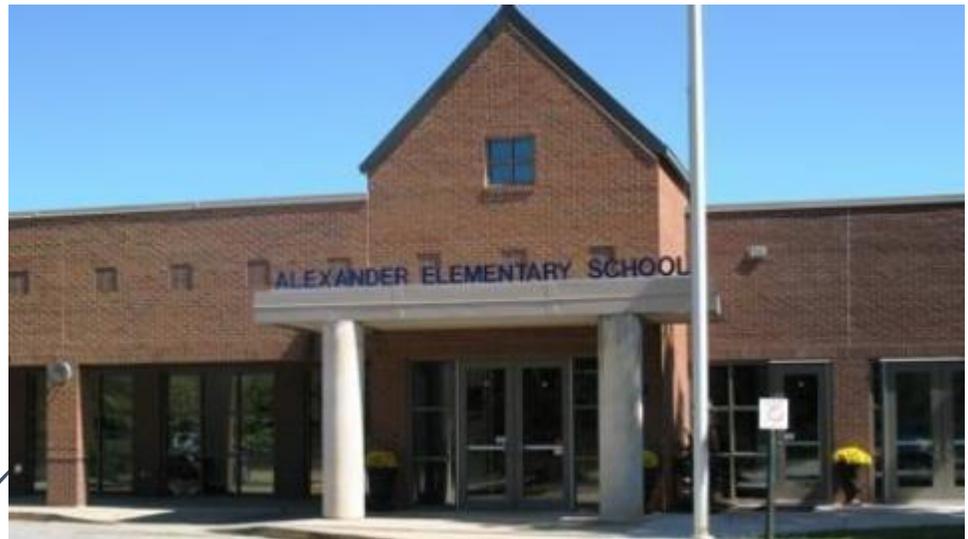


March 29, 2019



2019-2020 School Portfolio
Scope of Action Plan 2018-2019 through
2022-2023

School: Alexander Elementary
County: Greenville County Schools

Superintendent: Dr. Burke Royster
Principal: Dr. Sonya Campbell

Alexander Elementary Strategic Planning/ Portfolio

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Alexander Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (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		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Sonya Campbell		3-5-19
PRINTED NAME	SIGNATURE	DATE

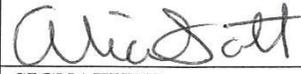
CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jeffrey Miller		3/19/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Alicia Scott		3-5-19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1601 W. Bramlett Rd. Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-1000

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

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-------------------------|
| 1. PRINCIPAL_____ | Dr. Sonya Campbell_____ |
| 2. TEACHER_____ | Mrs. Alicia Scott_____ |
| 3. PARENT/GUARDIAN_____ | Ms. Lidia Cortinas_____ |
| 4. COMMUNITY MEMBER_____ | Mr. Joe Long_____ |
| 5. SCHOOL IMPROVEMENT COUNCIL_____ | Mr. Jeffrey Miller_____ |
| 6. Read to Succeed Reading Coach_____ | Mrs. Alicia Scott_____ |
| 7. School Read to Succeed Literacy Leadership Team Lead_____ | Mrs. Alicia Scott_____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team. | |

- | <u>POSITION</u> | <u>NAME</u> |
|--------------------|--------------------------------|
| TIF_____ | Mrs. Brooke Confer_____ |
| IC_____ | Mrs. Shiree Turner-Fowler_____ |
| AA_____ | Dr. Kara Mann_____ |
| PTA President_____ | Mr. Anthony Norwood_____ |
| PIC_____ | Ms. Marie Peralta_____ |
| _____ | _____ |
| _____ | _____ |

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

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="radio"/> Yes	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels</p>

Alexander Elementary Strategic Planning/ Portfolio

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

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Table of Contents	Pg. 5
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Executive Summary	Pg. 7
AdvancED Standard 5: Using Results for Continuous Improvement The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	
School Profile	Pg. 9
AdvancED Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness. AdvancED Standard 4: Resources and Support Systems The school has resources and provides services that support its purpose and direction to ensure success for all students.	
Mission, Vision, and Beliefs	Pg. 13
AdvancED Accreditation Standard 1: Purpose and Direction The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	

Alexander Elementary Strategic Planning/ Portfolio

Data Analysis and Needs Assessment	Pg. 15
<p>AdvancED Standard 3: Teaching and Accessing for Learning The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. AdvancED</p> <p>Standard 5: Using Results for Continuous Improvement The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.</p>	
Action Plan	Pg. 21
<p>Goal 1: Student Achievement</p> <p>AdvancED Standard 3: Teaching and Accessing for Learning The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.</p>	
<p>Goal 2: Teacher/Admin Quality</p> <p>AdvancED Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.</p>	
<p>Goal 3: School Climate</p> <p>AdvancED Standard 4: Resources and Support Systems The school has resources and provides services that support its purpose and direction to ensure success for all students.</p>	

Introduction

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

During the 2002-2003 school year, a Greenville County Initiative required every school to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio was put in place. All school systems were reviewed and updated according to the Victoria Bernhardt model of school improvement. With leadership from the principal and administrative team, the staff works together as a comprehensive team to update and revise the portfolio. Each year, the portfolio is aligned with the requirements of the State Department of Education Standards as well as those of AdvancEd. Members of PTA and SIC are invited to participate in this yearly process. The report is available in the school office for the entire community. Stakeholders provided valuable contributions that shaped our portfolio via participation on Core Task Teams, feedback from PTA and SIC meetings, and completion of the South Carolina State Department of Education Report Card Survey.

Eight Core Task Teams with grade level representatives and other stakeholders were charged with gathering input, compiling information and reporting out. Administration provided guidance for and supported all Core Task Teams in their work. All staff served on teams. Aligned with Advanced Standards and Greenville County's School Strategic Plan, the implementation of the action plan in our portfolio is a cooperative effort of stakeholders. Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community. Yearly updates will serve to document our progress.

Executive Summary

Within this document, our Action Plan identifies strategies that address student achievement, teacher/ administrator quality, and school climate goal statements for the 2018-2019 through 2022-2023 school years. Goal statements were determined based on school, district, and state data. Data sources included the South Carolina State Department of Education School Report Card, the South Carolina Palmetto of State Standards (SCPASS), ACT Aspire Assessments, the Iowa Test of Basic Skills (ITBS), and stakeholder input. Alexander Elementary will track trends over time as data becomes available.

Needs Assessment for Student Achievement (2016-2017)

SC Ready was a state test given to third, fourth, and fifth graders for the 2017-2018 school year. SC Ready consisted of English, Reading, Writing, and Math. The SC Ready assessment was announced halfway through the school year as the assessment the state would be using. Student achievement is a top priority.

- **Lowest** SC Ready 2018 performance scores for areas tested by grade level:
 - 54.0% of 5th graders scored exceeding or ready for SC Ready English Language Arts
 - 53% of 5th graders scored exceeding or ready for SC Ready Mathematics
- **Highest** SC Ready 2018 performance scores for areas tested by grade level:
 - 75.7% of 3rd graders scored exceeding or ready for SC Ready English Language Arts
 - 81.6% of 4th graders scored exceeding or ready for SC Ready Mathematics

Furthermore, ITBS assessments were given to 2nd grade students. ITBS 2018 performance scores for areas tested by 2nd grade were:

- 2nd graders scored lowest in Mathematics Concepts on ITBS:
 - 2018- 26th percentile
- 2nd graders scored highest in Reading Comprehension on ITBS:
 - 2018- 27th percentile

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

- School Improvement Committee (SIC) identified the pull out intervention programs as beneficial.
- SIC members identified an area of growth would be protecting the time of intervention programs.
- Parents identified the additional time before and after school used to assist students with their academic struggles as a major strength.
- Parents identified additional support for primary students as an area needed for improvement.
- 100% of teachers hold “Highly Qualified Status” for the 2018-2019 school year is a strength.
- Students consisted noted strengths as a clean school and grounds, well behaved students, and little bullying occurring.
- Weaknesses noted by students included teachers giving tests on what they learned in class, feeling safe at school, and teachers working together to help students at their school.
- Teachers identified motivated students, well behaved students, and cooperative parents regarding discipline concerns as a strength of the school.
- Weaknesses identified by teachers included administration having high expectations for teacher performance, feeling safe at school, and being bullied by an adult at the school.

Needs Assessment for School Climate (2018-2019)

Only students in fifth grade and their parents were included in the evaluations.

- Strengths from the survey included 97% of teachers and 98% of students are satisfied with the learning environment. Additionally, 97% of teachers are satisfied with the social and physical environment of the school.
- Weaknesses identified from the survey included 72% of teachers and 91% of students are satisfied with school-home relations. In addition, only 88% of students are satisfied with the social and physical environment of the school.
- There was insufficient data for the parent evaluation since only 8 parents turned in their surveys. This is considered a weakness.

Significant Challenges

- ❖ Funding for implementation of Balanced Literacy. Teachers are in need of curriculum reach classroom libraries.
- ❖ An additional guidance counselor. Our students’ families encounter a lot of obstacles within their home life. According to Maslow’s Hierarchy of Needs, our students will not be academically successful until their basic and emotional needs are met.

Accomplishments and Achievements

- ❖ School Based Accomplishments and Achievements
 - Gifted and Talented focus groups (primary grades)
 - Teach Town for special education
 - Data Days

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- Breakfast in the Classroom
 - Mentors and Tutors
 - Extended Day Programs (before and after school)
 - Men Who Read
 - Girls on the R.I.S.E.
 - Flexible Math Groups
 - Weekly phone messengers
 - RAZ Kids (primary grades)
 - STEM Projects
 - Volunteers/ Parent Involvement
 - School Counseling Services including Mental Health
 - Early Act First Knight Character Program (provided by Rotary Club)
- ❖ State and District Recognitions
- Safe Kids School
 - United Way Achievement Award
 - Fresh Fruits and Vegetables Grant
 - Greeks of Greenville Grant Recipient
 - Target Grant Award
 - Wells Fargo Funding Recipient
 - PTA Reflections Program Winner
 - Culinary Cuisine
 - Palmetto Silver Award Winner

School Profile

The History of Alexander Elementary

In 1922, fourteen Greenville communities bound together for mutual education and civic advancement under the vision of Thomas Fleming Parker. The Parker District, as it would become, aimed to become a textile community where individuals could obtain employment and have comfortable homes, churches, schools, and opportunities to grow into whatever they wished to become. Alexander Elementary was built in 1965 and was named after Mr. Milton Osmond Alexander. Mr. Alexander was a respected supporter of the Parker District and the Woodside Mill community. Since 1965, Alexander Elementary has grown from just 20 teachers to over 45 under the leadership of 9 different principals. As Alexander Elementary continues to grow and progress, we are learning today with tomorrow in mind while never forgetting the important historical heritage of our community.

The Staff of Alexander Elementary

Alexander Elementary has 1 kindergarten for four year olds and 3 kindergartens for five year olds. In addition, there are four aids to assist our kindergarten teachers. There are 4 first grade teachers, 4 second grade teachers, 3 third grade teachers, 4 fourth grade teachers, and 3 fifth grade teachers. Additionally, there are two resource teachers, 2 TMD Neuro teachers, 2 full-time interventionists, 1 part-time interventionist, 1 literacy coach, 2 instructional coach, 1 full-time ESOL teacher, 1 part-time

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ESOL teacher, 1 part-time challenge teacher, and full-time media specialist. The speech therapist, art teacher, music teacher, and physical education teacher are at Alexander four days a week. Staff also includes a principal, administrative assistant, attendance clerk, office clerk, school nurse, guidance counselor, Title I Facilitator, mental health counselor (Greenville Mental Health), and full-time parent involvement coordinator. Alexander has a plant engineer, 3 environmental stewards, a cafeteria manager, and 4 café workers. Alexander has 8 minority teachers and 5 teachers that speak Spanish fluently.

The following data reflects the years of experiences for full-time teachers.

2018-2019 Teacher Experience						
Years of Experience	0-2	3-6	7-10	11-14	15-18	19+
Number of Teachers	3	6	3	2	2	5

These tables provide additional information representing our teachers.

Teacher Attendance Rate	
2018-2019	94.1%
2017-2018	%

Nationally Board Certified Teachers	
2018-2019	1
2017-2018	1

Teaching Degree Levels				
	Bachelors	Masters	Masters +30	Doctorate
2016-2017	30.3%	69.1%	.3%	.3%

[The Students of Alexander Elementary](#)

The students at Alexander Elementary are SOARing. They are safe, orderly, and respectful. One of the strengths that teachers and students noted was student behavior.

The following table shows Alexander’s gender distribution by grade level.

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2018-2019 Gender Distribution by Grade Level								
	4K	5K	First	Second	Third	Fourth	Fifth	Total
# of Boys	10	31	47	33	25	48	38	232
# of Girls	11	29	22	28	31	34	35	190

The following data shows the ethnicity of our student population.

Ethnicity	2018-2019	2017-2018
-----------	-----------	-----------

African-American	31%	26%
Hispanic	51%	53%
Other	6%	9%
Caucasian	11%	12%

Data Source: PowerSchool

The following data provides the attendance rate of our students.

Student Attendance Rate	
2018-2019	95.2%
2017-2018	95.8%

The following data shows the meal status of our student population

Meal Status				
	FARMS		Full Pay	# of Students
	Free	Reduced		
2018-2019	422	n/a	n/a	422
2017-2018	423	n/a	n/a	423

The following information displays our English as a Second Language (ESOL) Program.

ESOL Program				
	Hispanic Population	Spanish Speaking Only Households	Qualifies for ESOL Program	Participates in ESOL Program
2018-2019	239	116	175	56

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2017-2018	244	143	199	76
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To help meet the learning needs of our students Alexander offers an intensive Response to Intervention (RtI) program. Alexander Elementary has one full-time Literacy Coach that pulls students for reading intervention, a full-time reading interventionist, a part-time intermediate interventionist, and a full-time math interventionist. Alexander Elementary also has a full-time and part-time ESOL teacher to help with our English as a Second Language Learners. Alexander Elementary has a Gifted and Talented teacher that visits the school 1.5 days per week. Alexander Elementary has two resource teachers, one speech therapist, and two TMD Neuro teachers. Additionally, Alexander is fortunate to have a part-time social worker and a full-time mental health counselor (from Greenville Mental Health).

In 2017-2018, approximately 80 students receive reading intervention. This preventative academic program serves small groups of students with emphasis on letter names, letter sounds, phoneme segmentation, nonsense words, phonics, fluency, and comprehension. One full-time interventionist conducts a blended instruction. The teacher utilizes MindPlay, a computer assisted program, blended with teacher instruction. Students in K5-3rd grade are benchmarked three times a year using the universal screener, AIMSweb. Students in 2nd-5th grade also use MAP, as a universal screener conducted three times a year. Students that participate in the intervention program is progress monitored every ten days. When students consistently meet targeted benchmarks they are no longer in need this service. If students do not show progress through the intervention program, they may be referred to the Assistance Team.

In the 2014-2015 school year, forty students were served through resource services. In 2015-2016, fifty-two students received resource services. Students are pulled out for their services. Additionally, in 2014-2015 school year, 6 students participated in the TMD Neuro classrooms. For the school year 2015-2016, this number increased to 13.

Speech-language services provide therapy for students with articulation, language, fluency, and/ or voice disorders. Students received therapy either in a small group or individual setting, depending on their needs. In 2014-2015 school year, 31 students were serviced for speech. In the year 2015-2016, the amount of students receiving speech therapy grew to 44.

The Gifted and Talented Program provided services for 6 students during the 2015-2016 school year. This is an increase of 1 student compared to the 2014-2015 school year. However, this year the teacher started pulling small groups with Alexander's first grade group in order to increase students that qualify for the Gifted and Talented Program in second grade.

The table below displays students receiving special services by grade level.

Special Programs	K4	K5	1st	2nd	3rd	4th	5th	Total
Autism Neuro	N/A	2	5	2	1	2	1	13
Resource	N/A	2	3	10	6	10	18	49
Speech	1	7	10	8	6	5	7	44

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Gifted and Talented	N/A	N/A	N/A	N/A	N/A	3	3	6
Preschool	21	---	---	---	---	---	---	21

Special Features of Alexander Elementary

Alexander Elementary benefits from a Healthy Choices Café where all food served is low-fat, healthy, and prepared fresh daily. Additionally, all students receive their meals for free. Students participate in Breakfast in the Classroom to ensure every student begins the day with a full stomach. Selected students participate in the Book Bag Club, where they are given enough food to eat over the weekend or school breaks.

Students in fourth and fifth grade participate yearly in the Battle of the Books competition. Alexander Elementary was one of the first schools to begin the Men Who Read Program. This is a program with an initial intuitive to get our young gentlemen interested in reading. However, it has grown into much more. Our young gentlemen wear sports coats and ties and learn to socially interact with adults in a professional manner. Alexander Elementary is a PBIS school.

Professional development (PD) is carefully planned to be beneficial and effective. Alexander staff work with Title I Academic Specialists on topics such as technology integration, Balanced Literacy instruction, and math instruction.

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Mission, Vision, and Beliefs

Alexander Tagline: Learning Today with Tomorrow in Mind

Purpose/ Mission (Unique identity to which Alexander aspires and how this will be achieved)

The mission of Alexander Elementary School is to provide a safe, respectful environment where home and school promote high academic achievement for all students.

Vision (Uncompromising commitment to achieve results that exceed current capability)

At Alexander Elementary every student, staff, and parent will empower, embrace, engage everyone every day.

Beliefs (Expression of fundamental values, ethical code, and firm principles) appropriate manner so that children see a purpose in what they are learning.

- We believe every student should be engaged in learning through experience-based instruction that matches the learning style of the students, utilizing available technologies.
- We believe assessment should be specific, measurable, attainable, realistic, and time -bound; it should give students the opportunity to show what they have learned in a variety of situations.
- We believe our school should provide a safe, inviting, technology -rich environment for learning in which the active involvement of parents is welcome and essential to their children’s success.
- We believe our school should be a community of involved learners in a structured environment that stresses high expectations tempered by love.

Parameters (Boundaries within which Alexander will accomplish its mission)

- Implement the Action Plan
- At all times base decisions on what is best for students. Be responsible stewards of resources, and not once compromise excellence.

Tactics (Resolutions that dedicate Alexander resources and energies toward the continuous creation of systems to achieve the extraordinary)

- Implement a curriculum that is engaging, innovative, and rigorous that optimizes learning beyond traditional academics.

Curriculum Focus (Direct experiences to accomplish objectives) Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity.

Curriculum must include:

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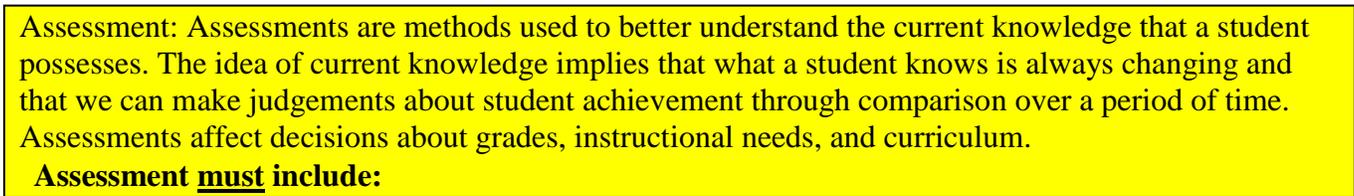
- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of standards for measuring and improving the quality of school work



Instruction: Teaching must be varied and creative to meet the learning needs of all students.

Instruction must include:

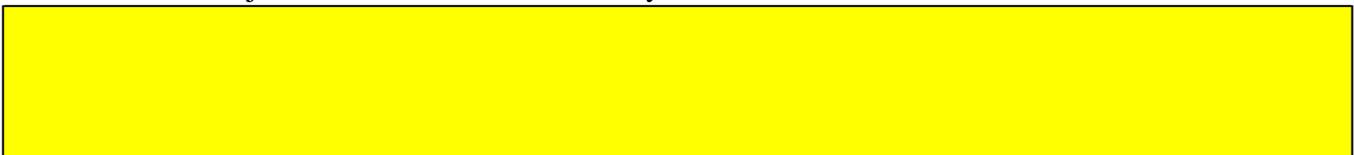
- Developmentally appropriate instructional programs
- Every student engaged in learning
- Experience - based instruction
- Instruction that matches the learning style of the students
- Instruction utilizing available technologies



Assessment: Assessments are methods used to better understand the current knowledge that a student possesses. The idea of current knowledge implies that what a student knows is always changing and that we can make judgements about student achievement through comparison over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

Assessment must include:

- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real world tasks in a system of standards based instruction



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

Environment must include:

- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide
- Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success

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Data Analysis and Needs Assessment

School Climate Needs Assessment

The South Carolina Department of Education Survey was given to all staff members, fifth grade students, and fifth grade parents. Only eight parent surveys were turned in, therefore, there was insufficient data collected by parents. Surveys collected showed that the learning environment was a strength and school-home relations is an area to strengthen.

Results of Teacher, Student, and Parent Opinion Surveys

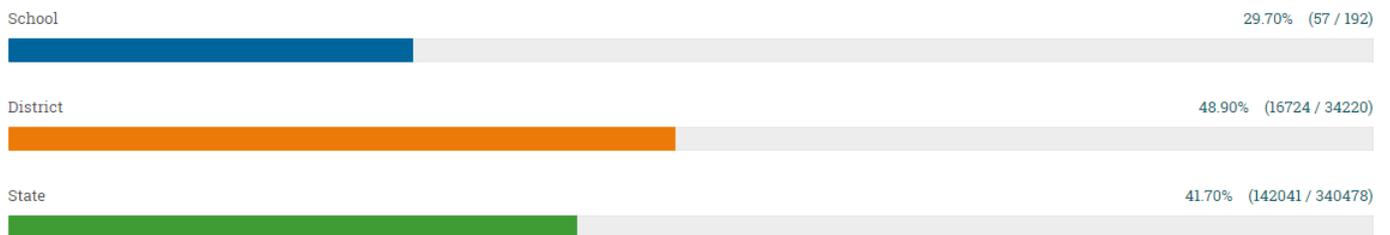
	<u>Teachers</u>	<u>Students*</u>	<u>Parents*</u>
Number of surveys returned	26	62	46
Percent satisfied with learning environment	92.30%	85.50%	89.10%
Percent satisfied with social and physical environment	88.50%	92.00%	91.10%
Percent satisfied with school-home relations	84.60%	90.30%	89.60%

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

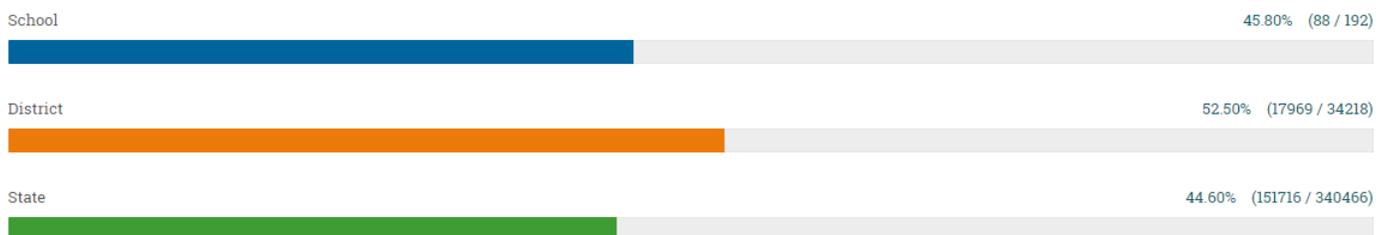
Student Achievement Needs Assessment

SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - Percent met and exceeding



Mathematics - Percent met and exceeding



Teacher and Administrator Quality

The focus of Alexander Elementary is on creating a comprehensive learning organization that understands, cares about, and works for students. Our allocation of time is one of the truest tests of

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what is really important to us. The time devoted to an issue on both the annual calendar and within the daily schedule of our school tells stakeholders what is really valued. All resources need to be managed in alignment with and give foremost priority to student achievement goals.

Alexander's professional development plan keeps the focus on school improvement efforts and aligns time, money, and staff development opportunities with our performance goals. On-going professional development activities that are planned in congruence with the school goals and calendar provide school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

2018-2019 Professional Development Areas of Emphasis

Areas of Weaknesses	Strategies to Address Weaknesses
Instructional Planning	<ul style="list-style-type: none">• Front load curriculum/ standards• Front load planning• Monthly data days• Peer observations• Effective lesson planning series
Instructional Delivery	<ul style="list-style-type: none">• Professional Development• Learning Focus Model• Components of an effective lesson• Modeling classroom expectations• Academic rigor• Student collaboration• Progression of learning

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	<ul style="list-style-type: none"> ● Checking for understanding through progress monitoring ● Coaching cycles with IC
Assessing	<ul style="list-style-type: none"> ● Collaborate with Title I Math Specialist ● Create common assessments (unit assessments) ● Additional planning days to create informal assessments ● Monitor grade level meetings to address assessment needs
Content Knowledge	<ul style="list-style-type: none"> ● Assist teachers with knowledge of students through learning style inventories ● Helping teachers gain pedagogical content knowledge in each subject area (use of illustrations, examples, explanations, demonstrations, preconceptions of a subject) ● Teaching the structure of Knowledge (facts-concepts-generalizations-higher order rules) [Coach's Meetings] ● Teaching subject integration through PD/Coach's meetings
Defining Alexander's School Culture	<ul style="list-style-type: none"> ● Team building activities ● Cultural Triage assessment ● Turbulence Model ● Pipes and balls ● Cross the bridge ● Teacher Share Time ● Book studies ● Fish! ● Fish Tales ● Fish Sticks ● Motivational speaker ● Mr. Barry Jacks

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Alexander Elementary School
Professional Development Plan
2018-2019

Focus: Balanced Literacy Framework

Date	Title	Persons Responsible
August 1, 2018	New Teachers Meeting	Dr. Campbell
August 13, 2018	IRA Training	Stacey Shamis
August 14, 2018	Mini Lessons Training Unit Planning (ELA)	Stacey Shamis
August 15, 2018	Alexander Expectations Rotations Unit Planning (Math)	Dr. Campbell Stephanie Burdette Austin Greene
August 27, 2018	Leadership Meeting	Dr. Campbell
August 30, 2018	2nd Grade Unit Planning (Math)	Stephanie Burdette Austin Greene
September 5, 2018	IRA Expectations	Alanda Posey Shiree Fowler
September 6, 2018	New Teachers Meeting	Dr. Kara Mann Alicia Scott
September 11, 2018	Tech Tuesday	DLC Team Kelly Day Tristan Hunt Shelley Sikes Anitra Graves

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September 18, 2018	Open House	PTA Admin Team
September 20, 2018	New Teachers Meeting	Dr. Kara Mann Alicia Scott
September 20, 2018	IRA Cohort Meeting	Alanda Posey Shiree Fowler
September 24, 2018	Leadership Meeting	Dr. Campbell
September 24, 2018	Community Café Terrific Kids	Brooke Confer Pam Colbert
September 25, 2018	Instructional Rounds	Admin Team w/District Leaders
September 26, 2018	Instructional Planning	Alanda Posey
October 1, 2018	Book Fair	PTA Admin Team
October 2, 2018	District Word Study Cohort	ELA Academic Specialists
October 3, 2018	Principal's Faculty Meeting	Dr. Campbell
October 4, 2018	New Teacher's Meeting	Dr. Kara Mann Alicia Scott
October 10, 2018	Instructional Planning Technology	Kelly Smith

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October 11, 2018	IRA Cohort Meeting	Alanda Posey Shiree Fowler
October 11, 2018	DLC Cohort Meeting (Lake Forest)	DLC Team Kelly Day Tristan Hunt Shelley Sikes Anitra Graves
October 17, 2018	Building Wide PD	Alanda Posey Shiree Fowler
October 18, 2018	District Word Study Cohort	ELA Academic Specialists
October 22, 2018	ELA Professional Development	Stacey Shamis
October 29, 2018	Community Café Terrific Kids	Brooke Confer Pam Colbert
October 29, 2018	Leadership Meeting	Dr. Campbell
November 7, 2018	Principal's Meeting Learning Targets	Dr. Campbell
November 8, 2018	New Teachers Meeting	Dr. Kara Mann Alicia Scott
November 14, 2017	Instructional Planning Technology Staff Showcase	Kelly Smith Alanda Posey
November 15, 2018	New Teachers Meeting	Dr. Kara Mann Alicia Scott
November 28, 2018	Instructional Planning	Alanda Posey Shiree Fowler

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December 5, 2018	Principal's Meeting	Dr. Campbell
December 6, 2018	New Teachers Meeting	Dr. Kara Mann Alicia Scott
December 6, 2018	DLC Cohort Meeting (Alexander)	DLC Team Kelly Day Tristan Hunt Shelley Sikes Anitra Graves
December 12, 2018	Instructional Planning	Alanda Posey Shiree Fowler
December 19, 2018	Faculty Celebration	Dr. Campbell
January 9, 2019	Team Building	Dr. Campbell
January 16, 2019	Wellness/Sunshine Club	Danielle Holt Jane Danielson Gordon Taylor
January 23, 2019	PBIS/Alexander C.A.R.E.S.	Leisa Pfenning Dr. Kara Mann
January 30, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler
February 6, 2019	New Teachers Meeting	Alanda Posey Shiree Fowler
February 13, 2019	Technology Training	Kelly Smith
February 25, 2019	Leadership Meeting	Dr. Campbell
February 26, 2019	DLC Cohort Meeting (Summit Drive)	DLC Team Kelly Day Tristan Hunt

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		Shelley Sikes Anitra Graves
February 27, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler
March 6, 2019	Principal's Meeting	Dr. Campbell
March 7, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler
March 13, 2019	Technology	Kelly Smith
March 20, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler
March 25, 2019	Leadership Meeting	Dr. Campbell
March 27, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler
April 3, 2019	Principal's Meeting	Dr. Campbell
April 10, 2019	DLC Cohort Meeting (Taylors)	DLC Team Kelly Day Tristan Hunt Shelley Sikes Anitra Graves
April 17, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler
April 22, 2018	Leadership Meeting	Dr. Campbell
April 24, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler
May 1, 2019	Principal's Meeting	Dr. Campbell
May 8, 2019	Technology Training	Kelly Smith
May 15, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler
May 22, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler

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May 29, 2019	Instructional Planning Day	Alanda Posey Shiree Fowler
June 6, 2019	Faculty Celebration	Sonya Campbell

Alexander Elementary Strategic Planning/ Portfolio



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 21% in 2016-17 to 43.3% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.72% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	21% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 23.72	26.44	29.16	31.88	34.6	37.32
		School Actual Elementary 29.7					
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Focus: Performance	Yearly as	Admin	\$300 for	Title I	- Data trends

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>Results</p> <p>Use performance results from school/district/state testing for instructional planning and to target student learning needs.</p> <p>School: Benchmarks, Common Assessments</p> <p>District: Rubicon-Atlas tests, Assessments for 4L/5K, Writing Prompts, Fountas and Pinnell levels, Te21 ELA</p> <p>State: SCReady ELA</p>	<p>data is available for district/state tests</p> <p>August 2013 on-going to May 2018 for school.</p>	<p>IC</p> <p>K-5th</p> <p>SPED</p>	<p>copying costs</p>	<p>Funds</p>	<p>tracked over time for district and state assessments</p> <ul style="list-style-type: none"> - Fountas and Pinnell Baseline data - Differentiated Instructional Plan using Te21 as one resource
<p>2. Focus: Planning</p> <p>Professional development in ELA with Title One Academic Specialist for ELA to enhance the use of Balanced Literacy in the classroom.</p>	<p>August 2013 on-going to May 2018 for school.</p>	<p>Admin</p> <p>IC</p> <p>Title I Academic Specialists</p>	<p>n/a</p>	<p>n/a</p>	<ul style="list-style-type: none"> - Coaching cycles documentation - Observational feedback - Monthly focus meetings
<p>3. Focus: Instructional Protocol</p> <p>Use the GCSD Instructional Protocol to guide instructional planning and delivery</p>	<p>2017-2018 to 2022-2023</p>	<p>Admin</p> <p>IC</p> <p>Teachers</p>	<p>\$0</p>	<p>NA</p>	<p>Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement, and sustainability.</p>
<p>4. Focus: Instruction</p> <p>Professional development in ELA with writing text responses.</p>	<p>August 2013 on-going to May 2018 for school.</p>	<p>IC</p>	<p>n/a</p>	<p>n/a</p>	<ul style="list-style-type: none"> - Monthly text-dependent analysis

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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 34% in 2016-17 to 46% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	34 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 34	38	40	42	44	46
		School Actual Elementary 46					
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Focus: Performance Results Use performance results from school/district/state testing for instructional	Yearly as data is available for district/state tests	Admin IC K-5 th	\$300 for copying costs	Local Funds	<ul style="list-style-type: none"> - Data trends tracked over time for district and state assessments - Differentiated

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
planning and to target student learning needs. School: Benchmarks, Common Assessments District: Rubicon-Atlas tests, Assessments for 4L/5K, Te21 Math State: SCReady Math	August 2013 on-going to May 2018 for school.	SPED			Instructional Plan using Te21 as one resource
2. Focus: Planning Provide opportunities for teachers to work with a Title One Specialist (Math) to model and / or coach teachers on various strategies to use in the classroom to increase student achievement.	August 2013 on-going to May 2018 for school.	Admin IC Title I Academic Specialists	n/a	n/a	<ul style="list-style-type: none"> - Coaching cycles documentation - Observational feedback - Monthly focus meetings
3. Focus: Instructional Protocol Use the GCSD Instructional Protocol to guide instructional planning and delivery	2017-2018 to 2022-2023	Admin IC Teachers	\$0	NA	<ul style="list-style-type: none"> - Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement, and sustainability.

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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 2.5 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary 20.88	23.76	26.64	29.52	32.40	35.40
		School Actual Elementary 43					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60					

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	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
individual data).					meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

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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 Met and Exemplary 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 Met and Exemplary on SCPASS Social Studies will increase by 1.38 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SDE website and School	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary	48.88	50.26	51.64	53.02	54.4
		School Actual Elementary 47.5					
SCPASS Social Studies SDE website and School	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	81	84	87	90	93
		District Actual Elementary 78					

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

Alexander Elementary Strategic Planning/ Portfolio

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 standardized tests in English Language Arts and Math (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 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	33.1% Meets Expectations and Exceeds Expectations	School Projected Hispanic	35.15	37.2	39.25	41.3	43.33
SC READY ELA SC SDE Website		School Actual Hispanic 30					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34					
SC READY ELA SC SDE Website	24.5 % Meets Expectations and Exceeds Expectations	School Projected AA	27.02	29.54	32.06	34.58	37.1
SC READY ELA SC SDE Website		School Actual AA 30					

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SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25					
SC READY ELA SC SDE Website	13.8 % Meets Expectations and Exceeds Expectations	School Projected SWD	16.92	20.04	23.16	26.28	29.4
SC READY ELA SC SDE Website		School Actual SWD 4					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12					
SC READY ELA SC SDE Website	30.44 % Meets Expectations and Exceeds Expectations	School Projected LEP	44.69	46.18	47.67	49.16	50.65
SC READY ELA SC SDE Website		School Actual LEP 31					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33					

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SC READY ELA SC SDE Website	30.4 % Meets Expectations and Exceeds Expectations	School Projected SIP	32.6	34.8	37	39.2	41.4
SC READY ELA SC SDE Website		School Actual SIP n/a					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33					
SC READY Math SC SDE Website	44.4 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 46	45.82	47.24	48.66	50.08	51.5
SC READY Math SC SDE Website		School Actual Hispanic					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42					
SC READY Math SC SDE Website	34.3 % Meets Expectations and Exceeds Expectations	School Projected AA	36.28	38.26	40.24	42.22	44.2
SC READY Math SC SDE Website		School Actual AA 36					

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SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28					
SC READY Math SC SDE Website	22.0 % Meets Expectations and Exceeds Expectations	School Projected SWD	24.67	27.34	30.01	32.68	35.35
SC READY Math SC SDE Website		School Actual SWD 11					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16					
SC READY Math SC SDE Website	43.6 % Meets Expectations and Exceeds Expectations	School Projected LEP	45.07	46.54	48.01	49.48	50.95
SC READY Math SC SDE Website		School Actual LEP 46					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42					

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SC READY Math SC SDE Website	41 % Meets Expectations and Exceeds Expectations	School Projected SIP	42.99	44.58	46.17	47.76	49.35
SC READY Math SC SDE Website		School Actual SIP n/a					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38					

ACTION PLAN FOR STRATEGY #1: To increase student performance.						EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	2. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	3. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023
4. Utilize GCSOURCE data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	5. Utilize GCSOURCE data to identify school-wide trends and	2018-2020	6. Utilize GCSOURCE data to identify school-wide trends and	2018-2020

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		determine strategies to increase student performance among student groups.		determine strategies to increase student performance among student groups.	
ACTION PLAN FOR STRATEGY #1: To increase student performance.	EVALUATION	ACTION PLAN FOR STRATEGY #1: To increase student performance.	EVALUATION	ACTION PLAN FOR STRATEGY #1: To increase student performance.	EVALUATION

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	District Projected		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – December 2016	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216	District Actual	Grade 2 – 40% Grade 5 – 42%				
Fountas and Pinnell	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	District Projected		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above

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		District Actual	Baseline will be established in Spring 2019				
Fastbridge		District Projected					
		District Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	District Projected		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – December 2016	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216	District Actual	Grade 2 – 40% Grade 5 – 42%				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
1. Coach teachers in instructional best practices using the district coaching framework and through in-house training	2018-2023	2. Coach teachers in instructional best practices using the district coaching framework and through in-house training	2018-2023	3. Coach teachers in instructional best practices using the district coaching framework and through in-house training	2018-2023
4. Utilize focused instructional rounds that engage teams of teachers	2018-2023	1. Utilize focused	2018-2023	5. Utilize focused instruction	2018-2023

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
and administrators in solving a problem of practice related to student learning.		instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.		al rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	
3.					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop recruitment plans for positions where there is no or minimal diversity.	2018-2023	Leadership	\$0	NA	Diversity of candidates

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Interview and hire quality candidates who are diverse.	2018-2023	Leadership	\$0	NA	Ongoing interviewing and hiring of qualified candidates
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	na	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 89.1					
SDE School Report Card Survey	na	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 98.2					
SDE School Report Card Survey	na	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 83.3					
SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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		District Actual Students 86					
SDE School Report Card Survey	98	District Projected Teachers	≥ 90				
		District Actual Teachers 97					
SDE School Report Card Survey	91	District Projected Parents	≥ 90				
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	All staff	\$0	NA	Information received from multiple stakeholder groups
2. Continue to host monthly Community Café meetings to encourage parents and community members to report any concerns or issues.	2018-2023	Principal TIF	\$350	Title I Funds	Information received from multiple stakeholder groups

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Create and maintain PBIS incentives and develop and implement social skills program.	2018-2023	PBIS Committee	\$200	Local Funds	Classroom and office referrals

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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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) x	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual x					
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) x	School Projected	≤.07	≤.07	≤.07	≤.07	≤.07

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GCS Expulsion Report		School Actual x					
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04					

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

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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 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	92	School Projected	90	90	90	90	90
		School Actual 86					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual 90					

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

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2.					
3.					

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17)	School Projected	96	96	96	96	96
180 th day Attendance Report		School Actual 96					
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
1. Continue to monitor and implement attendance celebrations and	2018-2023	2. Continue to monitor and implement	2018-2023	3. Continue to monitor and	2018-2023

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
incentives.		attendance celebrations and incentives.		implement attendance celebrations and incentives.	
4. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	1. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	5. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023
2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	6. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 4 % Lonely – 6 % Angry – 7 %	School Projected	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5				
		School Actual Afraid – 5% Lonely – 6% Angry – 7%	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 – 5% Lonely – 10% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement relationship-building programs/strategies and mentoring relationships	2018-2023	Guidance, PBIS committee, social worker,	\$0	NA	Programs implemented with fidelity

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Leadership			
2. Develop and maintain support resources for guidance counselors, classroom teachers, mentors	2018-2023	Guidance, social worker, mental health counselor	\$0	NA	Support options developed and distributed

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been identified as needing additional learning opportunities in Math					
f) District Academic Math Specialist will provide support	September 15 May 16	District Title I Personnel	\$0.00	Title I	Title I Records Math MAP scores, Math PASS scores

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain a highly qualified staff.

ANNUAL OBJECTIVE: Maintain 100% qualified staff.

DATA SOURCE(S): SC DOE Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected	x	x	100%	100%	100%	100%	100%
Actual	100%	100%					

GOAL AREA 2: Ensure quality personnel in all positions.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide teacher with Balanced Literacy classroom libraries	June 2013- June 2018	Instructional Coach (IC) Title I Facilitator (TIF)	\$25,000	General funds, Title I, Donors Choose	Materials provided
Provide learning opportunists for staff members such as GCIRA workshops, conferences, Ron Clark Academy PD, book studies, and PLC workshops	June 2013- June 2018	Administrative Team	\$53,689	Title I, Donors Choose, and General Funds	Faculty Meeting Presentations
Data Days points (Fall/Winter/Spring) determined based on benchmarking	Benchmarks District timeframe Student needs 2013-2018	IC, interventionists, teachers, district support	\$10,000	Title I	Data Day Agendas and Summaries

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F&P, MAP, AIWMSWeb					
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STUDENT ATTENDANCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.5%	96.0%	96.8%	95.8%			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 78.6% in 2012 to 94.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	92.8	93.3	93.8	94.2	94.8
School Actual	78.6%	95.2%	78.5%	I/S			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 93.2% in 2012 to 95.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	93.7	94.2	94.7	95.2	95.7
School Actual	93.2	88.0	93.5	97.6%			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	100	100	100	100	100
School Actual	100.0	96.0	93.1	96.9%			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 88% in 2012 to 93% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 9.7 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	89	90	91	92	93
School Actual	92.3	88.0	81.3	I/S			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 92.0% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	93	93.5	94	94.5	94.5
School Actual	93.2	92	93.5	87.8			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100	100	87.8		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

GOAL AREA 2: Provide a school environment supportive of learning.

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STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Update yearly/ implement Alexander Safety Plan	Annually with revisions as needed	Administrative Team	n/a	n/a	Alexander Safety Plan Practice Drill Log
Address protocols for emergency	Annually with revisions as	Administrative Team	n/a	n/a	School-wide practice drills Safe school videos

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conditions through training/ drills	needed				Route maps by class doors
100% of Alexander Staff will complete Safe Schools videos	October 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018	Assistant Principal	n/a	n/a	Certificate of Completion for mandated training
Reinforce safety measures for technology	Fall 2014 Fall 2015 Fall 2017 Fall 2018	Admin IC TIF Media Specialist (MS)	n/a	n/a	Website Handbooks Staff/ Faculty
Develop and maintain school-wide expectations	October 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018	PBIS Committee	\$200 per year	General Funds Donors Choose	PBIS agendas and minutes