

BEREA ELEMENTARY SCHOOL

Making a difference for every child



Berea Elementary School

Thomas Miller

Principal

Greenville County Schools

Dr. Burke Royster

Superintendent

Scope of Action Plan

2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Berea 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

PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Berea Dr. Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-1510

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Thomas Miller
2. Teacher	Mary Katalinic
3. Parent/Guardian	Scott Campbell
4. Community Member	Scott Fitzsimmons
5. Paraprofessional	Cynthia Barksdale
6. School Improvement Council Member	Christi Laws
7. Read to Succeed Reading Coach	Towanda Durant
8. School Read To Succeed Literacy Leadership Team Lead	Natalie Phillips
9. School Read To Succeed Literacy Leadership Team Member	Trevor Barton

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

Title 1 Facilitator-Donna Smith

Assistant Principal-Gail Dunagan

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

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

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

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Introduction

The self-study process involved a representative sample of Berea Elementary administrators, teachers, parents and community members. The data needed for the survey was collected and disaggregated by Mr. Miller, Principal and Mrs. Natalie Phillips, Instructional Coach. After the collection of data, several meetings were held with grade level representatives to review the data and begin formulating the School Renewal Plan. After completion of the school renewal plan, the document was then presented to the School Improvement Council for review and suggestions. Once revisions were conducted, the plan was offered for review to the faculty. After time for faculty review the plan was submitted to the school district.

The following persons served on School Portfolio Committee:

Member	Responsibility
Tom Miller	Principal
Erin McCauley	Administrative Assistant
Natalie Phillips	Instructional Coach
Donna Smith	Title I Facilitator
Kathryn Huntebrinker	K5 Grade Team Leader
Angela Adams	1 st Grade Team Leader
Lisa Richards	2 nd Grade Team Leader
Sherri Hester	3 rd Grade Team Leader
Allison Roberts	4 th Grade Team Leader
Ashley Shreckengost	5 th Grade Team Leader
Angela Bolds	Related Arts Team Leader
Lynn Vines	Resource/ SPED Team Leader\
Scott Fitzsimmons	SIC Chair
Scott Campbell	SIC Member
Christi Laws	PTA President

Executive Summary

Berea Elementary has seen significant performance increases in the last 4 years. SC Ready and Pass scores are higher in all areas. Our state rankings in the ELA and Math have risen by approximately 300 positions from 2013 through 2018. This year we were recognized as a school of excellence based on our South Carolina Report Card Ranking. We are continuing to addressing student performance through our after-school tutoring program, our personalized learning program, and more rigorous instruction across all academic areas.

At the present all of our teachers and administrators are considered to be high qualified. We have had little turnover in the last three and those positions that have been added have been strenuously screened to make sure that appropriate person is in place.

School climate has been consistently strong for the last four years. There have been no significant issues indicated by parents, teachers, or students. Through the use of our PBIS program, school discipline rates have dropped steeply

School Profile

School Community

Berea Elementary is a 5K through 5th grade public school that has been a part of the community since the early 1900s. It is one of 53 elementary schools in the Greenville County School District. We moved into our current location, 100 Berea Drive, in 1998. We are located northwest of downtown Greenville between White Horse Rd and Furman University. Upon entering school grounds you will see a pleasant and clean facility complete with student work, murals of the history of Berea Elementary, and flags representing our students' nationalities.

Our facilities consist of 34 instructional classrooms, an art room, music room, gymnasium, library, science lab, a computer lab, and cafeteria. All classrooms are equipped with Promethean Boards. The school has 100% wireless coverage which has allowed us implement a personalized device program. All students in grades k5-2nd have iPads and students in grades 3-5 have district provided Chromebooks.

Our Title I Plan provides various resources and supplemental activities for staff, students, and families. Included in those funded activities are student after- school programs, parent resource materials and education sessions, staff workshops for development, technology, classroom supplies, and reduced classroom size. The school community here at Berea Elementary is proud to be a fully-funded Title I school, and feels fortunate to receive the additional support and assistance for all of the students and families we serve.

Our Leadership Team

Our principal is Tom Miller. This is Mr. Miller's 8th year as principal of Berea Elementary. Mr. Miller has 18 years of experience in education having served as a classroom teacher, assistant principal, and principal. He holds a Bachelor of Science degree in Elementary Education, a Master of School Administration degree, and an Education Specialist degree in Educational Leadership. Mr. Miller is a member of the South Carolina Association of School Administrators and the Association of Supervision and Curriculum Development.

Mr. Miller believes that the students of Berea Elementary will be able to succeed based on how well he is able to create, sustain, and motivate teachers throughout their career.

This entails:

- providing a collaborative work culture,
- setting standards for continuous improvement,
- developing an environment of collegiality, and community
- supporting teachers through the processes of planning, reflection, and research.

In the next five years, Mr. Miller will continue to strive to meet the needs of the students and teachers by working collaboratively with the representative groups to maintain a positive school climate. In addition, he will encourage teachers to participate in grant writing projects and state-wide achievement awards, such as Palmetto's Finest and Red Carpet Award, and support their own professional and educational goals. Mr. Miller recognizes that parental and community support is critical to the success of our students and school community. Involvement by both parties is a priority -parents and community members are always welcomed at our school.

Jenni Dunagan is in her first year as our Administrative Assistant. This will be her first role as an administrator. She has taught for 13 years prior to taking the Administrative Assistant position. Mrs. Dunagan has a Bachelor of Science degree in Elementary and Early Childhood education from Anderson University as well as a Master’s in School Leadership from Anderson University.

At Berea Elementary you will also find an instructional coach, Mrs. Natalie Phillips. Mrs. Phillips is in her 5th year as instructional coach at Berea. She has previously taught 3rd and 5th grade. She assists teachers with curriculum needs, plans and leads professional development for the instructional faculty, and encourages and models exemplary teaching. Informal observations are done by the instructional coach to give feedback to the teachers that note positive teaching within their classrooms, as well as gives feedback on things that need improvement.

Berea Elementary also has a Title 1 Facilitator. The role of Mrs. Donna Smith is to provide instructional resources and professional development through Title I funds for teachers. She also provides learning opportunities to parents to bridge the gap between school and home relations.

School Personnel

Berea Elementary currently has over 40 certified staff members divided into the following categories:

- 25 classroom teachers
- 1 instructional coach
- 1.3 speech therapists
- 5.0 special education teachers
- 1.0 guidance counselor
- 0.3 challenge teacher
- 2 ESOL teachers
- 1 media specialist
- 3 related arts teachers
- 2 RTI teachers
- 1 Interventionist
- 1 Literacy Coach
- 6 Classroom Assistants
- 1 Mental Health Counselor

From leadership to staff, the faculty members of Berea Elementary offer a wide range of experiences, both in service and years. The majority of our teaching staff have an educational level of BA+18 and higher, and all are considered highly qualified.

Additional personnel include the school secretary, clerk, paraprofessionals, custodians, school nurse, and food services. Other support personnel available to assist in meeting the needs of Berea Elementary students include a district psychologist, a Title I Nurse and Social Worker, instructional technology technicians, maintenance personnel, and bus drivers.

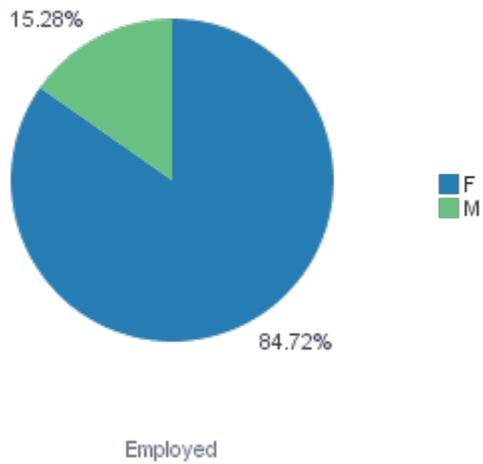
Years of Experience for Teachers

Grade Level	0	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K		1		1				1	

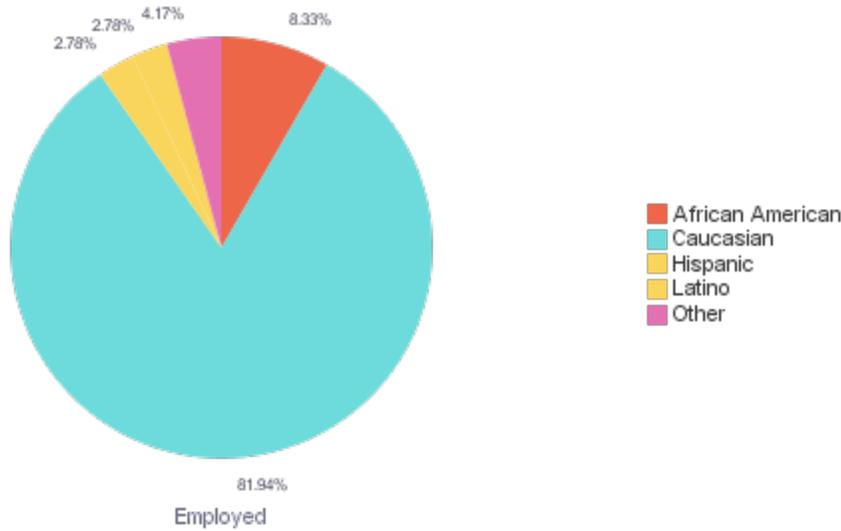
1		2						1	2
2		2	1	1					1
3		1		1	1			1	
4			1	1		1	1		
5						1	2	1	
Special Education			1		1	1		1	2
Related Arts						1			2
Other Pull-Outs				1		2	2	1	
Instructional Coaches						1			
Title 1 Facilitator									1
Principal							1		
Administrative Assistant						1			

Teacher Diversity

Staff by Gender



Staff by Ethnicity



Teacher Attendance

2017	2018	2019
96.2	95.7	95.2

Teacher Retention Rate (Retirements, Promotions, Left Profession)

2017	2018	2019
93%	93%	TBD

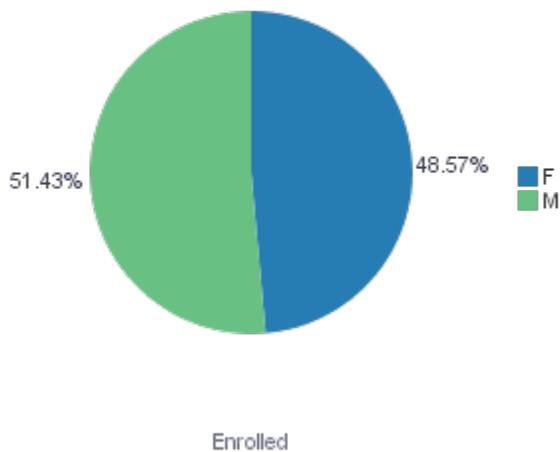
*No request for transfers 2010-2018

Student Population

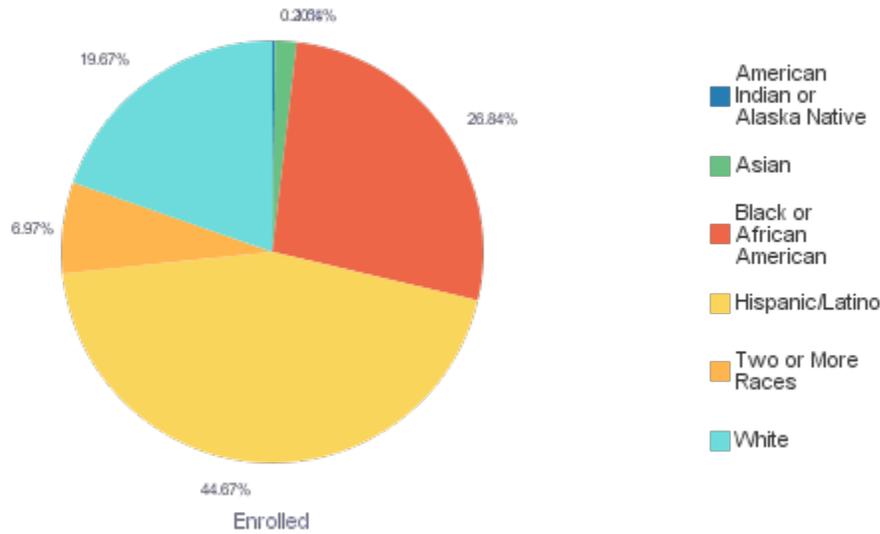
The student population is composed of approximately 480 students of various backgrounds, needs, and ability levels. Over the past decade, Berea Elementary School's student population has changed dramatically by family structure and culture. We have become very diverse culturally over that time with a dramatic increase in the number of Hispanic and Latino students.

Race	Current Enrollment	% of Total 2018	% of Total 2017	Change
African American	131	27	26.1	+1.1
Asian	6	8	1.6	+2
Caucasian	96	20	19.8	+0.2
Hispanic	218	45	46.4	-1.4
Multi-Racial	32	7	6.1	+0.9
Grand Total	486			

Students by Gender



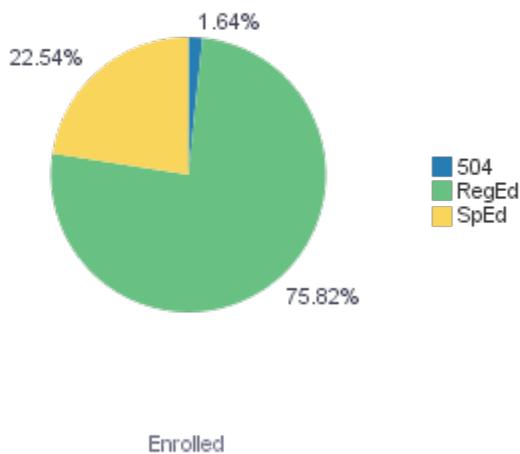
Students by Ethnicity



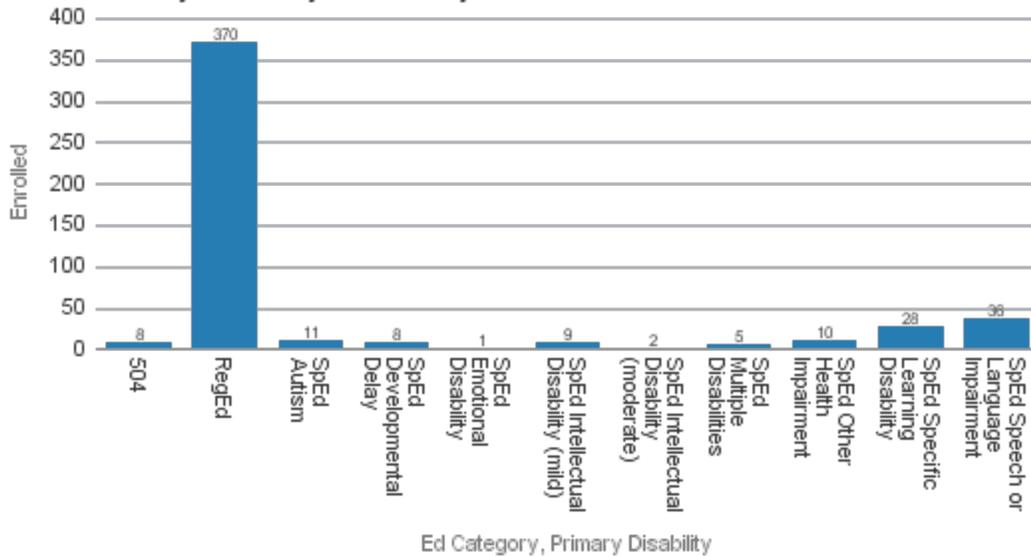
Special Education

As well as our ethnic diversities, the academic needs of our students greatly vary. Our school currently houses 3 ID classrooms, two moderate and one mild. We also have two teachers who serve in both a resource and inclusion setting as well as one full time speech teacher speech. Our special education students make up 22.5 % of our school population.

Students by Education Status



Students by Primary Disability



Gifted and Talented

Grade Level	Current Enrollment
3 rd Grade	1
4 th Grade	1
5 th Grade	9
Grand Total	11

Free and Reduced Lunch

Beginning with 2015-2016 school year, all students at Berea Elementary qualify for free lunch through a community assistance grant. Prior to this year, Berea Elementary has consistently been at 90% or higher in the percentage of students who qualify for free and reduced lunch.

Student Programming

In order to assure the academic, social, and emotion health of our students, the following programs are utilized at Berea Elementary:

- Positive Behavior Intervention and Supports-Assists teacher in setting expectations and reduces the number of office referrals

- Personalized Device Program-All students have access to either a personal iPad (k5-2) or Chromebook (3-5)
- Balanced Literacy Model for Reading Instruction-Literacy Instruction across grade levels is based on research based practices that allow for differentiation of instruction
- After-School Tutoring-Our BARK programs allows approximately 120 students to participate in a free tutoring program two days a week.
- Response to Intervention-Students who need more intensive instruction in reading receive individualized and small group instruction.
- On-Track-Provides the ability to identify students who need extra intervention.

Belief, Vision, Mission

In the year 2002, Berea Elementary began our process for developing our shared beliefs, vision, and mission that would represent our school and shape our goals for the future. At that time, we used an external facilitator to guide our faculty in the consensus-building process. The following year, through planning for the Title I Targeted Assistance Plan, Berea Elementary held meetings with the staff and community to discuss strategic planning to increase student learning. Representing the community were parents, teachers, administrators, other school staff, a Resource Officer, a local university professor, district representatives, and business leaders. To this date, we still meet regularly to make decisions that concern the future of our school and students.

In the past, we have been pleased with the increased involvement of our school community concerning the discussions and goals for the future. However, as we continually reviewed and updated the Strategic Plan, we realized that our beliefs and mission were no longer representative of our daily routines. Consequently, we reached consensus of what our true beliefs are that support our school mission and vision.

At Berea Elementary *we believe*:

- Children learn best when family is involved.
- Curriculum instruction is standard-driven to meet the academic needs of all students.
- Students should be expected to achieve to the best of their ability.
- We can make a positive difference for every child
- We can provide a positive and safe environment for students and teachers.
- We should embrace all cultures.

The *mission* of Berea Elementary School is to provide all students with the skills necessary to continue life-long learning, while promoting family support.

Both our beliefs and mission support the school *vision*, which is, “Transforming the Future, Today”.

Berea Elementary School is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, inviting, and welcoming atmosphere which fosters student inquiry and engages them in their learning. Our motto, "Transforming the Future Today", is demonstrated on a daily basis by a caring, supportive, and knowledgeable faculty and staff. Teachers utilize daily essential questions, plan and teach rigorous lessons, and encourage students to exhibit positive character traits.

As part of our Positive Behavior Intervention and Support program, teachers and students create expectations for classroom behavior together. These expectations are taught and successfully modeled daily. Positive student behaviors are supported through the use of incentives. This results in a greater ability to focus on academic achievement and few discipline issues.

Our staff participates in professional development in the areas of Math, English/Language Arts, Writing, and Technology. District personnel provide practical, hands-on opportunities for teachers to grow and develop professionally. Instructional coaches offer support to each classroom teacher and ensure that best practices are followed. Technology training assists the teachers in providing multiple opportunities for students to be actively involved in classroom lessons through the use of Chromebooks, iPads, Promethean Boards, and other software and web-based programs.

Our Title I Parental involvement program provides our parents with multiple levels of support. Topics such as homework help, reading as a family, hands-on math activities, and healthy homes have been presented during monthly parent engagement events as well as at PTA meetings. The purpose of these events is to empower parents

in helping their children succeed academically. The Title 1 programs also provide students with remediation and enrichment programs after school twice a week so that students can continue to grow academically.

Over the last several years, we have seen tremendous progress in terms of our academic performance based on SC Ready and SC Pass. Our state ranking in ELA and Math has increased by over 300 positions and we continue to make positive strides in social studies and science. Berea Elementary is well positioned as we move forward due to the hard work of our students, teachers, staff, and parents.

Data and Needs Assessment-Student Achievement

School Report Card

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTAzNg>

SC Ready Math

SC READY MATH	Exceeds or Meets Standard			Does Not Meet Standard			Difference from met to not met 2017-2018
	2016	2017	2018	2016	2017	2018	
Berea Elementary	49%	45%	57%	51%	55%	43%	+12%
District	56%	54%	60%	44%	47%	40%	+6%

SC Ready Math by Grade Level

Grade	Exceeds			Meets			Approaches			Does Not Meet			Difference Grade Level Met/Not Met
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	
3	6	7	46	43	30	25	25	33	13	25	30	17	+34%
4	22	20	30	33	37	23	36	26	32	8	17	15	-4%
5	22	16	24	20	26	21	42	43	26	17	16	29	+3%
Grand Total	17%	14%	33%	31%	31%	23%	35%	34%	24%	17%	21%	20%	+11%
Difference Overall 17-18	+19%			-8%			-10%			-1%			

SC Ready ELA

SC READY ELA	Exceeds or Meets Standard			Does Not Meet Standard			Difference from met to not met 2017-2018
	2016	2017	2018	2016	2017	2018	
Berea Elementary	40%	38%	39%	60%	62%	61%	1%
District	50%	49%	52%	50%	51%	48%	3%

SC Ready ELA by Grade Level

Grade	Exceeds			Meets			Approaches			Does Not Meet			Difference Grade Level Met/Not Met
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	
3	8%	6%	18%	40%	30%	38%	33%	29%	22%	19%	36%	22%	+20%
4	7%	6%	12%	29%	29%	27%	34%	32%	32%	30%	32%	30%	+4%
5	5%	10%	7%	32%	32%	17%	32%	29%	47%	32%	28%	29%	-18%
Grand Total	7%	7%	12%	33%	31%	27%	33%	30%	34%	27%	32%	27%	+1%
Difference Overall 17-18	+5%			-4%			+4%			-5%			

SC PASS Social Studies

Grade	Exceeds		Meets		Does Not Meet		Difference Grade Level Met/Not Met
	2017	2018	2017	2018	2017	2018	
5	56%	57%	33%	29%	11%	14%	-3%
Difference Overall 17-18	+1%		-4%		-3%		

SC Pass Science

Grade	Exceeds		Meets		Approaches		Does Not Meet		Difference Grade Level Met/Not Met
	2017	2018	2017	2018	2017	2018	2017	2018	
4	23%	28%	30%	32%	28%	24%	19%	16%	+7%
Difference Overall 17-18	+5%		+2%		-4%		-3%		

Data and Needs Assessment-Teacher and Administrator Quality

Berea Elementary School PD/Planning/Data Meetings 2017-2018'

Focuses:

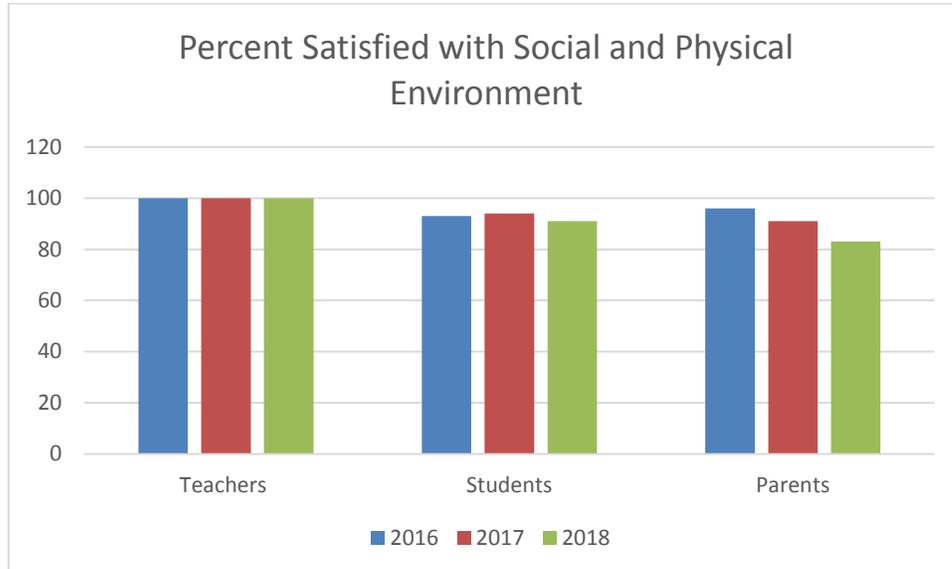
1. Continue implementation of personalized device program and transition to Chromebooks.
2. Increase the number and opportunity for authentic learning experiences (k5-2).
3. Increasing academic achievement in ELA and Math.

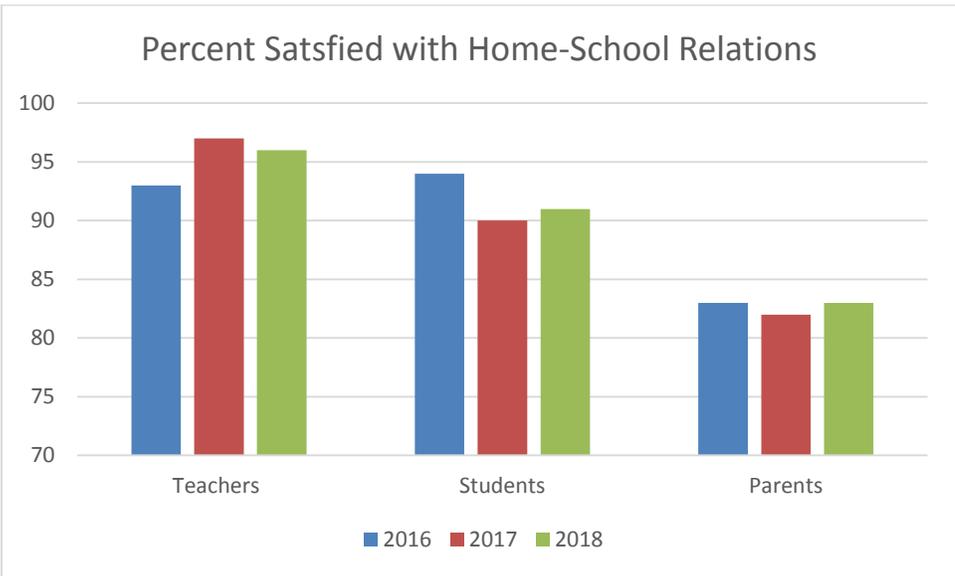
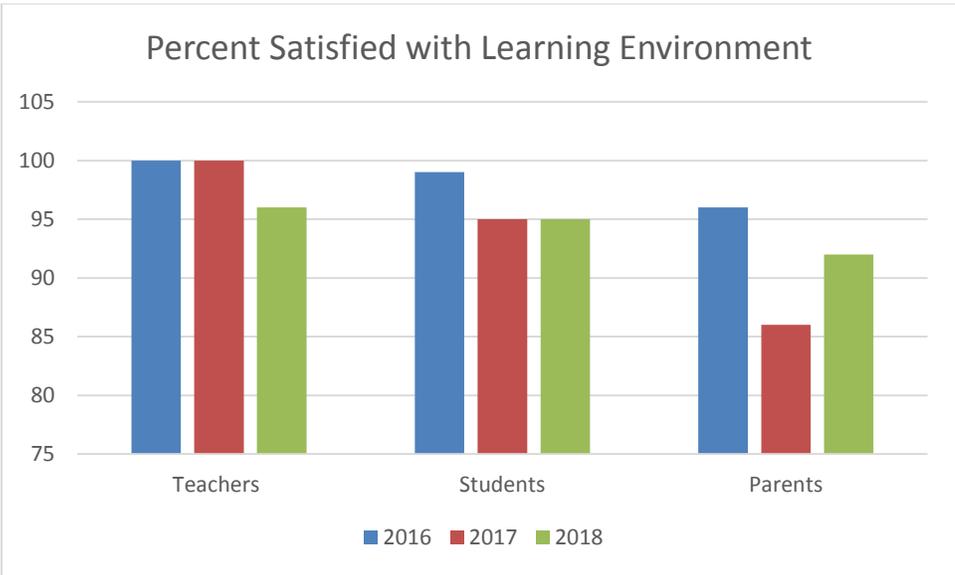
Grade level planning meetings are weekly on Thursdays. Admin/IC meetings are weekly, Mondays at 9am.

Date	Topic	Leader	Time	Points
August 8Tu	New Teacher Orientation	Tom Miller	8:30-11:30	3
August 21M	Google Chromebook Training	Kevin Roper	8:15-10:15	2
August 21M	Fastbridge Training	Carley Gant	10:30-12:30	2
August 30W	Powerteacher Online Training	Kevin Roper	3:00-5:00	2
September 6W	Faculty Meeting	Tom Miller	3:00-4:30	2
September 7Th	Technology Thursdays (Grade Levels)	Kevin Roper	8:00-3:00	--
September 14Th	Mastery Connect for Grade Levels	Natalie Phillips	8:00-3:00	--
September 27W	Google Chromebook Training	Kevin Roper	3:00-4:30	2
October 5Th	Technology Thursdays (Grade Levels)	Kevin Roper	8:00-3:00	--
October 11W	New Google Sites Training	Michael Simmons	3:00-4:30	2
October 25W	Google Chromebook Training	Kevin Roper	3:00-4:30	2
November 2Th	Technology Thursdays (Grade Levels)	Kevin Roper	8:00-3:00	--
November 16-17th	SC Fall Math Conference		All Day	
November 29W	Google Chromebook Training	Kevin Roper	3:00-4:30	2
January 4Th	Technology Thursdays (Grade Levels)	Kevin Roper	8:00-3:00	--
January 10W	Authentic Learning Experiences (K-2)	Kevin Roper	3:00-4:30	2
January 17W	Faculty Meeting	Tom Miller	3:00-4:30	--
January 18Th	DLC Coaching	DLC Rep	8:00-3:00	--

January 24W	Title 1 Meeting	Donna Smith	3:00-4:30	--
January 31W	Authentic Learning Experiences (K-2)	Kevin Roper	3:00-4:30	2
February 1Th	Technology Thursdays Grade Levels	Kevin Roper	8:00-3:00	2
February 24 and 24	SCIRA Conference		All Day	--
February 28W	Authentic Learning Experiences	Kevin Roper	3:00-4:30	2
March 1Th	Technology Thursdays	Kevin Roper	8:00-3:00	--
March 21W	Learning Target	Tom Miller, Natalie Phillips	3:00-4:30	2
April 12Th	Technology Thursdays	Kevin Roper	8:00-3:00	--
May 2W	EOY Testing Training	Tom Miller	3:00-4:30	--
May 2W	Authentic Learning Experiences	Kevin Roper	3:00-4:30	2
May 3Th	Technology Thursdays	Kevin Roper	8:00-3:00	--

Data and Needs Assessment-School Climate





Advanced Ed Climate and Culture Survey-Students

1. Which four of the following words or phrases best describe, in general, what you think of your teachers?

102

Honest

116

Fun

109

Caring

89

Active

4

Lazy

37

Curious

5

Don't Care

8

Mean

6

Unfair

119 respondents

2. Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?

92

Listen to teachers

20

Complete short projects

22

Complete long projects

59

Write

60

Think

16

Memorize

43

Complete worksheets

64

Work with others

23

Work alone

7

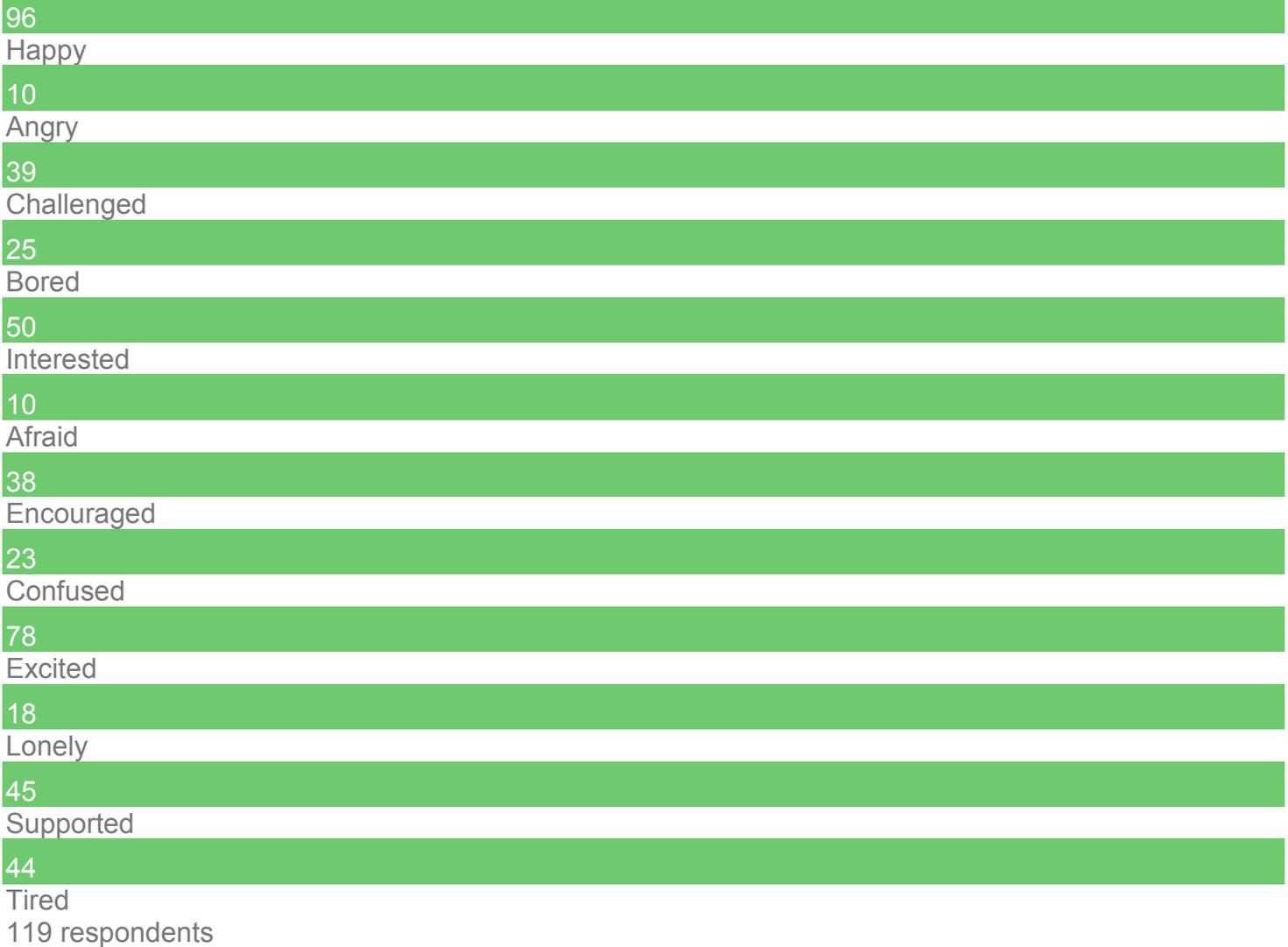
Make presentations

70

Take tests

119 respondents

3. Which four of the following words would best describe, in general, how you feel while at school?



Advanced Ed Climate and Culture Survey-Teacher

1. Which four of the following words or phrases best describe, in general, the expectations for students at your school?



Students know.

13

Students are able to explain.

2

Students should find it themselves.

4

Students should ask a teacher.

1

Students are expected to be good at everything.

4

Students are expected to be good at some things.

16 respondents

2. Which four of the following phrases best describe, in general, the kinds of things you say to your students?

1

What are you doing?

5

What are you thinking?

7

We will be working on...

5

You will be working on...

5

You are learning...

1

You are being taught...

8

Explain it.

2

Repeat it.

6

You could do it this way.

6

You got it right!

3

You took the right approach.

6

I am interested in your answer.

9

I am interested in your thinking.

16 respondents

3. Which four of the following words or phrases best describe how you feel, in general, when trying to complete your responsibilities while at work?

1
Rushed

13
Patient

4
Hectic

11
Calm

3
Hurried

11
Deliberate

6
Never enough time

9
Usually enough time

6
Relaxed
16 respondents

4. Which four of the following words or phrases best describes what you think of your colleagues, in general?

6
Real

9
Honest

7
Fun

6
Interesting

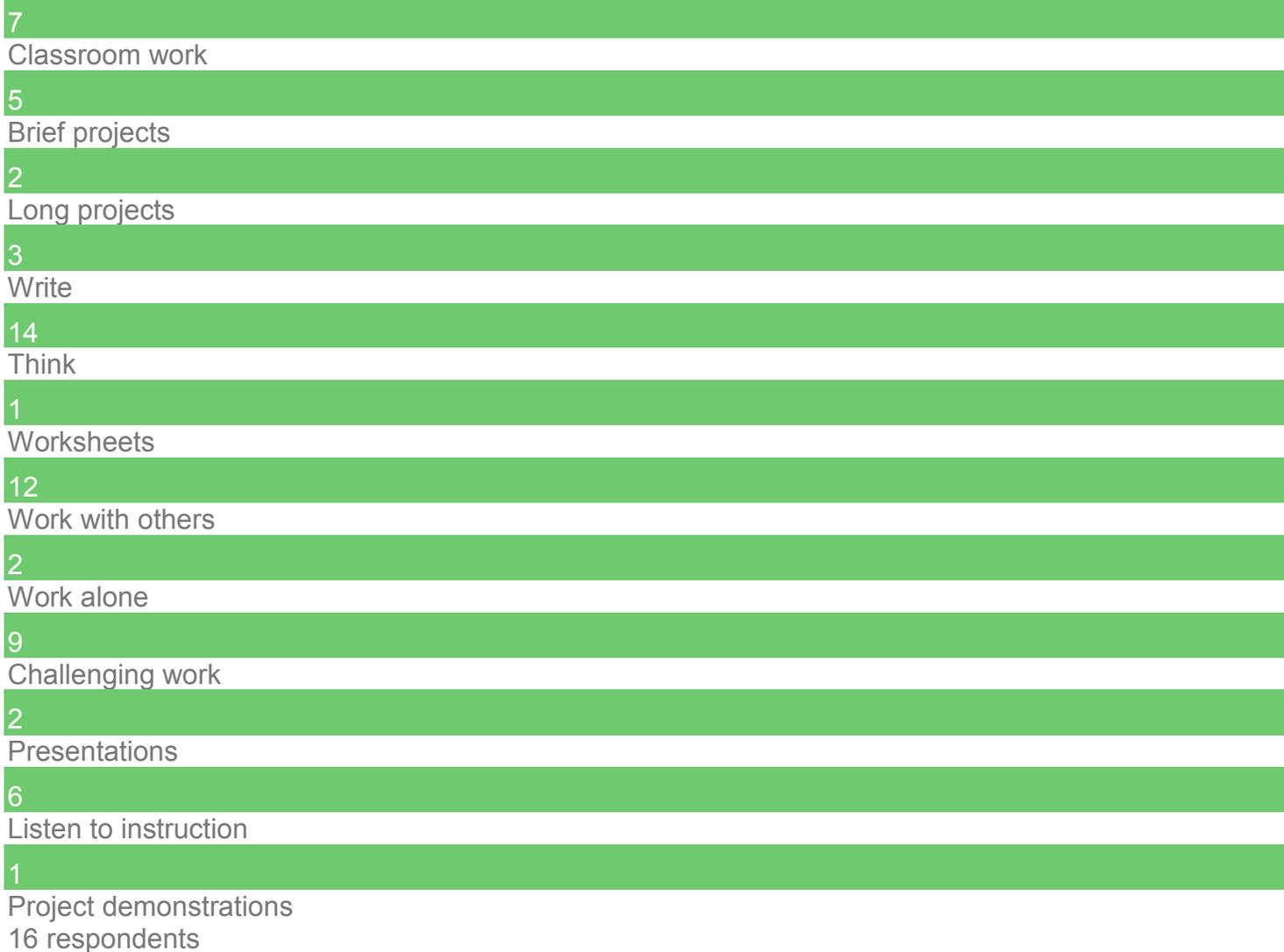
11
Consistent

14
Caring

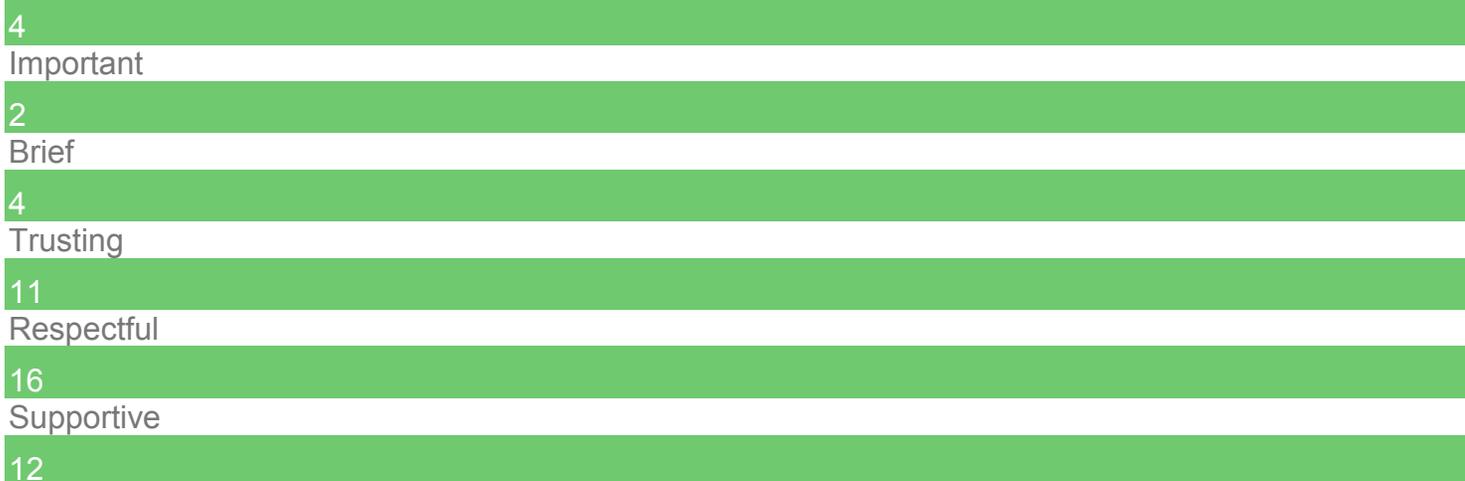
8
Active

3
Curious
16 respondents

5. Which four of the following words or phrases best describe, in general, what students most often DO in your classroom?



6. Which four of the following words best describe the interactions you have with other teachers at your school?



Helpful

14

Collaborative

1

Empowering

16 respondents

7. Which four of the following words best describe, in general, the physical spaces in which you spend most of your time while at your school?

8

Bright

1

Unique

12

Flexible

14

Inviting

1

Stable

15

Comfortable

13

Open

16 respondents

8. Which four of the following words best describe, in general, how you feel while at work?

13

Happy

9

Challenged

3

Interested

9

Appreciated

10

Encouraged

4

Excited

15

Supported

1

Tired
16 respondents

Advanced Ed Climate and Culture Survey-Parent

1. Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?

1
What are you doing?

1
What are you thinking?

3
We will be working on...

2
You will be working on...

4
You are learning...

2
Explain your work.

2
Repeat what you said.

3
You should do it this way.

6
You got it right!
6 respondents

2. Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?

5
Listening to teacher

1
Completing brief projects

4
Writing

3
Thinking

2
Memorizing

2
Completing worksheets

4

Working with others

1

Working alone

1

Completing easy work

1

Taking tests

6 respondents

3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?

2

Important

1

Brief

2

Trusting

4

Respectful

5

Supportive

5

Helpful

1

Empowering

1

Collaborative

3

Comfortable

6 respondents

Summary

In conclusion, Berea Elementary is well-equipped to analyze the data and information that are collected from various areas of the school. We have utilized test data, surveys, trends, and perceptions to identify the needs, strengths, and short-comings of our organization and its effectiveness to meet the needs of our students and community. We anticipate grand results in the future with the additions of research-based teaching techniques that will enhance our reading and math programs in the classroom, as well as strides in the involvement of our parents and partners through the specific goals and guidelines.

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 36 % in 2016-17 to 47.28 % in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.88% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 36 (2016-17)	School Projected Elementary 37.88	39.76	41.64	43.52	45.40	47.28
		School Actual Elementary 41.90					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary 52	52	55	58	61	64

		District Actual Elementary 52					
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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 professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	School Leadership Team	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	School Leadership Team	\$0	NA	MasteryConnect Reports
4. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023	School Leadership Team	\$0	NA	Mastery Connect/TE21 Coaching Cycles

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 44.6 % in 2016-17 to 53.96 % in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.56% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 44.6 (2016-17)	School Projected Elementary 46.16	47.72	49.28	50.84	52.4	53.96
		School Actual Elementary 59					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (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. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	School Leadership Team	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	School Leadership Team	\$0	NA	MasteryConnect Reports
4. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019-2023	School Leadership Team	\$0	NA	Mastery Connect/TE21 Coaching Cycles

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
		School Actual Elementary 42.7					
SCPASS Science SCPASS test data file	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
5. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	School Leadership Team	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
6. Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
7. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	School Leadership Team	\$0	NA	MasteryConnect Reports
8. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023	School Leadership Team	\$0	NA	Mastery Connect/TE21 Coaching Cycles

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 ____% 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 85.3					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	81	84	87	90	93
		District Actual Elementary 78					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	School Leadership Team	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
5. Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
6. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	School Leadership Team	\$0	NA	MasteryConnect Reports
7. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023	School Leadership Team	\$0	NA	Mastery Connect/TE21 Coaching Cycles

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 35 (2016-17) Annual Increase =1.94	Projected Hispanic 36.94	38.88	40.82	42.76	44.7	46,64
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 35 (2016-17) Annual Increase =1.94	Actual Hispanic 40					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 22 (2016-17) Annual Increase =2.66	Projected AA 24.66	27.32	29.98	32.64	35.3	37.96
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 22 (2016-17) Annual Increase =2.66	Actual AA 24					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 4 (2016-17) Annual Increase = 3.66	Projected SWD 7.66	11.32	14.98	18.64	22.3	25.96
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 4 (2016-17) Annual Increase =3.66	Actual SWD 10					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase =2.94	Projected LEP 19.94	22.88	25.82	28.76	31.70	36.64
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase =2.94	Actual LEP 38					
SC READY ELA SC READY test data file	Baseline will be established in 2017- 2018	Projected SIP	42	44	46	48	50
SC READY ELA SC READY test data file	Baseline will be established in 2017- 2018	Actual SIP 40					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2016-17) Annual Increase = 1.0	Projected Hispanic 53	54	55	56	57	58
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2016-17) Annual Increase =1.0	Actual Hispanic 61					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 19 (2016-17) Annual Increase = 2.83	Projected AA 21.83	24.66	27.49	30.32	33.15	35.98
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 19 (2016-17) Annual Increase = 2.83	Actual AA 33					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 18 (2016-17) Annual Increase = 2.88	Projected SWD 20.88	23.76	26.64	29.52	32.4	35.28
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 18 (2016-17) Annual Increase = 2.88	Actual SWD 18					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 38 (2016-17) Annual Increase = 1.77	Projected LEP 39.77	41.54	43.31	45.08	46.85	48.55
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 38 (2016-17) Annual Increase = 1.77	Actual LEP 38					
SC READY Math SC READY test data file	Baseline will be established in 2017- 2018	Projected SIP 66	58	60	62	64	66
SC READY Math SC READY test data file	Baseline will be established in 2017- 2018	Actual SIP 56					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal, Instructional Coach	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Provide after-school tutoring to students in grades k5-5th	October 2018-May 2023	Title I Facilitator	60,000	Title 1	Improved standardized test scores of those participating students
3. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	On-Track Team, Admin Team	\$0	\$0	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual	Baseline will be established in Spring 2019				
Fastbridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual	Baseline will be established in Spring 2019				

MAP Winter Reading	% of students with Winter Reading RIT at or above critical	School Projected	TBD	TBD	TBD	TBD	TBD
				Grade 2-% Grade 5-%	Grade 2-% Grade 5-%	Grade 2-% Grade 5-%	Grade 2-% Grade 5-%
South Carolina MAP Linking Study-December 2016	For scoring Meets Expectations or Exceeds on SC READY ELA 2 nd grade Criteria RIT=189 62 nd percentile 5 th grade criteria RIT=216 66 th percentile	School Actual	Grade 2=18.9 Grade 5=17.4				
Fountas and Pinnell	TBD	District Projected					
		District Actual	Baseline will be established in Spring 2019				
Fastbridge	TBD	District Projected					
		District Actual					
Winter MAP Reading	% of students with Winter Reading RTI at or above critical	District Projected		Grade 2-38% or Above Grade 5 -34% or above			

South Carolina MAP Linking Study-December 2016	For scoring Meets Expectations or Exceeds on SC READY ELA 2 nd grade Criteria RIT=189 62% percentile 5 th grade criteria RIT=216 66 th percentile	District Actual	Grade 2-40% Grade 5-42%				
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Principal, Literacy Coach, Instructional Coach	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 3 rd grade
2. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Assoc. Supt. for Academics Academic Specialists for Literacy	\$20,000-40,000	Special Revenue	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
3. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Principal, Literacy Coach, Instructional Coach	\$0	\$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices

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	Baseline will be established at the end of the 2018-2019 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-2019 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 training opportunities for schools to help existing teachers work with diverse students.	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	Professional Development opportunities targeting student diversity.

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	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	95.2	School Projected Students	≥ 90				
		School Actual Students 81					
	100	School Projected Teachers	≥ 90				
		School Actual Teachers 96.3					

	90.9	School Projected Parents	≥ 90				
		School Actual Parents 96					
SDE School Report Card Survey	91	District Projected Students	≥ 90				
		District Actual Students 86					
	94	District Projected Teachers	≥ 90				
		District Actual Teachers 97					
	88	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. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principals	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Ensure every student connected with a caring adult.	2018-2023	Principals	TBD	TBD	Students connected with adults in school buildings or buses
3. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	Principals	TBD	General Fund	Peer mentoring in schools

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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0					
	(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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0					
	(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.					

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

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

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

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

PERFORMANCE GOAL: 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	Baseline established in 2017-2018	School Projected	90	90	90	90	90
		School Actual 89					
AdvancED Culture & Climate Surveys	Baseline established in 2017-2018	District Projected	90	90	90	90	90
		District Actual 89					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School team	TBD	Local	Bus ride to communities Visit to community
2. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff
3. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$0	NA	Support staff included in decision making and support of students

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96	School Projected	95	95	95	95	95
		School Actual 95					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 85					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline established 2017-18	School Projected	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 6 Lonely ≤ 11 Angry ≤ 6	Afraid ≤ 6 Lonely ≤ 11 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 5
		School Actual Afraid – 8% Lonely – 15% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤			
AdvancED Culture & Climate Surveys	Baseline established 2017-18	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 ≤	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. Train staff and students on the anonymous reporting process	2018-2023	Principal	\$0	NA	Students and staff aware and able to report
2. Explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Principals School Teams	TBD	TBD	Consequences discussed systematically
3. Seek opportunities to develop empathy among students	2018-23	Principals	TBD	Local	School initiatives to end social isolation and build empathy