



## PARIS ELEMENTARY SCHOOL

David Wise, Principal  
Emily Gerard, Assistant Principal

## Greenville County Schools

Burke Royster, Superintendent

**School Renewal Plan for:**  
*2018-19 through 2022-23*



**School Renewal Annual Update for:**  
*2019 - 2020*

## **Table of Contents**

1. Stake Holder Involvement	page 2
2. Assurances for School Plan	page 3
3. Introduction	page 5
4. Executive Summary	page 6
5. School Profile	page 8
6. Mission, Vision, and Beliefs	page 11
7. Data Analysis and Needs Assessment	page 12
8. Action Plan	page 22
a. Goal 1: Student Achievement	page 22
b. Goal 2: Teacher/Administrator Quality	page 37
c. Goal 3: School Climate	page 39

## 1. Stakeholder Involvement for School Renewal

<b>Position</b>	<b>Name</b>
1. Principal	David Wise
2. Teacher	Marsha Braga
3. Parent/Guardian	Scott Banta
4. Community Member	Michael Stathakis
5. Paraprofessional	Janet Livingston
6. School Improvement Council Member	Tara Posner
7. Read to Succeed Reading Coach	Sheila Moss
8. School Read to Succeed Literacy Leadership Team Lead	Sheila Moss
9. School Read to Succeed Literacy Leadership Team Member	Shannon Hever

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

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

<b>Other Positions</b>	<b>Name</b>
1. Assistant Principal	Emily Gerard
2. Literacy Specialist	Sheila Moss
3. Instructional Coach	Shannon Hever
4. PTA President	Jessica Hamby
5. School R2S Team	Leslie Smith
6. School R2S Team	Amy Gasparich
7. Media Specialist	Jessica Zannini

## 2. Assurances for School Plan

### Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK-3</b> 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	<b>Academic Assistance, Grades 4-12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> 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	<b>Innovation</b> 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	<b>Collaboration</b> 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	<b>Developmental Screening</b> 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	<p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (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 type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK-3</b></p> <p>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><b>Parenting and Family Literacy</b></p> <p>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><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>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>

### 3. Introduction

The Paris Elementary School portfolio was developed to document the changes and progress that the school has made while working to continuously improve current progress. The portfolio provides all stakeholders with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The school portfolio is a living document that describes Paris and includes evidence of our work. It describes who we are, our vision for the school, goals, plans and progress and achievements in context of the client demographics and needs, and out of school partnerships.

A team of teachers, administrators and community members was involved in researching and developing the portfolio. Group consensus was reached before final decisions were made during SIC meetings, PTA Board meetings, and Faculty meetings. Much of the narrative sections were taken from discussions of the school and evaluations using the Continuous Improvement Continuums. During these meetings, all stakeholders were asked to contribute evidence of our achievement and ideas for improvements. Through this process, all stakeholders had the opportunity to be heard and to contribute to the development of the portfolio for Paris Elementary School.

The team consists of the entire faculty broken into sub-committees, our PTA Board Members, and our SIC Committee. The faculty specifically analyzed our school's achievement in curriculum, climate, instruction, assessment, technology, and communication. They determined our specific strengths and weaknesses based on gathered evidence. The PTA Board and SIC Committee provided opinion and evidence to account for climate and communication. They also gave their "outside" view of our strengths and weaknesses.

## 4. Executive Summary

### Needs Assessment or Findings for Student Achievement

- SC Ready results indicate that we improved where as other schools like ours declined in ELA results
- SC Ready results indicate that we had no change in our math results whereas 3 out of 4 of schools like ours declined.
- SCPASS results indicate that a larger percentage of students scored Met and Exceeds in science than any of the other schools like ours.
- SCPASS results indicate that we tied with two other schools like ours for the highest percentage of Met and Exemplary.

### Needs Assessment or Findings for Teacher and Administrator Quality

- 52.8% of our faculty has advanced degrees. This percentage is more than 10% less than other schools like our and the Median Elementary School.
- All of our teachers are trained in the Fountas & Pinnell Balanced Literacy Program.
- All of our teachers are trained in the Lucy Calkins Writing Program.

### Needs Assessment or Findings for School Climate

- According to Evaluation findings, Social and Physical environment was the least favorable condition of Paris. SIC and PTA Committees cited “Continuing to teach to all learning levels” and “More efficient communication methods of wants and needs from teachers to parents”.

### Paris’s Significant Challenges from the Past 3 Years

- This year, we had three brand new teachers. One of those teachers needed intense coaching in the areas of grading and records keeping in addition to unit planning. All three teachers have had consistent coaching in terms of planning, morale, instruction, and records keeping.
- This year, we had 3 teachers on extended leave due to surgery, family issues, and maternity leave.

### Paris’s Significant Awards, Results, or Accomplishments from the Past 3 Years

- 2017 – 2018 Palmetto State School Counselor Association Elementary School Counselor of the Year
- 2016 – 2017 2<sup>nd</sup> Runner Up Teacher of the Year for Greenville County School District
- 2016 Salute to Education Assistant Administrator of the Year
- 2016 District Science Fair 1<sup>st</sup> and 2<sup>nd</sup> place Winners
- Recognized ASCA Model Program (RAMP) for School Counseling Program
- Excellence on School Report Card 2012, 2013, 2014, 2015, 2016
- Palmetto GOLD Awards for 2012–13, 2013-2014, 2014-2015, and 201-2016 School Years
- 2 Palmetto SILVER Awards for 2010 – 11 and 2011 – 12 School Years
- PTA Teacher of the Year 2011 – 12 School Year
- PTA Principal of the Year 2010 – 11 School Year
- 100 Year Celebration Spring 2012

- 2012 Positive Behavior Interventions and Supports (PBIS) Ribbon Recipient
- 2011 – 12 and 2012 – 13 Reedy River Run Award
- 2010 – 11 Technology Grant Recipient



## 5. School Profile

### Paris Elementary School

32 East Belvue Road

Taylor, SC 29687

Telephone: (864) 355-4260

Fax: (864) 355-4391

**Grades:** Pre-K5 – 5<sup>th</sup> Grade

**Enrollment:** 638 Students

#### Facilities:

- Cafetorium
- Computer Lab
- Gymnasium
- Historical School Location
- Media Center
- Science Lab
- School Dates Back to Early 20<sup>th</sup> Century
- Separate Playground for Kindergarten

#### Faculty Profile:

- 2 Administrators
- 44 Teachers
- 26 Support Staff

#### School Community:

- Centennial Celebration involving Paris Alumni from the past 60 years (Celebrated in Spring 2012)
- Walking Club meeting twice a week before school involving students, teachers, and parents
- Corporate Sponsorship from business such as Chick-Fil-A, Harvey's Restaurant, Bojangles, Lowe's, and Country Boys
- Annual SpiritFest Celebration involving local community, On-Air News Reporters from WYFF, Piedmont Park Fire Department, families, and staff

#### School Personnel Data:

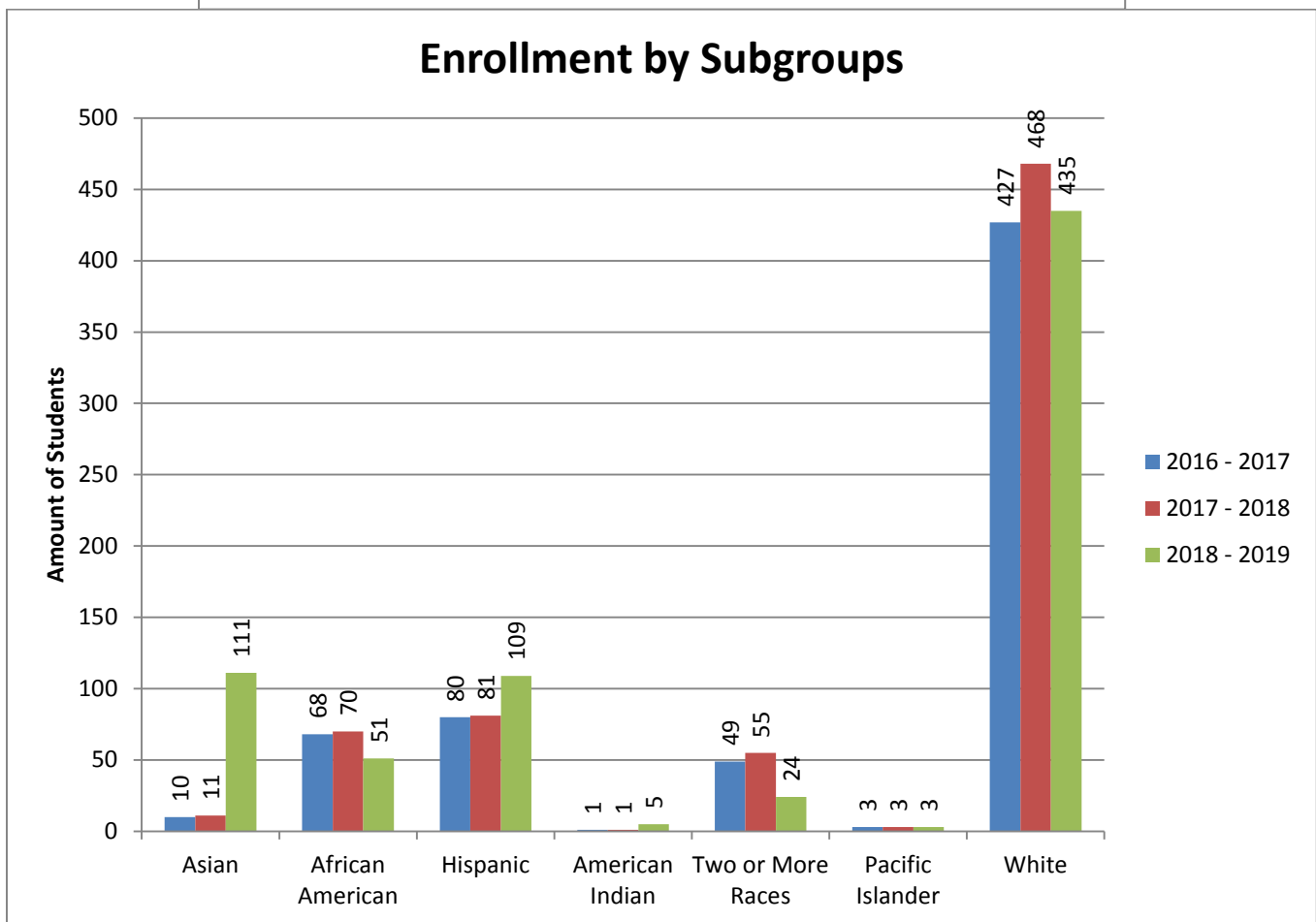
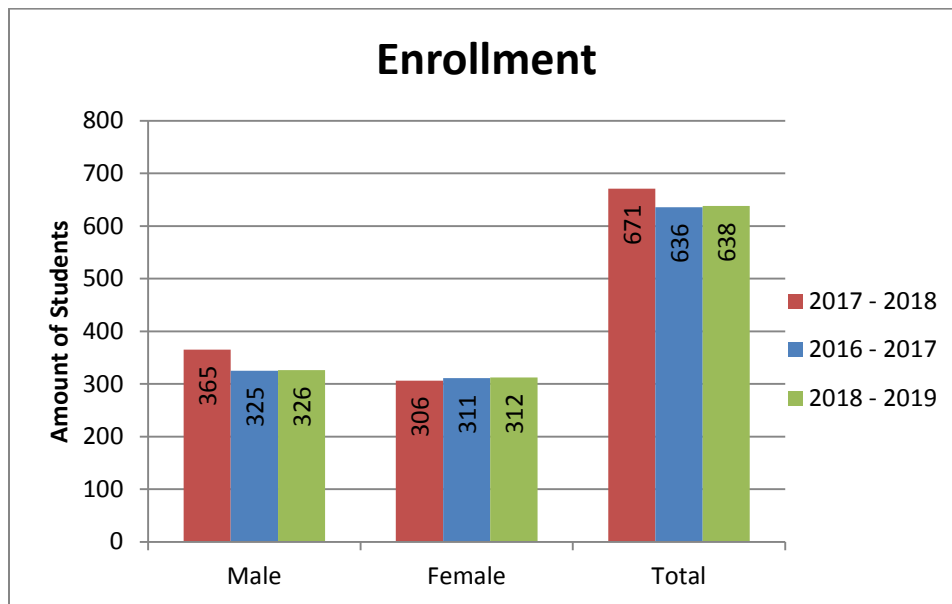
- 40 Teachers, 26 Support Staff, 2 Administrators
- 53.5% staff hold advanced degrees
- 91.7% staff returning from the previous year
- 93.2% Attendance Rate
- 100% Highly Qualified
- Less than 2% Minority , 98% Caucasian
- 2% Male, 98% Female

Chart comparing teachers' grade level with years of experience:

<b>Grade Level</b>	<5	5-10	11-15	16-20	20<
Grade Pre-K				1	
Grade K5	1		2	1	
Grade 1	1		3		2
Grade 2	1		1	1	2
Grade 3		1	2		1
Grade 4	1		1		3
Grade 5	2		2		1
Spec. Educ.	1	3		1	1
Related Arts	1				3
Speech			1	1	

### Student Population Data

	<b>Total</b>	<b>Male</b>	<b>Female</b>
Grade PreK	12	6	6
Grade K5	98	45	53
Grade 1	104	53	51
Grade 2	111	57	54
Grade 3	105	58	47
Grade 4	93	55	38
Grade 5	115	52	63
<b>Total Population</b>	<b>638</b>	<b>326</b>	<b>312</b>

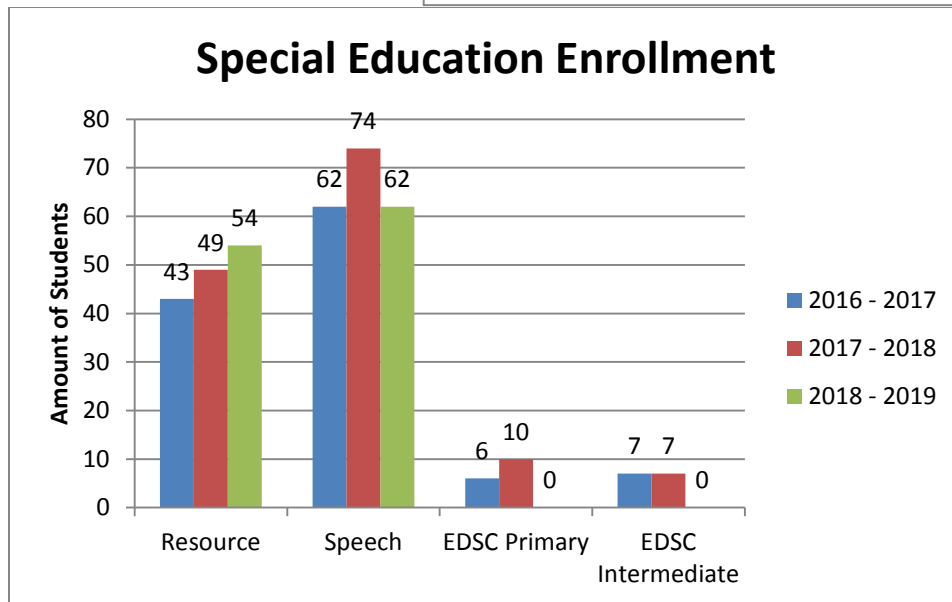
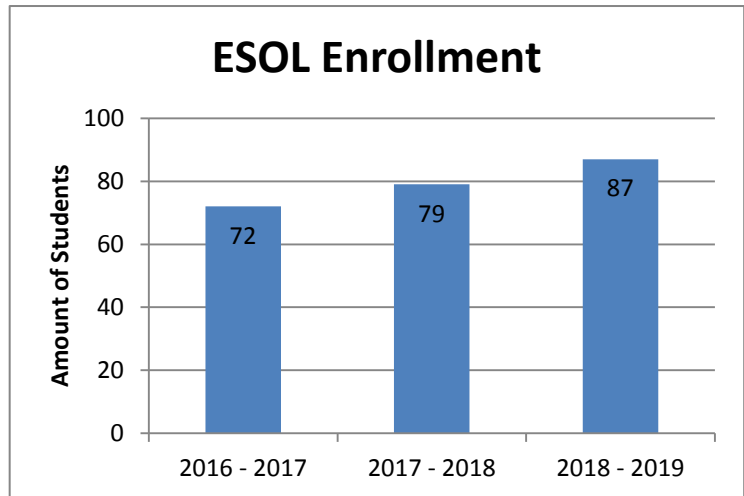


**Ethnicity Sub Groups**

- 5 American Indian/Alaskan Native (less than 1%)
  - 11 Asian (1.7%)
  - 51 African American (8%)
- 3 Pacific Islands (less than 1%)
  - 435 White (68.1%)
  - 109 Hispanic (17%)
  - 24 Multi Race Categories (3.8%)

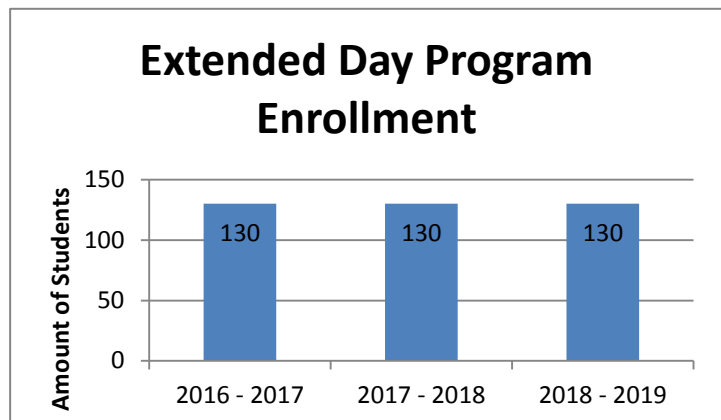
Special Services Sub Groups

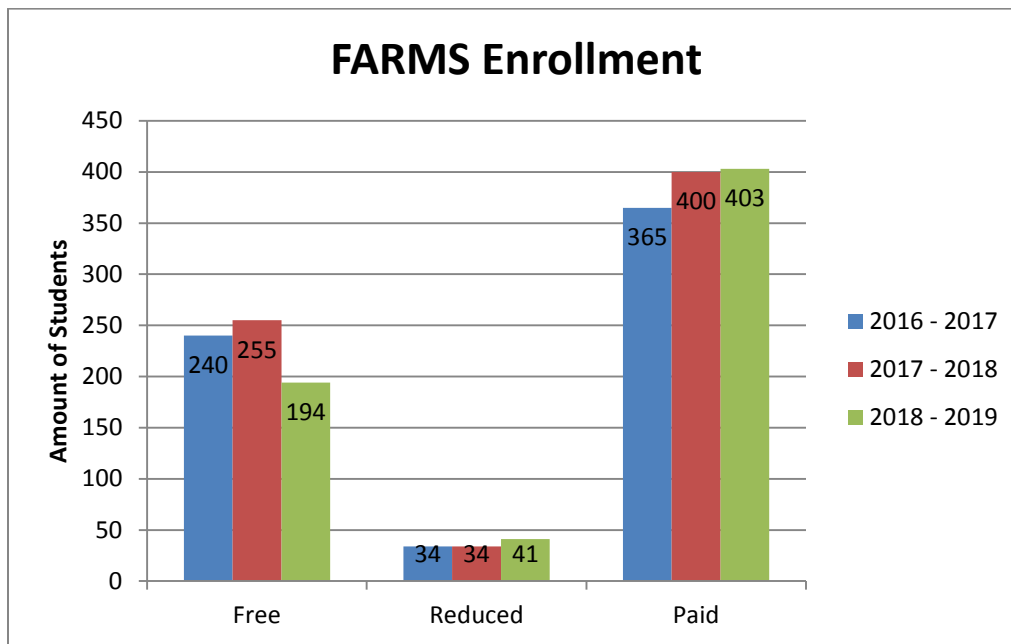
- 89 ESOL
- 54 Resource
- 19 EDSC (8 Primary, 11 Intermediate)
- 59 Speech



Other Sub Group

- 10 Students Retained (1.6%)
- 130 in Extended Day Program
- 194 Free Lunch, 41 Reduced Lunch, 403 Paid





### **Major Academic and Behavioral Features/Programs/Initiatives**

- Academic Awards Program – Showcases students’ achievements in academics
- After School Day Care Program – On Site Daily
- Art Club – Allows gifted art students to have a more in-depth instruction
- Artist in Residence Program – Provides a musical, artistic, and physical experience in learning
- ASCE Popsicle Stick Bridge Event – Gifted and Talented students design and build bridges
- Book Club – 3<sup>rd</sup>-5<sup>th</sup> Students Read and Review Books for display in the Media Center
- Challenge Program (Gifted and Talented)
- Computer Lab – Allows every class an opportunity to utilize Moby Max, Research, or Technology Instruction
- District Science Kits – Hands-On Instructional Opportunities for Students
- Every Day Calendar Math – Builds on concepts every day in a variety of mathematical strands
- Field Day – End of the Year celebration for all students
- Fitness Wall of Fame – Recognizes students who are active and physically fit
- Fountas and Pinnell Balanced Literacy – Focuses on reading instruction at each child’s instructional level
- Honors Chorus – Allows gifted singers to have a more in-depth instruction
- Instructional Technology – A Promethean Board in every classroom
- Kindergarten for 5 Year Olds – Full Day
- MAP Assessment Program – Formative Assessments for 2<sup>nd</sup> and 5<sup>th</sup> grades
- Moby Max – Online personalized instruction for students in Math and Language
- PBIS (Positive Behavior Interventions and Supports) – Recognizes and Reinforces positive behavior in students individually and as a class
- Prime Time News on Closed Circuit Television – Daily Broadcast of Announcements by students

- Professional Learning Communities – Intensive, Grade-Level-Specific Training and Professional Development
- PTA Reflections Contest – Showcases Literary, Photographic, Artistic, and Expressive Talents of Students
- RTI (Response to Intervention) – Early Intervention for Kindergarten, First, and Second Grade Students in Reading
- Science Fair – Promotes Scientific Thinking and Method for Fifth Grade Students
- Terrific Kids Awards – Quarterly, Recognizes Good Character in Students
- We Love To Read – Month-long events promoting and celebrating reading in all grade levels

## 6. Mission, Vision, and Beliefs

### **Mission**

Our mission is to prepare students to continue active, literate, lifelong learning.

### **Vision**

The purpose of our school is to act in conjunction with the home and the community in developing confident, contributing lifelong learners by providing innovative, educational experiences which emphasize critical and creative thinking.

### **Our Beliefs**

- Educational goals are best accomplished in a safe and comfortable environment.
- Creative thinking and problem solving skills are essential for life-long learning.
- All children have individual strengths, needs, and learning styles.
- Education is a shared responsibility of home, school, and the community.
- Curriculum and instruction meet the changing needs of students and the community.
- All students share the responsibility to be active learners.
- Positive discipline fosters accountability and self-respect.
- Parental involvement and volunteer services enrich learning.
- Students are the center of the learning process.
- Diversity enriches education.
- Dignity, respect, and appreciation are important.

## 7. Data Analysis and Needs Assessment

### Student Achievement Needs Assessment

Data Source: SDE School Report Card

### Academic Achievement

#### Overall Student Performance

#### SC Ready English Language Arts and Mathematics

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

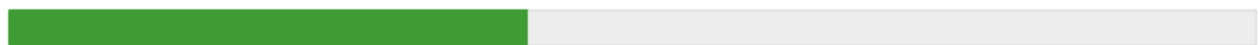
School 63.40% (199 / 314)



District 48.90% (16724 / 34220)



State 41.70% (142041 / 340478)



Mathematics - Percent met and exceeding

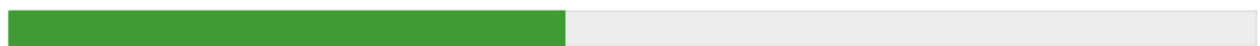
School 67.50% (212 / 314)



District 52.50% (17969 / 34218)



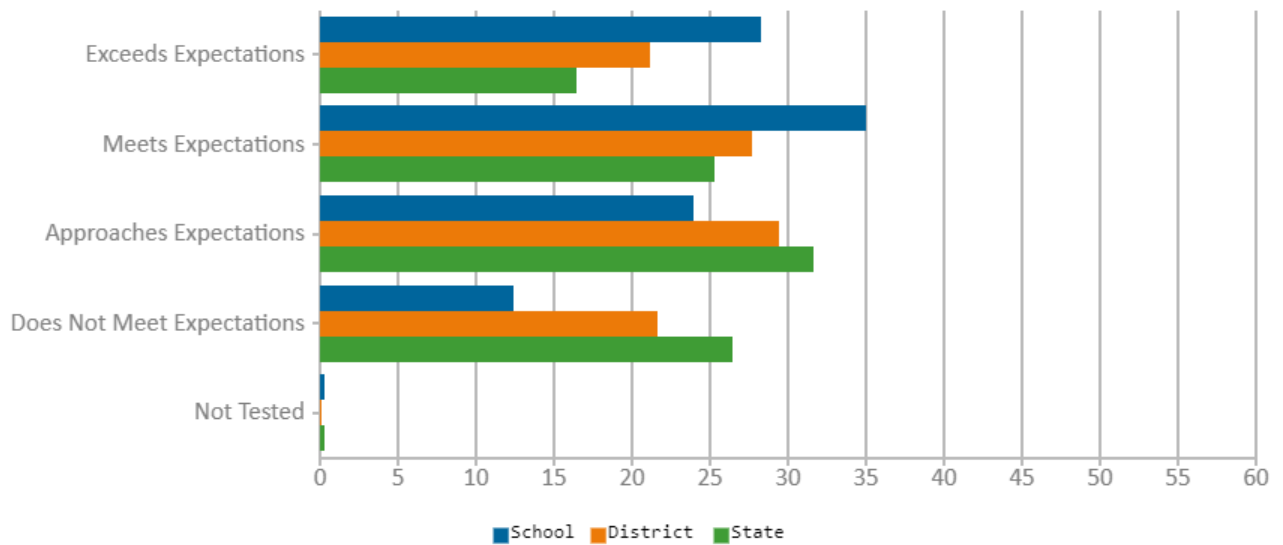
State 44.60% (151716 / 340466)





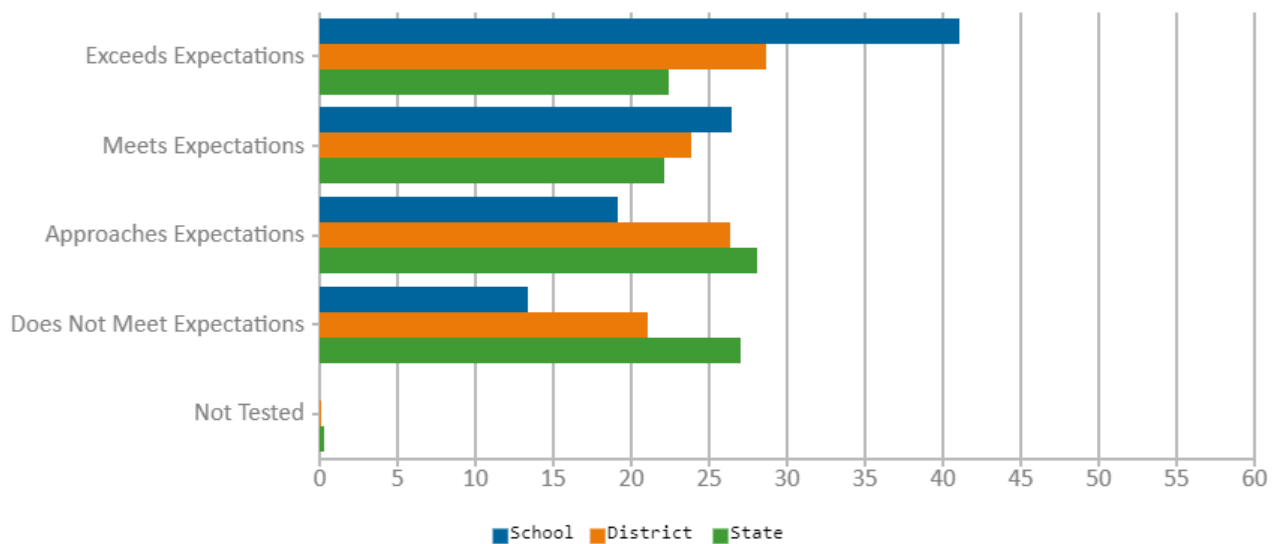
### SC READY English Language Arts and Mathematics

#### English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

#### Mathematics

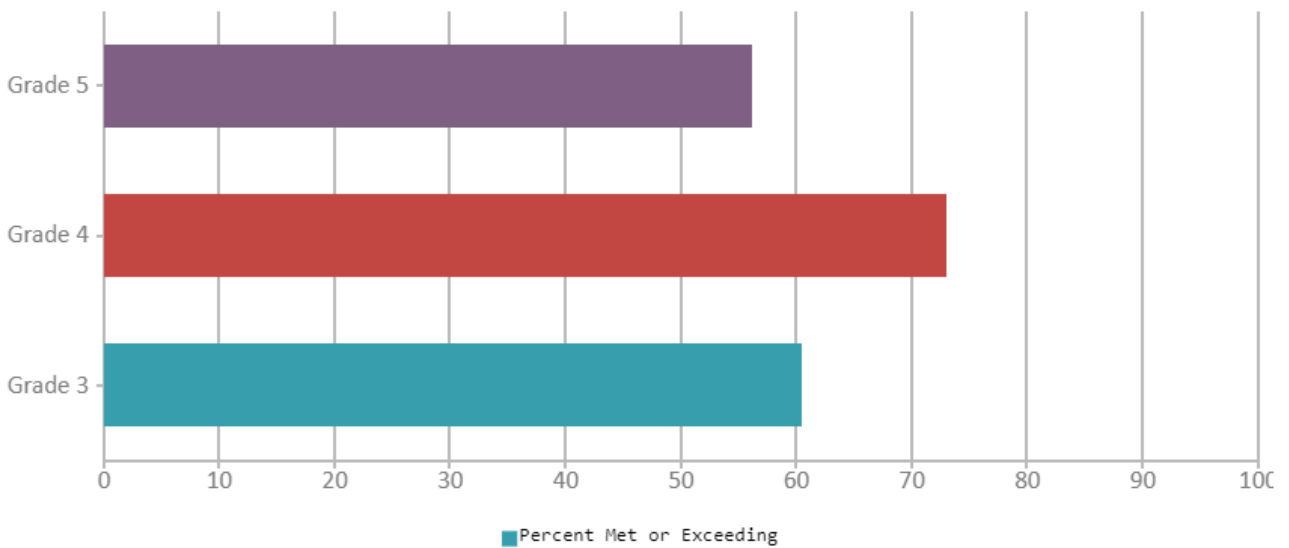


Note: Results from alternate assessments were included in the calculations where available.

## School Level Details

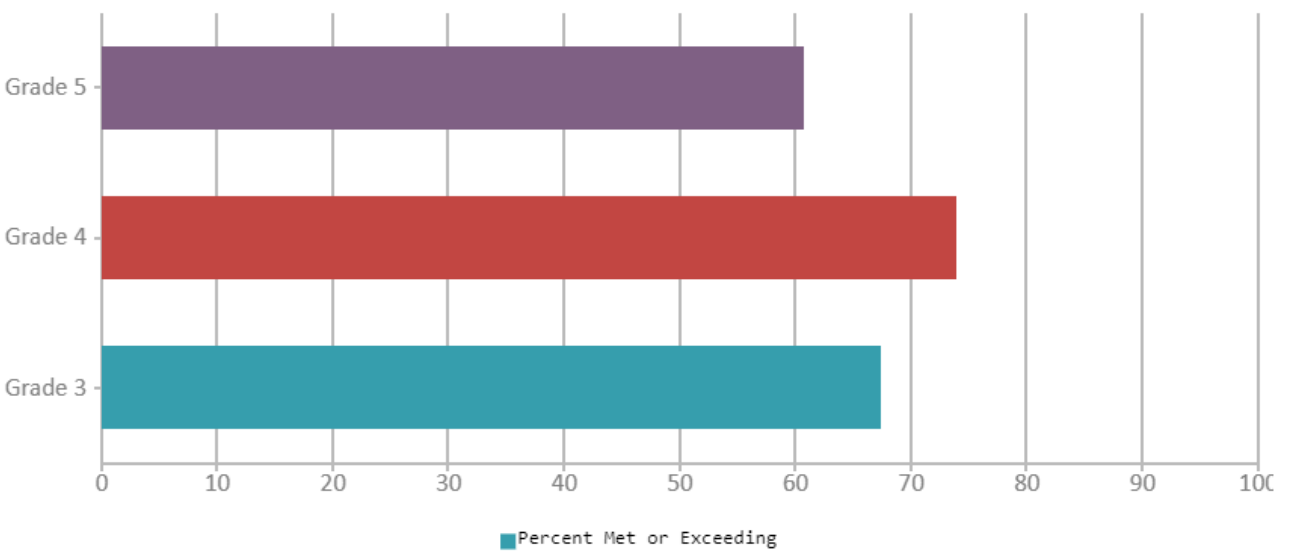
**SC READY Performance by Grade Level**

English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

## Mathematics

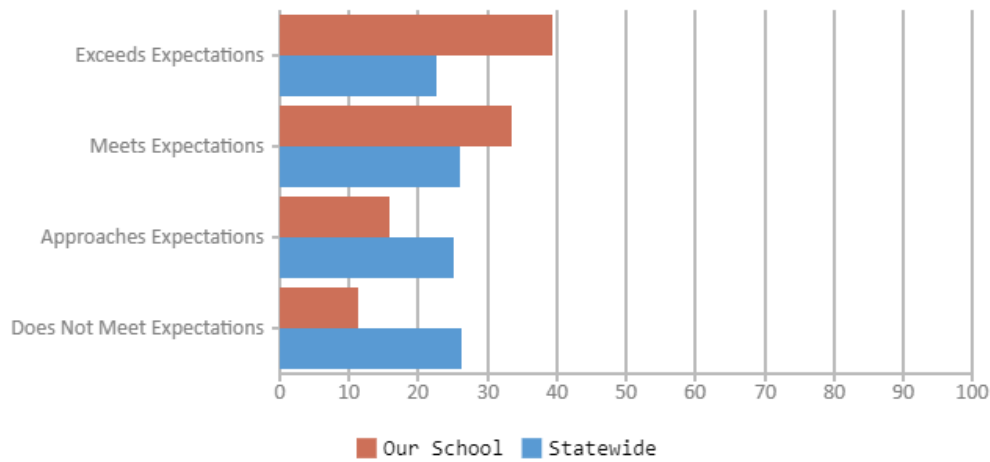


Note: Results from alternate assessments were included in the calculations where available.

# SC Palmetto Assessment of State Standards (SCPASS)

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2017. Students were assessed in the subject areas of Science and Social Studies.

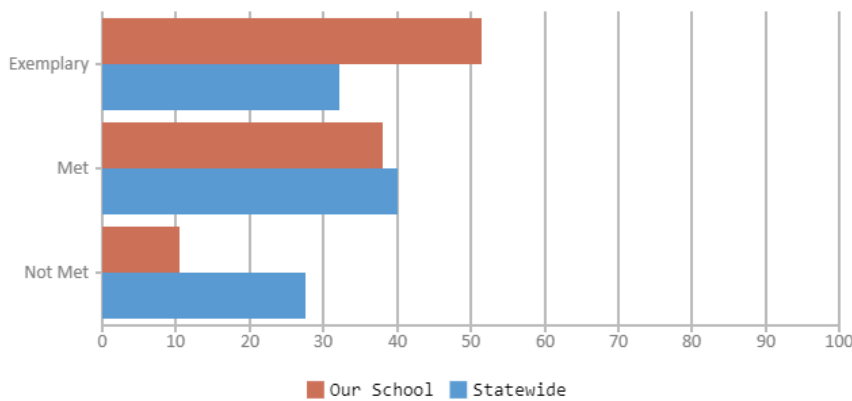
## Science



### Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
85.8	58.8

## Social Studies



### Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
94.3	84.4

#### Abbreviations for Missing Data:

-1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

## Findings

The South Carolina College-and –Career Ready Assessment (SC READY) and Palmetto Assessment of State Standards (PASS) results show our school did outperform the district and the state in the areas of ELA, Math, Writing, Social Studies, and Science based on the amount of students that were considered Met or Exceeds Expectations on SC READY and Met or Exemplary on PASS.

## Teacher and Administrator Quality

Data Source: Professional Development Calendar for 2018-2019



**PARIS ELEMENTARY**  
Greenville County Schools

### 2018-2019 PROFESSIONAL DEVELOPMENT PLAN

**Main Emphases: Mastery Connect, Personalized Learning (PLI), Social Emotional Learning, Balanced Literacy, Learning Targets**

Date	Meeting/Inservice	Contact	Details
8/13/17	Theme for the Year & Nuts & Bolts	Wise	
8/14/17	Legal Issues Attention Finders and G+ Introduction to Learning Targets Introduction to the Media Center	Wise Nelson Hever/Moss Zannini	
8/29/18	Faculty Meeting (Gradebook Setup)	Hever	
9/5/18	PLI – SAMR Model	Williams	
9/12/18	Faculty Council	Wise	
9/19/18	Inservice – Moby Max	Howard	
9/26/19	Grade Level Meetings		
10/2/18	Inservice – Windows 10	King	
10/10/18	Faculty Council (Growth Mindset)	Wise	
10/17/18	A-Team/504	Nelson/Houliston	
10/24/18	Grade Level Meetings - SLOs	Hever	
10/31/18	Academic Teams – Planning	Hever/Moss	
11/7/18	PLI (Primary) Balanced Literacy (Intermediate)	Williams Moss	
11/14/18	Faculty Council (Growth Mindset)	Wise	
11/28/18	Balanced Literacy (Primary) PLI (Intermediate)	Moss Williams	
12/5/18	Gifted and Talented	Holloway	
12/12/18	Faculty Council (Growth Mindset)	Wise	
1/9/19	School Morale: Positivity	Braga	
1/16/19	Faculty Council (Growth Mindset)	Wise	
1/23/19	Balanced Literacy (Primary) PLI (Intermediate)	Moss Williams	
1/30/18	Consortium Reflections	Moss	
2/6/19	Adverse Childhood Experiences (1.5 hours)	Chris Haines	GMH
2/13/19	Faculty Council (Growth Mindset)	Wise	
2/20/19	Balanced Literacy – Reading Workshop	Moss	
2/27/18	Academic Teams	Hever	
3/6/19	Mastery Connect Data	Hever	
3/13/19	Faculty Council (Growth Mindset)	Wise	
3/20/19	Test Administration	Hever	
3/27/19	Academic Teams	Hever	
4/3/19	Literacy Connection (Rotations)	Moss	
4/10/19	Faculty Council (Growth Mindset)	Wise	
4/24/19	PLI (Primary) Balanced Literacy (Intermediate)	Williams Moss	
5/1/19	Balanced Literacy (Primary) PLI (Intermediate)	Moss Williams	
5/8/19	Faculty Council (Growth Mindset)	Wise	
5/15/19	End-of-Year Procedures	Wise	
5/22/19	Academic Teams	Hever	
5/29/19	Faculty Meeting	Wise	

## Findings

### **1. Professional Development Plan 2018 – 19**

Using our new benchmarking system MasteryConnect allowed us to be able to analyze, track, and use data more effectively. Our professional development was used to fine tune individual, small group, and class instruction. The Professional Learning Communities (PLCs) were instrumental in this effort. Our Instructional Coach has lead teachers through the detailed item analysis of question structure and terminology to allow the teachers to hone in specific areas of improvement. Under the guidance of our literacy specialist, we are continuing revisiting the essentials of Balanced Literacy in conjunction with the district focus.

### **2. Professional Development Plan 2017 – 18**

With the introduction of our new benchmarking system MasteryConnect, we have shifted focus in in our professional development to not only the nuts and bolts of “how to” implement and manage the test in addition to the analysis of the data and application of remediation and acceleration based on the data. Our Instructional Coach has lead teachers through the detailed item analysis of question structure, potential problems in comprehension for students, and remediation for individuals, small groups, and even entire classes as necessary. Our hope for the future is the more comprehensive application of MasteryConnect for progress monitoring in the use of Common Formative Assessments. We are hoping the tracking of student data will enable teachers to hone in on areas of improvements.

### **3. Professional Development Plan 2016 – 17**

Under the continued guidance of our literacy specialist, we are continuing with our work in Lucy Calkins Writing Framework. Our Intermediate teachers undergo training this year. We are continuing to making writing across the curriculum an integral part of our teaching procedures. In addition, a renewed push towards integrated technology supports new devices like Chromebooks in the classroom.

### **4. Professional Development Plan 2015 – 16**

Under the guidance of our literacy specialist, our next school year will focus on a school-wide writing program. Our staff will participate in training using the Lucy Calkins Writing Framework in conjunction with our ongoing implementation of Fountas and Pinnel Balanced Literacy System. Our hope is to use vertical articulation and Calkins research to make writing across the curriculum a vital part of our teaching.

### **5. Professional Development Plan 2014 – 15**

In working with the instructional coach, we hope to foster a feeling of confidence in the new Common Core Standards, Fountas & Pinnell Balanced Literacy, and their integration and implementation. We hope that faculty meetings and Professional Learning Communities (PLC) can become a sharing of methods, an ongoing discussion of pedagogy, and an exchange of ideas—what works and what does not. Our staff will undergo training in the Fountas & Pinnell program over the 2014-2015 school year.

## School Climate Needs Assessment

Data Source: 17 – 18 SCE School Report Card Survey – School Quality

### School Quality

#### Student levels of engagement in school

Percentage of Student Scoring "Committed" on Student Engagement Survey 64.40%



#### Domains of School Engagement

Cognitive 63.00%



Behavioral 58.70%



Emotional 71.50%



#### Participation Rate

(Note: if fewer than 80% of the students participated in the survey, the "Total Percent Committed" was lowered prior to calculating a rating. For more information about the methodology, please see the EOC Accountability Manual.)

86.70%





#### Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	43	107	44
Percent satisfied with learning environment	97.60%	88.80%	95.40%
Percent satisfied with social and physical environment	95.40%	88.80%	97.80%
Percent satisfied with school-home relations	97.70%	79.40%	79.60%

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

## Data Source: 17 – 18 SCE School Report Card Survey – Student Safety

**Student Safety**

Evaluations By Parents 	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	97.70	44
"My child's teachers and school staff prevent or stop bullying at school."	77.30	44
Evaluations By Teachers 	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	100.00	43
"The rules for behavior are enforced at my school."	97.60	43

Findings

The teacher and student results from both surveys indicated that teachers and students were more satisfied than parents with the school environment and relations and school efforts in working with parents.

The families, staff, and community work together to nurture and develop a genuine appreciation for one another's culture. The Paris community is welcomed to our school, just as Paris Elementary students contribute in a positive way to the Paris community and to the preservation of our natural habitat, Paris Mountain and Paris Mountain State Park.

Beliefs, missions, and values are communicated at Paris Elementary in a variety of ways including, but not limited to, the following:

- Orientation
- Online class syllabi for all grade levels and special areas, hard copies of same are available for families without internet access
- Paris Elementary School Handbook/Calendar
- Teacher Handbook
- Open House and Family Nights
- Parent/Teacher Conferences
- Weekly folders
- Daily folders
- Notes/emails/phone calls
- School websites
- Classroom websites and newsletters
- Greenville News
- Ink Panther
- Prime Time Paris News



Paris and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of 4 custodians performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

## 8. Action Plan

### Goal Area 1: Student Achievement

### SC READY ELA

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 1</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>59.4%</u> in 2016-17 to <u>62.94%</u> in 2022-23.  <i>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.</i>
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>0.59%</u> annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>59.4</b> (2016-17)	<b>School Projected Elementary</b> <b>59.99</b>	<b>60.50</b>	<b>61.17</b>	<b>61.76</b>	<b>62.35</b>	<b>62.94</b>
		<b>School Actual Elementary</b> <b>63.40</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17)	<b>District Projected Elementary</b> <b>52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary</b> <b>52</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Mastery Connect data to drive instruction	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
2. Implement Balanced Literacy and Lucy Calkins Writing (Literacy Specialist, Literacy Mentors, F&P Conferences, RTI)	August - June	Teachers Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
3. Utilize grade level common formative assessments for ELA academic standards	August - June	Teachers	\$0	N/A	<ul style="list-style-type: none"> <li>Grade Level Minutes</li> <li>Lesson Plans</li> </ul>
4. Promote interactive learning with instructional technology and research/writing collaboration	August - June	Teachers Instructional Coach Media Specialist Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> <li>Grade Level Minutes</li> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
5. Utilize MobyMax (45/45/30) across grade levels	August - June	Teachers	\$0	N/A	<ul style="list-style-type: none"> <li>Class Schedules</li> <li>Related Arts Schedule</li> <li>Lesson Plans</li> </ul>

## SC READY Math

<p><b>Performance Goal Area:</b>     <input checked="" type="checkbox"/> Student Achievement*    <input type="checkbox"/> Teacher/Administrator Quality*</p> <p><input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)    <input type="checkbox"/> District Priority</p> <p><i>Gifted and Talented Requires</i>    <input type="checkbox"/> Gifted and Talented: Academic    <input type="checkbox"/> Gifted and Talented: Artistic</p> <p><input type="checkbox"/> Gifted and Talented: Social and Emotional    <i>1 Academic Goal and 1 Additional Goal</i>    <input type="checkbox"/> Gifted and Talented: Other</p>
<p><b>PERFORMANCE GOAL: 2</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from <u>64.4</u> % in 2016-17 to <u>66.26</u>% in 2022-23.</p>
<p><b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <u>0.31</u> % annually.</p>

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>64.4</b> (2016-17)	<b>School Projected Elementary</b> <b>64.71</b>	<b>65.02</b>	<b>65.33</b>	<b>65.64</b>	<b>65.95</b>	<b>66.26</b>
		<b>School Actual Elementary</b> <b>67.50</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>54</b> (2016-17)	<b>District Projected Elementary</b> <b>57</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		<b>District Actual Elementary</b> <b>60</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Mastery Connect data to drive instruction	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
2. Utilize grade level common formative assessments for math academic standards	August - June	Teachers Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
3. Begin implementation of Math Workshop framework	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> <li>Grade Level Minutes</li> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
4. Promote interactive learning with manipulatives and instructional technology	August - June	Teachers Instructional Coach Media Specialist Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> <li>Grade Level Minutes</li> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
5. Utilize MobyMax (45/45/30) across grade levels	August - June	Teachers	\$0	N/A	<ul style="list-style-type: none"> <li>Class Schedules</li> <li>Related Arts Schedule</li> <li>Lesson Plans</li> </ul>

## SCPASS Science

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL:</b> 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.
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by <u>  1  </u> % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	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	<b>School Projected Elementary</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>
		<b>School Actual Elementary</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary</b>					
		<b>60</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use FOSS Interactive science kits across grade levels	August – June	Teachers	\$0	N/A	Lesson Plans
2. Integrate Research and Writing into Science content	August – June	Teachers	\$0	N/A	Lesson Plans

## SCPASS Social Studies

<p><b>Performance Goal Area:</b>    <input checked="" type="checkbox"/> Student Achievement*    <input type="checkbox"/> Teacher/Administrator Quality*    <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)    <input type="checkbox"/> District Priority</p> <p><i>Gifted and Talented Requires</i>    <input type="checkbox"/> Gifted and Talented: Academic    <input type="checkbox"/> Gifted and Talented: Artistic    <input type="checkbox"/> Gifted and Talented: Social and Emotional    <i>1 Academic Goal and 1 Additional Goal</i>    <input type="checkbox"/> Gifted and Talented: Other</p>
<p><b>PERFORMANCE GOAL: 4</b> 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.</p>
<p><b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Met and Exemplary on SCPASS Social Studies will increase by <u>  1  </u>% annually.</p>

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	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	<b>School Projected Elementary</b>	85	86	87	88	89

		<b>School Actual Elementary 84</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary</b>	<b>81</b>	<b>84</b>	<b>87</b>	<b>90</b>	<b>93</b>
		<b>District Actual Elementary 78</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Integrate Research and Writing into Social Studies Content	August – June	Teachers	\$0	N/A	Lesson Plans
2. Create interactive lessons and assessments	August – June	Teachers	\$0	N/A	Lesson Plans



## Subgroups

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 5 Annually</b> 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).
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):	2016 - 17	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic  37.8</b>	39.6	41.4	43.2	45	46.8
SC READY ELA SC SDE Website		<b>School Actual Hispanic  30.0</b>					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	36	39	42	45	48
SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>					
SC READY ELA SC SDE Website	45% Meets Expectations and Exceeds Expectations	<b>School Projected AA 46.4</b>	47.8	49.2	50.6	52	53.4

SC READY ELA SC SDE Website		<b>School Actual AA 53.0</b>					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>					
SC READY ELA SC SDE Website	26% Meets Expectations and Exceeds Expectations	<b>School Projected SWD 27.5</b>	29	30.5	32	33.5	35
SC READY ELA SC SDE Website		<b>School Actual SWD 26.0</b>					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>					
SC READY ELA SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>School Projected LEP 29.1</b>	32.2	35.3	38.4	41.5	44.6
SC READY ELA SC SDE Website		<b>School Actual LEP 39.0</b>					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>

SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>					
SC READY ELA SC SDE Website	45% Meets Expectations and Exceeds Expectations	<b>School Projected SIP 45</b>	<b>45.4</b>	<b>45.8</b>	<b>46.2</b>	<b>46.6</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>School Actual SIP 45</b>					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual SIP 33</b>					
SC READY Math SC SDE Website	45% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 46.4</b>	<b>47.8</b>	<b>49.2</b>	<b>50.6</b>	<b>52</b>	<b>53.4</b>
SC READY Math SC SDE Website		<b>School Actual Hispanic 48.0</b>					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>					
SC READY Math SC SDE Website	43% Meets Expectations and Exceeds Expectations	<b>School Projected AA 44.5</b>	<b>46</b>	<b>47.5</b>	<b>49</b>	<b>50.5</b>	<b>52</b>

SC READY Math SC SDE Website		<b>School Actual AA 42.0</b>					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>School Projected SWD 37.8</b>	39.6	41.4	43.2	45	46.8
SC READY Math SC SDE Website		<b>School Actual SWD 27.0</b>					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>					
SC READY Math SC SDE Website	28% Meets Expectations and Exceeds Expectations	<b>School Projected LEP 30.3</b>	32.6	34.9	37.2	39.5	41.8
SC READY Math SC SDE Website		<b>School Actual LEP 54.0</b>					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>

SC READY Math SC SDE Website		<b>District Actual LEP 42</b>					
SC READY Math SC SDE Website	50% Meets Expectations and Exceeds Expectations	<b>School Projected SIP 50</b>	<b>50.5</b>	<b>51</b>	<b>51.5</b>	<b>52</b>	<b>52.5</b>
SC READY Math SC SDE Website		<b>School Actual SIP 50</b>					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>District Actual SIP 38</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Reading and Writing Workshop	August – June	Teachers	\$0	N/A	Lesson Plans Observations
2. Guided Reading	August – June	Teachers	\$0	N/A	Lesson Plans Observations
3. Mentor/Mentee Program	August – June	Counselor Teachers	\$0	N/A	Aligned list of Mentors and Mentees

## Other Tests

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 6 Annually</b> increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):		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 Expectations on SC READY ELA	School Projected		Grade 2 – 62% Grade 5 – 56%	Grade 2 – 62% Grade 5 – 59%	Grade 2 – 62% Grade 5 – 62%	Grade 2 – 62% Grade 5 – 66%

South Carolina MAP Linking Study – December 2016	2 <sup>nd</sup> grade criteria RIT = 189 62 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 216 66 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 – 60% Grade 5 – 53%				
Fountas and Pinnell		<b>District Projected</b>					
		<b>District Actual</b>	<b>Baseline will be established in Spring 2019</b>				
Fastbridge		<b>District Projected</b>					
		<b>District Actual</b>	<b>Baseline will be established in Spring 2019</b>				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		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 <sup>nd</sup> grade criteria RIT = 189 62 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 216 66 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 40% Grade 5 – 42%				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Guided Reading	August – June	Teachers	\$0	N/A	Lesson Plans Observations
2. TE-21 Case Questions	August – June	Teachers	\$0	N/A	Lesson Plans Observations
3.					



## Goal Area 2: Teacher and Administrator Quality

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 1</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):		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	<b>School Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual</b>					
Employment report	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote communication of questions and concerns from parents to Principal	August - June	Principal	\$0	N/A	<ul style="list-style-type: none"> <li>• School Website</li> </ul>
2. Hold Coffee with the Principal	Monthly	Administration	\$0	N/A	<ul style="list-style-type: none"> <li>• School Website Calendar</li> </ul>
3. Communicate regularly with parents using weekly progress reports, weekly folders, parent conferences, web sites, report cards	August - June	Teachers Principal	\$500	PTA Funding	<ul style="list-style-type: none"> <li>• Copies of documents</li> <li>• Conference Logs</li> </ul>
4. Increase community awareness of the school through teacher web pages, school and district website, and Ink Panther newsletter	August – June	Teachers Principal PTA	\$1000	PTA Funding	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Webpages</li> <li>• Website</li> </ul>
5. Distribute School Report Card	November	School District	\$0	N/A	<ul style="list-style-type: none"> <li>• Report Card delivered to all stakeholders</li> </ul>
6. Administer school climate survey to teachers, parents, and students	February – March	Teachers Principal	\$0	N/A	<ul style="list-style-type: none"> <li>• School Report Card Data</li> </ul>
7. Produce Prime Time Paris News	August – June	Media Specialist Principal Students	\$500	PTA Funds	<ul style="list-style-type: none"> <li>• Daily Broadcasts</li> </ul>

## Goal Area 3: School Climate Needs Assessment

### School Safety

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional    1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 1</b> 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.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	93.1	School Projected Students 93.1	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 93.1					
SDE School Report Card Survey	98.5	School Projected Teachers 98.5	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 98.5					
SDE School Report Card Survey	89.9	School Projected Parents 89.9	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Parents 89.9</b>					
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students 86</b>					
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers 97</b>					
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents 88</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>						<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>	
1. Maintain high visibility of Principal in mornings and afternoons	August – June	Principal	\$0	N/A	Observation	

2. Routine Lockdown and Partial Lockdown drills	August – June	Principal Teachers	\$0	N/A	Observation
---	---------------	--------------------	-----	-----	-------------

## Expulsion Rate

<p><b>Performance Goal Area:</b>    <input type="checkbox"/> Student Achievement*    <input type="checkbox"/> Teacher/Administrator Quality*    <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)    <input type="checkbox"/> District Priority</p> <p><i>Gifted and Talented Requires</i>    <input type="checkbox"/> Gifted and Talented: Academic    <input type="checkbox"/> Gifted and Talented: Artistic    <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i>    <input type="checkbox"/> Gifted and Talented: Other</p> <p><b>PERFORMANCE GOAL: 2</b> 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.</p> <p><b>PERFORMANCE GOAL: 3</b> 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 %.</p> <p><b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.</p>
---

### 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 0	≤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		<b>District Actual 0.8</b>					
----------------------	--	--------------------------------	--	--	--	--	--

## Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	<b>School Projected 0</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		<b>School Actual 0</b>					
	(2016-17) .04	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		<b>District Actual .04</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Positive Behavior Intervention program	August – June	Assistant Principal Teachers	\$0	N/A	PBIS Calendar PBIS Behavioral Data Charts
2.					

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

## Environment

<p><b>Performance Goal Area:</b>    <input type="checkbox"/> Student Achievement*    <input type="checkbox"/> Teacher/Administrator Quality*    <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)    <input type="checkbox"/> District Priority</p> <p><i>Gifted and Talented Requires</i>    <input type="checkbox"/> Gifted and Talented: Academic    <input type="checkbox"/> Gifted and Talented: Artistic    <input type="checkbox"/> Gifted and Talented: Social and Emotional</p> <p><i>1 Academic Goal and 1 Additional Goal</i>    <input type="checkbox"/> Gifted and Talented: Other</p>
<p><b>PERFORMANCE GOAL: 4</b> 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.</p>
<p><b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.</p>

DATA SOURCE(s):	AVERAGE BASELINE	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 88					
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	90	90	90	90	90

		<b>District Actual 89</b>	90				
--	--	-----------------------------------	----	--	--	--	--

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Mentor/Mentee Program	August – June	Counselor	\$0	N/A	Aligned List of Mentors & Mentees
2. Counselor Survey and Intervention	August – June	Counselor	\$0	N/A	Lesson Plans Observations
3. Classroom Lessons on Safety & Bullying	August – June	Counselor	\$0	N/A	Lesson Plans Observations
4. Bully Play from South Carolina Children’s Theater	October	Counselor	\$0	N/A	Lesson Plans Observations
5. Friendship Groups	August – June	Counselor	\$0	N/A	Lesson Plans Observations



## Attendance

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 5</b> Achieve and maintain a student attendance rate of 95% or higher.
<b>INTERIM PERFORMANCE GOAL:</b> 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
180 <sup>th</sup> day Attendance Report	(2016-17) 96	School Projected	96	96	96	96	96
		School Actual 96					
180 <sup>th</sup> day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Closely monitor daily attendance	August – June	Assistant Principal School Counselor	\$0	N/A	Observation
2.					
3.					

## Mental, Social, Emotional Health

<p><b>Performance Goal Area:</b>    <input type="checkbox"/> Student Achievement*    <input type="checkbox"/> Teacher/Administrator Quality*    <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)    <input type="checkbox"/> District Priority</p> <p><i>Gifted and Talented Requires</i>    <input type="checkbox"/> Gifted and Talented: Academic    <input type="checkbox"/> Gifted and Talented: Artistic    <input type="checkbox"/> Gifted and Talented: Social and Emotional</p> <p><i>1 Academic Goal and 1 Additional Goal</i>    <input type="checkbox"/> Gifted and Talented: Other</p> <p><b>PERFORMANCE GOAL: 6</b> 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.</p> <p><b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.</p>
--

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Climate & Culture Student Survey	<b>Baseline established in 2017-18</b>	<b>School Projected</b>	Afraid ≤ 16 Lonely ≤ 13 Angry ≤ 10	Afraid ≤ 14 Lonely ≤ 12 Angry ≤ 9	Afraid ≤ 12 Lonely ≤ 11 Angry ≤ 8	Afraid ≤ 11 Lonely ≤ 10 Angry ≤ 7	Afraid ≤ 10 Lonely ≤ 9 Angry ≤ 6

		<b>School Actual</b> Afraid – 18% Lonely – 14% Angry – 11%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Climate & Culture Student Survey	<b>Baseline established in 2017-18</b>	<b>District Projected</b>	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
		<b>District Actual</b> Afraid – 5% Lonely – 10% Angry – 8%	Afraid – Lonely – Angry –	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	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. Mentor/Mentee Program	August – June	Counselor	\$0	N/A	Aligned List of Mentors & Mentees
2. Counselor Survey and Intervention	August – June	Counselor	\$0	N/A	Lesson Plans Observations
3. Classroom Lessons on Safety & Bullying	August – June	Counselor	\$0	N/A	Lesson Plans Observations
4. Bully Play from South Carolina Children’s Theater	October	Counselor	\$0	N/A	Lesson Plans Observations
5. Friendship Groups	August – June	Counselor	\$0	N/A	Lesson Plans Observations