY ELA

	Exceeds	Meets	Approaches	DNM
2015-16	28	37	25	10
2016-17	16	38	30	16

Woodland vs District: SC READY ELA

	School	3rd Grade	4th Grade	5th Grade
2015-16	61	58	60	65
2016-17	60	60	64	54
District 16-17	49	51	50	46

25
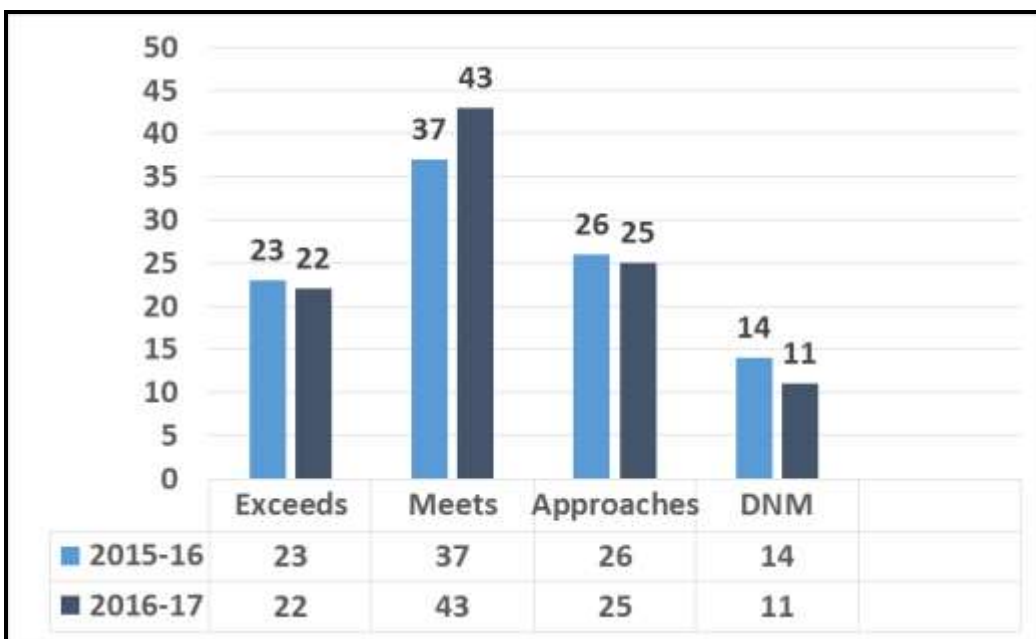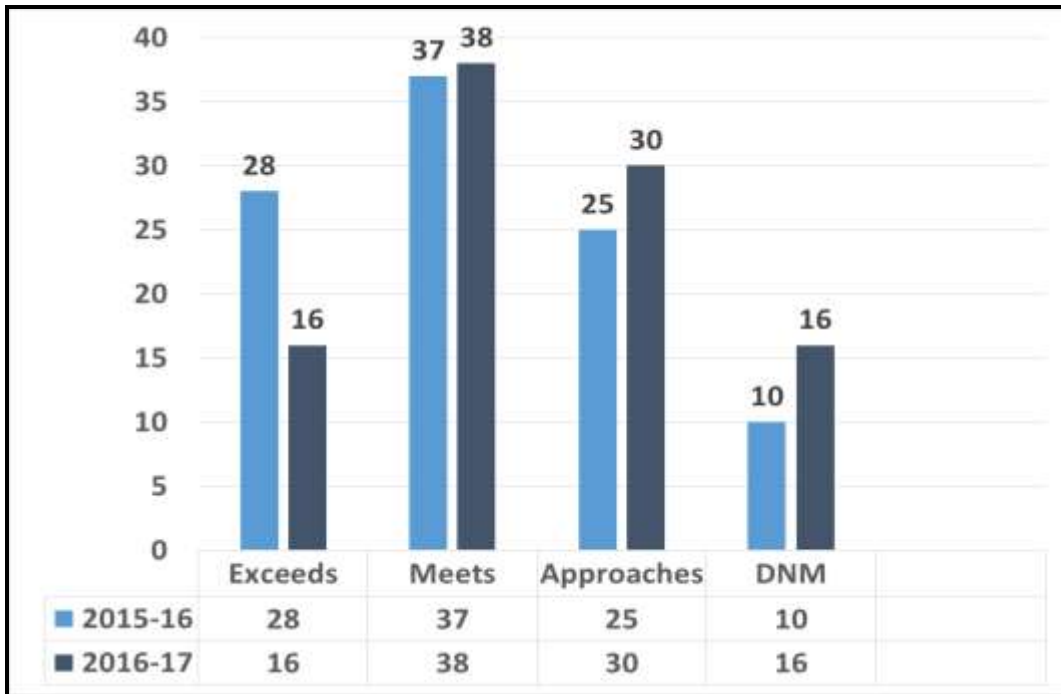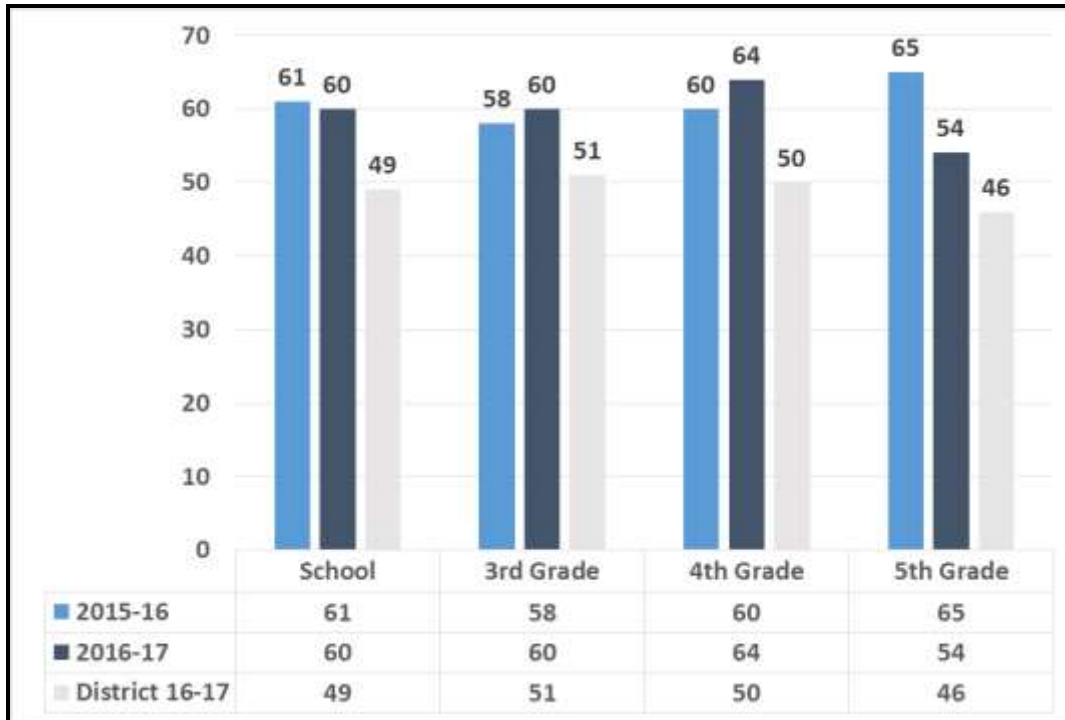
ELA Analysis

With one year of SC READY behind them, Woodland's third-fifth graders were still scoring above the Greenville School District average in ELA. In third grade, the "meets" and "exceeds" categories were around 58-60% for both school years. Unfortunately, our "did not meets" category increased by 10% for this year in third grade. Fourth Graders remained close to the same in all categories while more fifth graders scored "did not meet" in 2016-17. As our administrative team and teachers examined our ELA results, we continued to look for strategies to help our ESOL students who traditionally have had much difficulty with reading and writing. The test based analysis has proven to be very difficult as students analyze a passage and provide evidence to prove their ideas and answers. Observations and student data show that several years of intense instruction is needed for our ESOL students to make gains in reading and writing.

Third Grade: SC READY Math
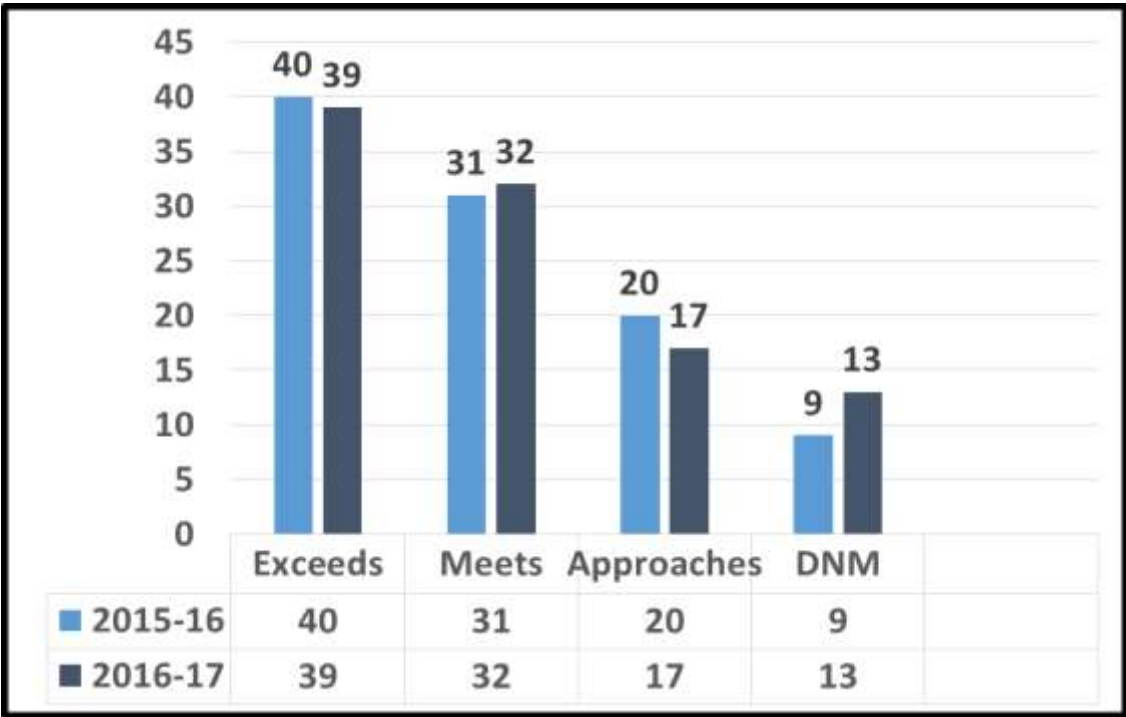
	Exceeds	Meets	Approaches	DNM
■ 2015-16	40	31	20	9
■ 2016-17	39	32	17	13

Fourth Grade: SC READY Math

	Exceeds	Meets	Approaches	DNM	
2015-16	41	30	19	10	
2016-17	39	30	24	7	

Fifth Grade: SC READY Math

	Exceeds	Meets	Approaches	DNM	
2015-16	39	29	22	10	
2016-17	32	28	28	11	

Woodland vs. District: SC READY Math

	School	3rd Grade	4th Grade	5th Grade
■ 2015-16	70	71	71	69
■ 2016-17	67	70	69	61
District 16-17	54	60	55	47
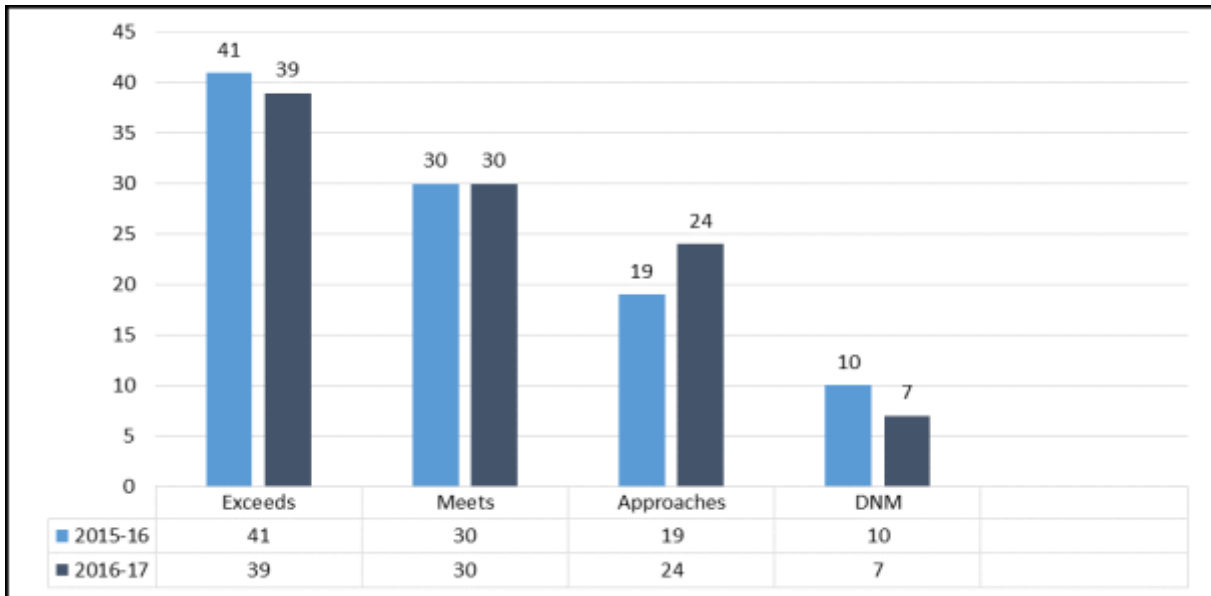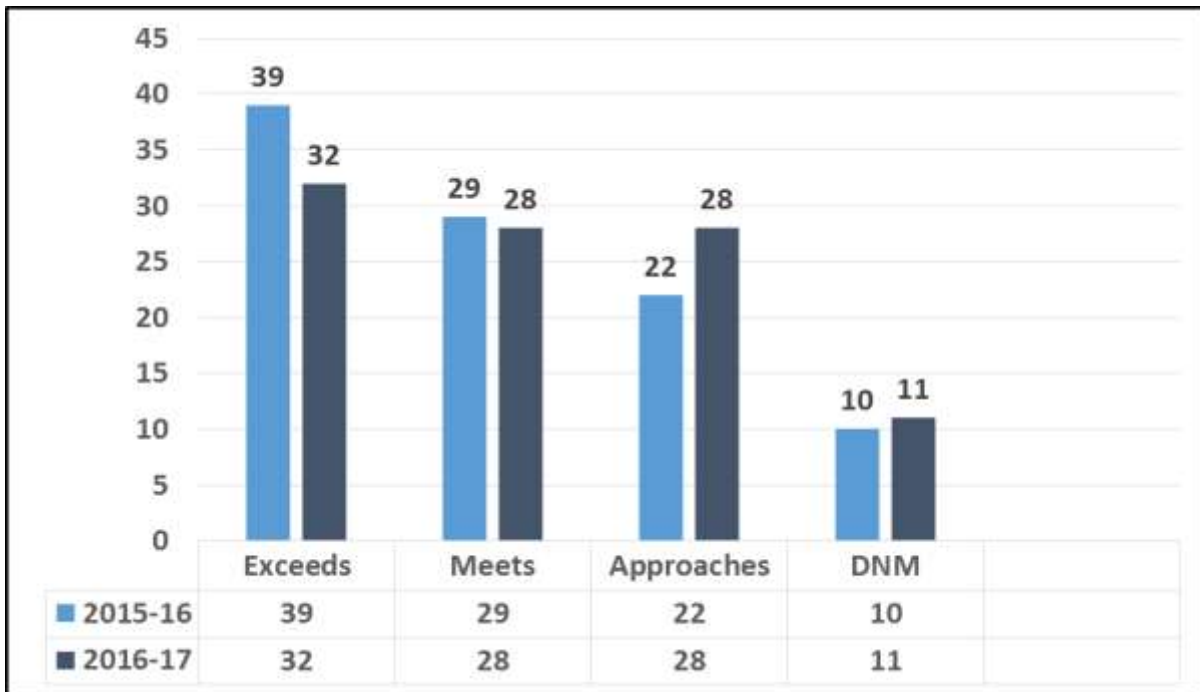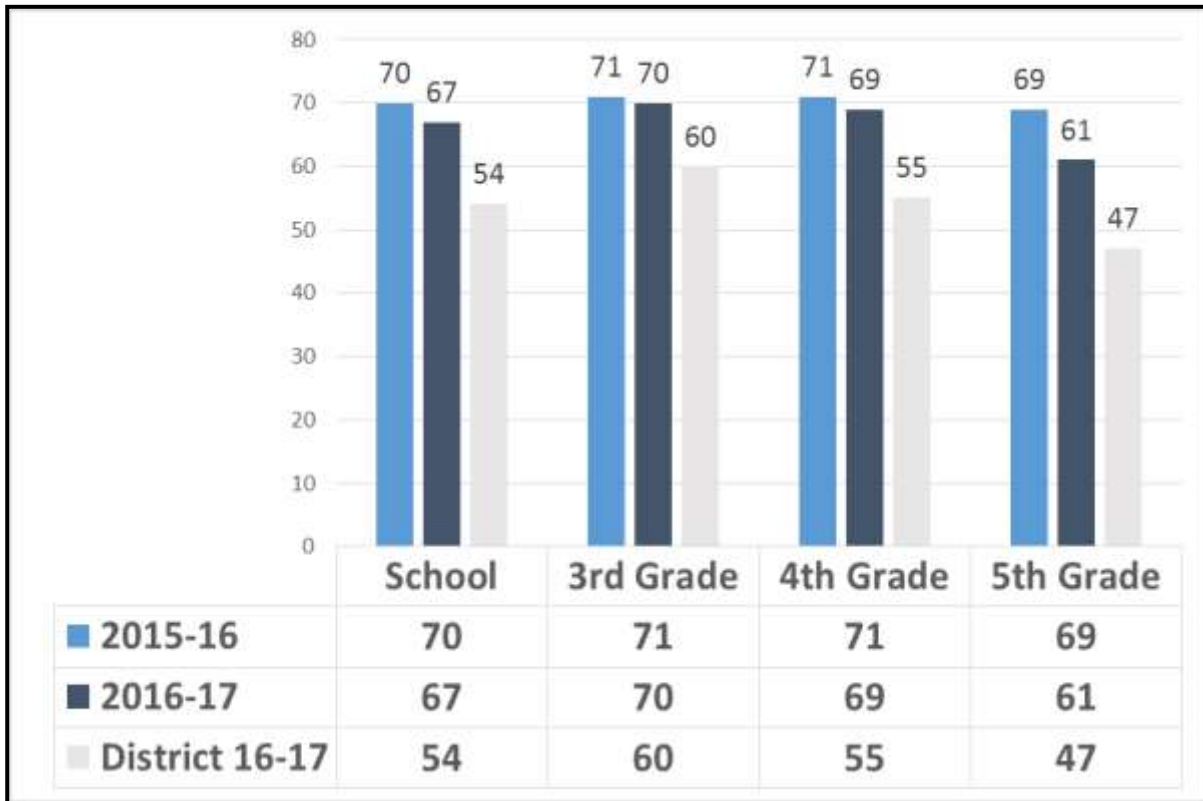
Math Analysis

Woodland continues to score above the district math average in grades three, four and five for SC READY. Third grade demonstrated a higher percentage of "did not meet" with the other categories remaining almost equal for the two years of testing. Fourth graders scored very close to last year's students with improvement being noted in fewer students scoring "did not meet." Fifth graders also scored near the same as last year's students. The memorization of math facts continues to be difficult for some students and prevents them from making progress in multi-step problems. School wide emphasis of learning math facts has been a Wildly Important Goal (WIG) for our students and has inspired some students to work harder at this necessary skill. ESOL students continue to score better in in math than ELA; however, word problems seem to be an area of concern. More Woodland teachers have implemented "guided math groups" as a strategy to differentiate instruction and meet the individual needs of students.

Woodland SCPASS Science Overtime

	Grade 4	Grade 5
2013-14	88	95
2014-15	88	84
2015-16	81	81
2016-17	67	59
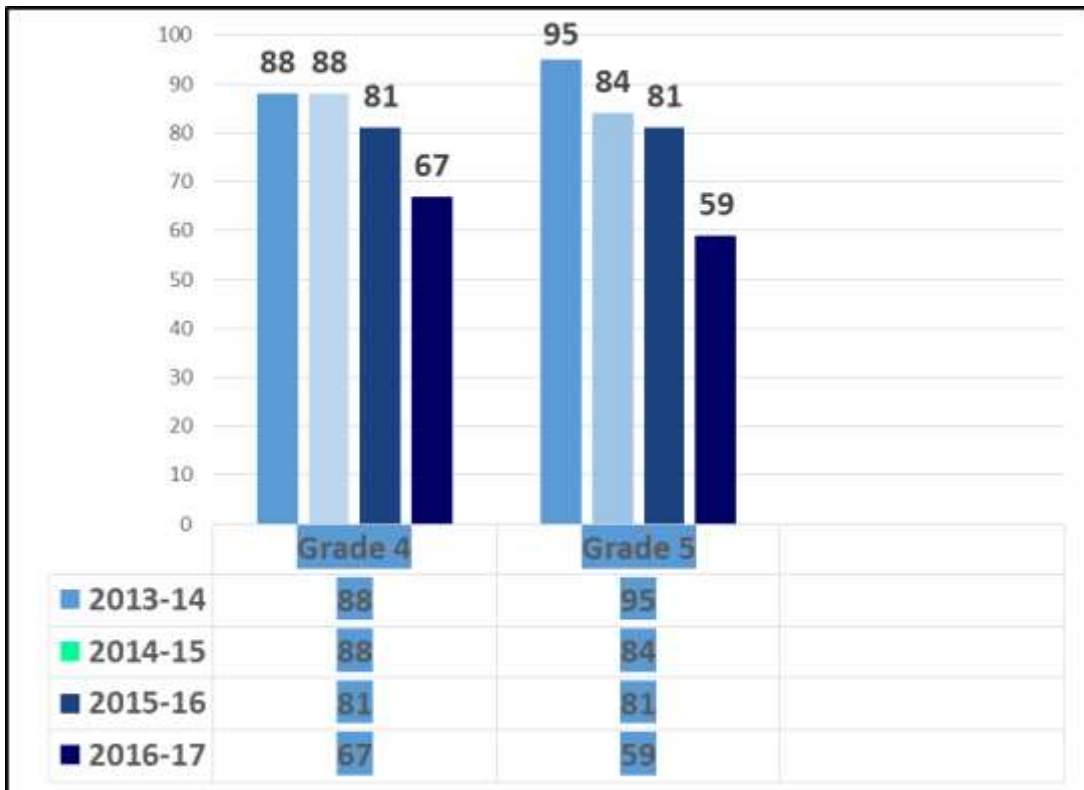
Woodland vs. District: SCPASS Science

	School	4th Grade	5th Grade
2015-16	81	81	80.5
2016-17	63	67	59
District 16-17	53	53	54
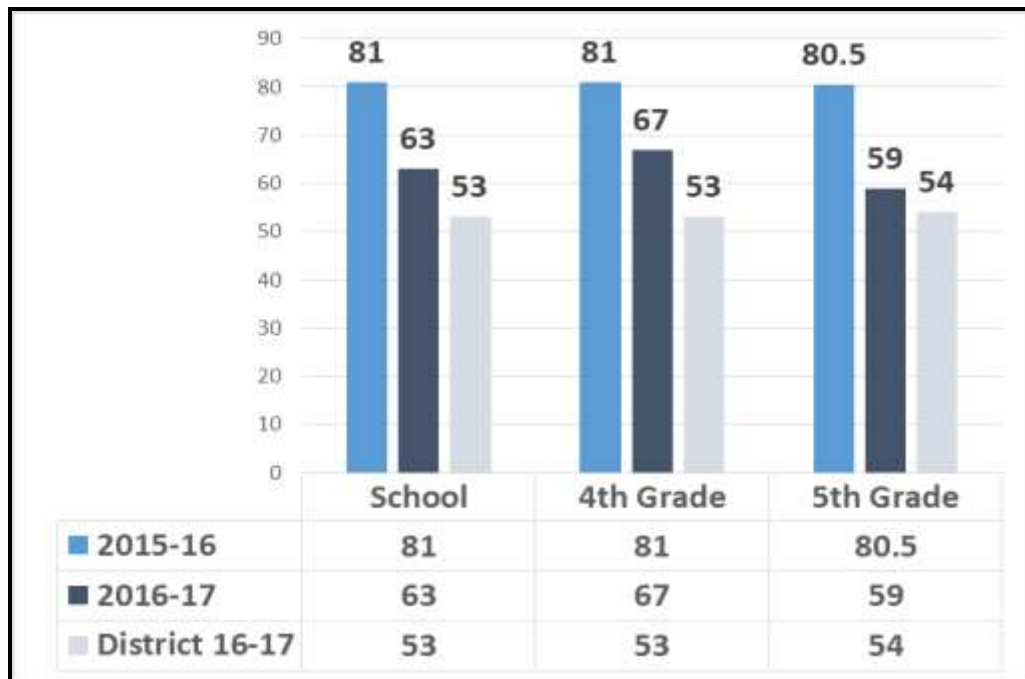
Science Analysis

For the years 2015-16 and 2016-17, Woodland has scored above the district average in science in fourth and fifth grades. While this is certainly an outstanding achievement, we are concerned with our overall trend of downward scores in both grades. Teachers have researched different hands on methods to improve retention of science concepts and have increased work with scientific vocabulary. Language barriers still exist that cause ESOL students to have a difficult time with interpretation material; however, we continue to search for strategies and materials that will help better equip our students in science.

SCPASS Social Studies Overtime

	Grade 4	Grade 5
2013-14	94	85
2014-15	96	83
2015-16	90	88
2016-17	93	84
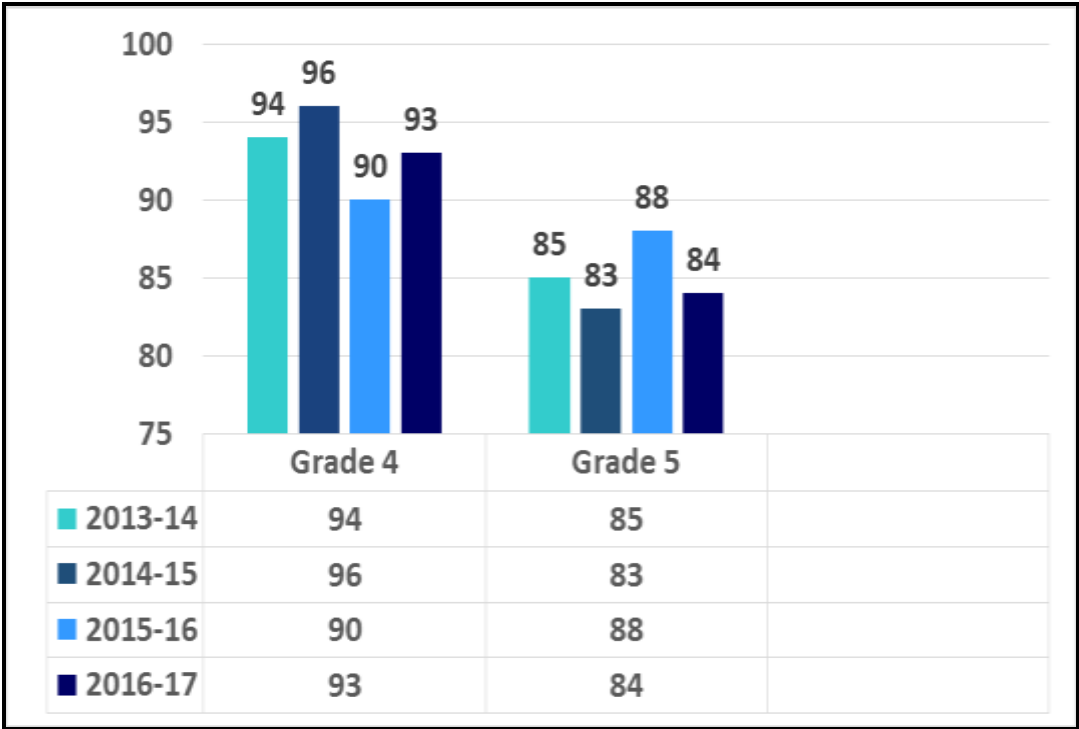
Woodland vs. District: SCPASS Social Studies

	School	4th Grade	5th Grade
■ 2015-16	89	90	88
■ 2016-17	88	93	84
□ District 16-17	79	86	79
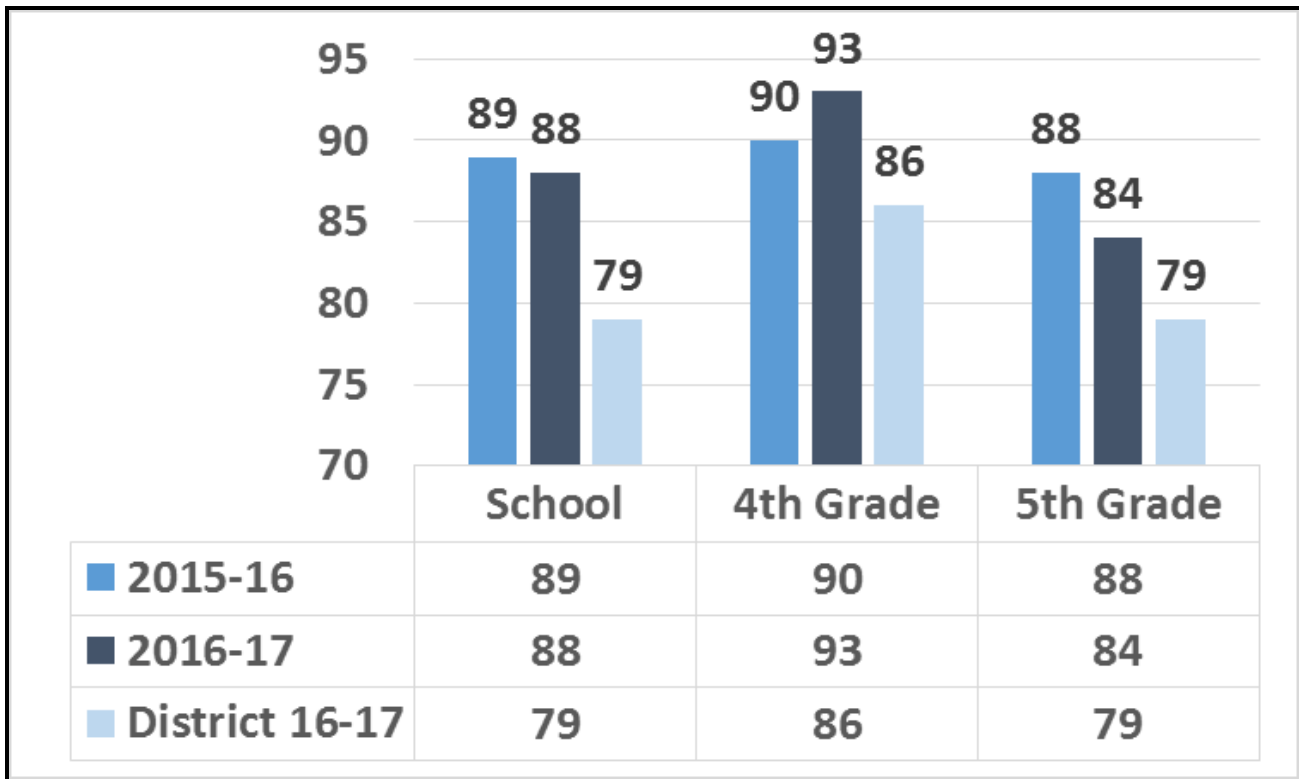
Social Studies Analysis

Most students at Woodland enjoy Social Studies because of our teachers' instructional delivery. For example, teachers use dramatization, songs, plays, primary source articles, videos, artifacts, field trips with historic characters and students' reading historical novels. All of these activities lend themselves to making "history come alive for our students" and this interest is reflected in their test results. Once again, scoring above the District average, Woodland's fourth and fifth graders have maintained a high level of achievement in social studies over the past four years. Teachers have partnered with teachers from other schools to gain insight into their successful instruction and continue to provide outstanding instructional delivery.

School Climate Needs Assessment

16-17 SDE School Report Card - https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=099

The SDE School Report Card and AdvancED Survey results were analyzed and school climate needs were assessed and determined. According to the results, teachers feel confident that high expectations are set for students; in regards to needs, teachers expressed a need for additional

student use of digital tools in addition for a desire for additional mentoring and coaching opportunities to address professional learning. According to the student responses, students felt strongly that they set goals and their learning related to these goals. Areas of need and growth included the exploration of careers and relating learning to real-life problems. The parent survey was complimentary of Woodland's high expectations and student behavior. Parents expressed a need and desire for more communication from the classroom in addition to more access to the classroom during the instructional day. Overall, the surveys expressed many positives in addition to areas of growth.

Professional Development/ Meeting Calendar 2017-2018

ELA GOAL #1: During the 2017-18 school year, the percentage of students in grades 3, 4, and 5 scoring "meets and exceeds" will increase from 60.0% (341/568 students) to 63.0% (358/568 students) as measured by the 2018 Spring SC READY ELA.

MATH GOAL#2: During the 2017-18 school year, the percentage of students in grades 3, 4, and 5 scoring "meets and exceeds" will increase from 67.0% (381/568 students) to 70.0% (398/568 students) as measured by the 2017 Spring SC READY Math.

Date	Topic	Responsible Party	# of points	Goal #
Thursday, August 10,2017 10:00-2:00	New To Woodland Teacher Training	Katrina Miller, Louise Gillespie	4	Goals 1, 2
Tuesday, August 16, 2017 8:00-4:00	The Leader in Me: *Empowering Instruction*	Lonnie Moore, Franklin-Covey	7	Goals 1, 2
Wednesday, August 16, 2017 9:00-4:00	Writing In-Service Grades 3, 4, 5	Kristy Jennings, District ELA Specialist	7	Goals 1, 2
Thursday, Aug. 17, 2017 8:00-4:00	District In-services as Scheduled; At Woodland: *Welcome Back! What's New? Structures and Procedures*	Varied Admin Team	Varied 0	Goals 1, 2
Wednesday, August 23, 2017 3:10	Faculty Meeting *Structures and Procedures (*continued)	Admin Team	0	Goals 1,2
Wednesday,	Shared Leadership	Faculty and Admin	0	Goals 1,2

August 30, 2017 3:10-3:45	Teams	Team		
Thursday, August 31, 2017 Grade Level Meetings	Tech Thursday Chromebook Roll Out Plan	Dr. Stephanie Williams, DLC Team	1	Goals 1,2
Wednesday, September 6, 2017 3:10-5:00	Faculty Meeting Literacy Time	Administrative Team, Literacy Mentors, Literacy Specialist	1	Goals 1,2
Thursday, September 14, 2017 Grade Levels	Tech Thursday New Apps for 2-5th; See Saw for K5-1st	Dr. Stephanie Williams	1	Goals 1,2
Thursday, September 14, 2017 Optional for Staff 3:10-5:10	Google Drive and Google Docs (Refresher)	Dr. Stephanie Williams	2	Goals 1,2
Tuesday, September 19,2017 3:10-4:10	New Teachers and Mentors Meeting	Katrina Miller, Louise Gillespie	1	Goals 1,2
Wednesday, September 20, 2017 3:10-4:00	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday, September 21, 2017 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Thursday, September 21, 2017 3:10-5:10 Optional	Google Classroom Refresher	Dr. Stephanie Williams	2	Goals 1,2
Wednesday, September 22, 2017	Digital Learning Corp Coaching Day	Sharon Hall, Discovery Education	0	Goal 1,2
Tuesday, September 26, 2017 8:00-2:30	Writing In-Service Grades 3, 4, 5 2 hour times	Kristy Jennings, District ELA Specialist	2	Goals 1, 2

Thursday, September 28, 2017 3:10-5:10 Optional	Google Slides Refresher	Dr. Stephanie Williams	2	Goals 1,2
Wednesday, October 4, 2017 3:10-5:00	Literacy Time, Faculty Meeting: United Way, MasteryConnect	Jennifer De Matteo, Admin Team	1	Goal 1,2
Thursday, October 5, 2017 3:10	Faculty Council	Katrina Miller	0	Goal 1,2
Tuesday, October 10, 2017	Digital Learning Corp Coaching Day	Sharon Hall	0	Goal 1,2
Tuesday, October 10, 2017 3:10-4:10	New Teachers and Mentors Meeting	Katrina Miller, Louise Gillespie	1	Goal 1,2
Thursday, October 12, 2017 Grade Levels	Tech Thursday Classroom Observations	Dr. Stephanie Williams, DLC Teachers	1	Goals 1,2
Thursday, October 12, 2017 3:10-5:10 Optional	Google Forms Refresher	Dr. Stephanie Williams	1	Goals 1,2
Wednesday, October 18, 2017 3:10-4:00	Shared Leadership Teams	Team Facilitators	0	Goals 1,2
Wednesday, October 25, 2017 3:10-3:45	Professional Development Breakout Sessions	Faculty	0	Goals 1,2
Thursday, October 26, 2017 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goals 1,2
Wednesday, November 1, 2017 3:10-5:00	Literacy Time Faculty Meeting	Literacy Specialist, Literacy Mentors Administrative Team	1	Goals 1,2
Wednesday,	Tech Thursday	Dr. Stephanie	1	Goals 1,2

November 2, 2017 Grade Levels		Williams		
Monday, November 6, 2017	Digital Learning Corp Coaching Day	Sharon Hall, Discovery Education	0	Goal 1,2
Tuesday, November 14, 2017 8:00-2:30	Writing In-Service Grades 3, 4, 5 2 hour times	Kristy Jennings, District ELA Specialist	2	Goals 1, 2
Tuesday, November 14, 2017 3:10-4:10	New Teachers and Mentors Meeting	Katrina Miller, Louise Gillespie	1	Goal 1,2
Wednesday, November 15, 2017 3:00-4:00	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday, November 16, 2017 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goals 1,2
Wednesday, Dec.6, 2017 3:10-5:00	Literacy Time Faculty Meeting	Literacy Specialist, Literacy Mentors Administrative Team	1	Goals 1,2
Thursday, December 7, 2017	Digital Learning Corp Coaching Day	Sharon Hall, Discovery Education	0	Goals 1,2
Wednesday, January 4, 2018 3:10	Faculty Council	Katrina Miller	0	Goals 1,2
Wednesday, January 10, 2018 3:10-5:00	Literacy Time, Faculty Meeting	Literacy Mentors, Literacy Specialist Administrative Team	1	Goals 1,2
Wednesday, January 17, 2018 3:10-4:00	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday, January 18, 2018 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goals 1,2
Thursday, January 25, 2018 Grade Levels	Digital Learning Corp Coaching	Sharon Hall	0	Goals 1,2
Tuesday,	Writing In-Service	Kristy Jennings,	2	Goals 1, 2

January 30, 2018 8:00-2:30	Grades 3, 4, 5 2 hour times	District ELA Specialist		
Wednesday, January 31, 2018 3:10-4:30	Professional development Break Out Sessions	Teachers	1	Goal 1,2
Thursday, February 1, 2018 3:10	Faculty Council	Katrina Miller	0	Goals 1,2
Thursday, February 1, 2018 Grade Levels	Tech Thursday	Dr. Stephanie Williams	1	Goals 1,2
Tuesday, February 6, 2018 3:10-4:10	New Teachers and Mentors Meeting	Katrina Miller, Louise Gillespie	1	Goal 1,2
Wednesday, February 7, 2018 3:10-5:00	Literacy Time, Faculty Meeting	Literacy Mentors, Literacy Specialist Administrative Team	1	Goals 1,2
Friday, February 9, 2018 All day	Digital Learning Corp Coaching	Sharon Hall	0	Goals 1,2
Wednesday, February 14, 2018 3:10-4:00	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday, March 1, 2018 3:10	Faculty Council	Katrina Miller	0	Goals 1,2
Tuesday, March 6, 2018 All day	Digital Learning Corp Coaching	Sharon Hall	0	Goals 1,2
Wednesday, March 7, 2018 3:10-5:00	Literacy Time, Faculty Meeting	Literacy Mentors, Literacy Specialist Administrative Team	1	Goals 1,2
Tuesday, March 13, 2018 3:10-4:10	New Teachers and Mentors Meeting	Katrina Miller, Louise Gillespie	1	Goal 1,2
Thursday, March 15, 2018 Grade Levels	Tech Thursday	Dr. Stephanie Williams	1	Goals 1,2
Wednesday, March 21, 2018 3:10-3:45	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday,	Incremental Progress	Administrative	0	Goal 1,2

March 29, 2018 Grade Levels	Data Meetings	Team		
Tuesday, April 10, 2018 3:10-4:10	New Teachers and Mentors Meeting	Katrina Miller, Louise Gillespie	1	Goal 1,2
Wednesday, April 11, 2018 All day	Digital Learning Corp Coaching	Sharon Hall	0	Goals 1,2
Wednesday, April 11, 2018 3:10-5:00	Literacy Time, Faculty Meeting	Literacy Mentors, Literacy Specialist Administrative Team	1	Goals 1,2
Thursday, April 12, 2018 Grade Levels	Tech Thursday	Dr. Stephanie Williams	1	Goals 1,2
Thursday, April 12, 2018 3:10	Faculty Council	Katrina Miller	0	Goals 1,2
Wednesday, April 25, 2018 3:10-4:00	Faculty Meeting	Administrative Team	0	Goals 1, 2
Thursday, APRIL 26, 2018 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday, May 2, 2018 3:10-4:00	Faculty Meeting End of Year Procedures	Administrative Team	0	
Thursday, May 3, 2018 3:10	Faculty Council	Katrina Miller	0	Goals 1,2
Wednesday, May 16, 2018 3:10-3:45	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday, May 17, 2018	IP Checks in Grade Levels	Admin Team	0	Goal 1,2

Action Plan

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other	
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 60% in 2016-17 to 75% 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 **60** (2016-17)	**School Projected Elementary**	**63**	**66**	**69**	**72**	**75**
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue to Implement Balanced Literacy and the District Literacy Framework with fidelity across all grade levels.	2018-2023	Instructional Coach, Admin Team, Literacy Mentors	TBD (Cost of training personnel)	TBD	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
2. Implement a framework for common planning across the grade level to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Instructional Coach, Admin Team, Grade Level Chairs	$0	$0	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
3. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Instructional Coach, Admin Team, Literacy Mentors	$0	$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
4. Provide intentional	2018-2023	Instructional Coach,	$0	NA	Classroom libraries offer a wide

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
support for consistently scheduled, sustained independent reading		Admin Team, Literacy Mentors			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).

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 67% in 2016-17 to 81% 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 Math SC READY test data file	% Meets Expectations and Exceeds Expectations **67** (2016-17)	**School Projected Elementary**	**70**	**73**	**76**	**79**	**81**
		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: Build metacognitive awareness with texts valued in mathematics (such as graphs, charts, and real-world word problems).					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Scaffold student thinking through modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers.	2018-2023	Admin Team Instructional Coach	$0	NA	Intentional collaborative planning based on student data Evidence of teacher modeling and think alouds Evidence of students engaged in collaborative conversations and independent problem solving
2. Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment	2018-2023	Admin Team Instructional Coach	$0	NA	Rigorous, aligned formative assessment Evidence of students independently persevering through problem solving. Effective and strategic use of mathematical tools. Evidence of contextual and conceptual reasoning.

ACTION PLAN FOR STRATEGY #2: Provide consistent targeted core mathematics instruction to meet identified student needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement tasks that promote reasoning and problem solving	2018-2023	Admin Team Instructional Coach	$1000.00	District Funds	Observations of problem solving and reasoning
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Admin Team Instructional Coach	$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Provide professional learning opportunities to build content knowledge and pedagogy	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of unit and lesson planning, collaborative dialogue, increased use of Mastery Connect for assessment alignment, evidence of content specific PLO
4. Implement the MTSS framework intervention guidelines with fidelity.	2018-2023	Admin Team Instructional Coach	$0	NA	Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention Intervention Logs

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

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

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

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

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

44

ACTION PLAN FOR STRATEGY #1: Incorporate use of science kits and other hands on experiences with fidelity					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teachers will plan in grade levels and deliver instructional strategies from district science kits	2018-2023	Admin Team Instructional Coach	$0	NA	Lesson plans, classroom observations
2. Teachers will improve use of MasteryConnect results for differentiating Instruction in science	2018-2023	Admin Team Instructional Coach	$0	NA	Lesson plans, classroom observations
3. Utilize services of district Science Specialist for training	2018-2023	Admin Team Instructional Coach	$0	NA	Attendance log

| **Performance Goal Area:** | ☒Student Achievement* | ☐Teacher/Administrator Quality* | ☐ |

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and
Exceeds Expectations on SCPASS Social Studies will increase by 3% annually.

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

46

ACTION PLAN FOR STRATEGY #1:Incorporate the use of team planning with district resources with fidelity					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teachers will plan in grade levels and deliver instructional strategies from district resources	2018-2023	Admin Team Instructional Coach	$0	NA	Lesson plans, classroom observations
2. Teachers will improve use of MasteryConnect results for differentiating Instruction in social studies	2018-2023	Admin Team Instructional Coach	$0	NA	Lesson plans, classroom observations
3. Utilize services of district Social Studies Specialist for training	2018-2023	Admin Team Instructional Coach	$0	NA	Attendance log

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*	☐

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 42 (2016-17)	**Projected Hispanic**	45	48	51	54	57
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 42 (2016-17)	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 38 (2016-17)	**Projected AA**	41	44	47	50	53
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 38 (2016-17)	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 24 (2016-17)	**Projected SWD**	27	30	33	36	39

48

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 24 (2016-17)	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 34 (2016-17)	**Projected LEP**	37	40	43	46	49
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 34 (2016-17)	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17)	**Projected SIP**	43	46	49	52	55
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations ____ (2016-17)	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2016-17)	**Projected Hispanic**	55	58	61	64	67
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2016-17)	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 46 (2016-17)	**Projected AA**	49	52	55	58	61
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 46 (2016-17)	**Actual AA**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 32 (2016-17)	**Projected SWD**	35	38	41	44	47
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 32 (2016-17)	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 48 (2016-17)	**Projected LEP**	51	54	57	60	63
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 48 (2016-17)	**Actual LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 48 (2016-17)	**Projected SIP**	51	54	57	60	63
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	**Actual SIP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual Hispanic**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of data driven conversations from district and school meetings-Principal meetings, Principal/IC meetings
2. Provide strategy and content support for teachers	2018-2023	Admin Team Instructional Coach	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development Offerings on diverse learner strategies

ACTION PLAN FOR STRATEGY #2: Improve use of Multi-Tiered Systems of Support (MTSS) in all schools.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.All schools will implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups	2018-2023	Admin Team Instructional Coach	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*	☐

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	baseline will be established based upon 17-18 data	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
FastBridge	baseline will be established based upon 17-18 data	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
MAP	baseline will be established based upon 17-18 data	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

		School Actual					
Fountas and Pinnell	baseline will be established based upon 17-18 data	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
FastBridge	baseline will be established based upon 17-18 data	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
MAP	baseline will be established based upon 17-18 data	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implementation of a professional	2018-2023	Admin Team Instructional	$1000.00	District	Evidence of school-based trainings and

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
learning plan to support school leadership teams (administrators, instructional coach, literacy specialists, and literacy mentors) in building capacity for consistent implementation of all the GCS Balanced Literacy Framework Components		Coach Literacy Mentors			implementation of GCS Frameworks for Literacy
2. Implement Balanced Literacy with fidelity across all grade levels	2018-2023	Admin Team Instructional Coach Literacy Mentors	TBD	TBD	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade by third grade
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Admin Team Instructional Coach Literacy Mentors	$0	NA	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments

57

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Admin Team Instructional Coach Literacy Mentors	$0	NA	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
5. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Admin Team Instructional Coach Literacy Mentors	$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: Fountas and Pinnell and FastBridge Assessments).					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Coach teachers in instructional best practices for Tier 2 and	2018-2023	Admin Team Instructional Coach	$0	District	Implementation of coaching events with grade level teams and reflective practices.

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: Fountas and Pinnell and FastBridge Assessments).					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Tier 3 classroom interventions		Literacy Mentors			Evidence of Tier 2 and Tier 3 interventions within classrooms as noted by observations and Instructional Rounds
2. Implement the MTSS framework and intervention guidelines with fidelity	2018-2023	Admin Team Instructional Coach Literacy Mentors	TBD	TBD	Formative and summative assessments to inform about the focus, duration, and effectiveness or the intervention.
3. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Admin Team Instructional Coach Literacy Mentors	$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented
4. Provide intensive professional development to reading interventionists to ensure the implementation of best practices across all schools.	2018-2023	Admin Team Instructional Coach Literacy Mentors	TBD	TBD	Agendas of district professional development for reading interventionists

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

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

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	**School Projected**	**≥9**	**≥9**	**≥9**	**≥9**	**≥9**
	9	**School Actual**					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Early identification of diverse candidates.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify grade levels where there is limited or no diversity.	2018-2023	Admin Team	$0	NA	Ongoing focus
2. Promote our school as a great place to work.	2018-2023	Admin Team	$0	NA	Plans in place for schools
3. Interview quality candidates who are diverse.	2018-2023	Admin Team	$0	NA	Ongoing identification of candidates

| **Performance Goal Area:** | ☐ Student Achievement* | ☐ Teacher/Administrator Quality* | ☒ |

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	93.4	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
	93.6	**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:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Ensure every student connected with a caring	2018-2023	Admin Team Guidance Dept	$0	N/A	Students connected with adults in school buildings or buses.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
adult.					
2. Continue to implement community mentoring program to support students.	2018-2023	Admin Team Guidance Dept	$0	Community Sponsor	Community members mentoring students in schools
3. Further use and development of targeted guidance small groups to support students and school needs.	2018-2023	Admin Team Guidance Dept	$0	N/A	Guidance meeting with small groups of students with specific needs

Performance Goal Area:	☐Student Achievement*	☐Teacher/Administrator Quality*	☒

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue to provide and improve programs such as alternative placement within school, alternative schools, satellite diploma	2018-2023	Admin Team	$0	NA	Alternative programs in place

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
programs, and virtual school to assist students who struggle in a traditional school environment.					
2. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	Admin Team	$0	NA	GCSource and interventions used at WES with fidelity
3. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	Admin Team Counselors	$0	NA	Peer mentoring in schools
4. Ensure every student connected with a caring adult.	2018-2023	Admin Team Counselors	$0	NA	Students connected with adults in school buildings or buses

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**	91	91	91	91	91
		School Actual					
AdvancED Culture & Climate Surveys	89	**District Projected**	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-2023	School Team Counselors	$0	NA	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School Team	$0	NA	Bus ride to communities visit to community
3. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School Team	$0	NA	Support staff included in decision making and support of students
4. Continue to establish protocols among all adults to communicate positively with students RAMP, and Leader In Me)	2018-2023	Lighthouse Team Counselors	$0	NA	Documentation of communicating protocol to staff

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) **96.3**	**School Projected**	**95**	**95**	**95**	**95**	**95**
		School Actual					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Develop system to respond to student attendance trends					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin Team	$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Attendance Clerk Admin Team	$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin Team	$0	NA	Students are identified and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	Attendance Clerk Admin Team	$0	NA	Intervention Connection System reports for truant and chronically absent students.

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Promote attendance with students and parents as an important component of school success	2018-2023	School Team	$0	NA	Teacher/school direct contact with parents.
2. Improve school-level interventions related to attendance	2018-2023	School Team	$250.00	Local/ PTA	Parental participation in interventions
3. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018-2023	Admin Team Staff members	$0	NA	Students setting goals and plans

| **Performance Goal Area:** | ☐Student Achievement* | ☐Teacher/Administrator Quality* | ☒ |

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize collected data surrounding social-emotional needs through student surveys	2018-2023	Admin Team Counselors	$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in WES, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	OnTrack Team	$0	NA	WES using OnTrack process
3. Continue to implement relationship-Building and leadership programs/ strategies (Leader in Me) at WES	2018-2023	All staff	$15000.00	Local	Programs implemented with fidelity
4. Develop and maintain a menu of support	2018-2023	Counselors Mental Health Counselor	$0	NA	Menu developed and distributed

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
resources and provide to all guidance counselors and social workers					