

Welcome Elementary School



Donna Ketron, Principal
Greenville County School District
Dr. Burke Royster, Superintendent
2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Welcome Elementary School

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

Donna Ketron		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Miriam Rios		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jennifer Carter, Fallon Finley-Swofford		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 36 East Welcome Rd., Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-3900

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Donna Ketron
2. Teacher	Anna Keith
3. Parent/Guardian	Miriam Torres
4. Community Member	Janet Harvey
5. Paraprofessional	Heather Cantrell
6. School Improvement Council Member	Shana Hirsch
7. Read to Succeed Reading Coach	Latasha Chappell
8. School Read To Succeed Literacy Leadership Team Lead	Jennifer Carter, Fallon Finley-Swafford
9. School Read To Succeed Literacy Leadership Team Member	Latasha Chappell

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (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	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	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

<input type="radio"/> N/A	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="radio"/> Yes <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>

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Introduction

The vision of Welcome is to educate and empower each child to be an independent lifelong learner, and a productive, responsible citizen. This school portfolio is a working document that shows the progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent and community involvement. It also provides our staff with an ongoing means for communication, self-assessment, accountability, and continuous improvement.

This plan is an evolving document that describes Welcome Elementary. It includes evidence of our work, and describes who we are, our vision for our school, goals, plans, achievements, and progress in the context of student demographics and needs. School partnerships are also described. The strategic plan also shows how we build and utilize our overall school plan for increasing student academic success, our ultimate goal.

Stakeholders collaborated to create the strategic plan for school improvement. Members of the Leadership Team are central to the success of our self-study process. The role of this team is to provide an organizational plan, and provide guidance in the study process. This committee meets monthly and serves as a body from all instructional areas that serves the school in decision-making processes. All stakeholders, including the staff, PTA, and School Improvement Council have roles and responsibilities. Representatives from these groups serve as valuable resources and provide essential support and input during the self-study process. Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests, and experience of our school community. Stakeholder input is sought after and continues to be incorporated into our self-study.

- **Administrative Instructional Team** is comprised of the principal, assistant principal, instructional coaches, and Title I facilitator. This team works together weekly to discuss curriculum, instruction, achievement, and school updates.
- **Leadership Team** is comprised of the principal, assistant principal, instructional coaches, Title I facilitator, a representative from each grade level and intervention team. This team works together to make school wide decisions for the benefit of all students, including preserving a safe school environment, and a culture of engaged learning.
- **Data Teams** meet within each grade level; these teams consist of grade level teachers, and they serve to constantly monitor and support student achievement through analysis of assessments and utilization of outstanding instructional practices.
- **On Track Team** is comprised of the On Track facilitator, principal, assistant principal, instructional coaches, school counselor, social worker, and others as necessary. This is a problem solving team works that works together to discuss student grades, attendance, and behavior and designs action steps to meet the needs of all students.

- **School Improvement Council** consists of parents, administrators, teachers, and business partners in order to bring about the safest school environment conducive to all children performing in the best way they can.
- **PTA Board** is a group of individuals elected from the PTA general membership. This group works closely with SIC and the Leadership Team to support the mission of the faculty in providing a quality learning environment for the students.

Together, these groups help make up the community that supports the planning and constant improvement at Welcome. We hope that you will enjoy this look into Welcome Elementary. It is the story of who we are and how we work together to ensure academic success for children as we prepare them to be productive, responsible citizens.



Executive Summary

Assessment Findings:

- SC Ready ELA.....Meets or Exceeds Expectations 34%
- SC Ready Math.....Meets or Exceeds Expectations 47.7%
- SCPASS Science.....Meets or Exceeds Expectations 40%
- SCPASS Social Studies.....Meets or Exceeds Expectations 68%

Teacher and Administrator Quality:

- 2 Administrators
- 63 Teachers/Professional Staff
- 100% of the teaching faculty is highly qualified.
- 4 National Board Certified Teachers

School Climate Findings:

Students, parents, and staff feel as if:

- School is a safe and clean place.
- Everyone is treated fairly and with respect.
- The school sets high expectations for all learners.
- Teachers and staff are always supportive of students.
- Teachers care about the students.
- There is open communication between school and home.

Significant Challenges from the Past 3 Years:

- Student readiness level is extremely low.
- We have a transient student population.
- Maintaining consistent attendance of all students, especially those who are homeless.
- Special education disabled population continues to score significantly below their peers in all academic areas.
- Limited English Proficient and African American male students scored below their peers in all academic areas.

Significant Awards and Accomplishments:

- Palmetto Silver Award for General Performance 2012, 2015
- Title I Award School for Performance, 2012-13
- Safe Schools Award every year since 2012
- Energy Conservation Award every year since 2012
- Fresh Fruits and Vegetables Snack Grant 2012-2018
- Gardening For Good Grant, 2016
- National Park Trust's Kids to Parks Grant, March 2016
- Music Club of Greenville Grant, 2016, 2017
- Novo Nordisk CATCH School Award
- National RAMP Award, 2017
- Numerous Donors Choose Grants every year



School Profile

Welcome Elementary is a Title I school with 691 students in five-year-old Kindergarten through 5th grade. We are ethnically diverse with a student population consisting of 34% African American, 19% Caucasian, 40% Hispanic, and 7% other. 100% of our student population is eligible to participate in the free or reduced lunch program. We have 107 students identified with learning disabilities and/or receiving speech services, which is 15.5% of our school. We serve 225 students considered English Language Learners, which is 32.6% of our school. School leadership includes a principal with 37 years of experience in education and an assistant principal with two years of administration experience.

Historical Events

Long ago, the area, which is now known as Welcome, was part of the unexplored foothills in the section of Carolina called "back country." Here the land was marked with tall pines alternating with grassy open spaces. Wild turkeys roamed in plenty, and only the soft tread of deer or the chatter of many small animals broke the cool quiet of the forest. Through the foothills of the up country, ran an eighteen-mile ridge. From one side, the water drained off into a river now known as the Reedy. While that on the other side drained off into what we now know as the Saluda. The Indians knew this ridge, and followed it on their journeys northward. The Indian trail along the foothill ridge was learned and used by the first scouts to come into the upcountry. Soon it became worn and marked by travel, until riders and coaches came to depend on it as a highway. One settler, so the legend goes, built an inn on this road, and having a white horse of which he was very fond, he named his inn; the *White Horse Inn*. No doubt, he rode this white horse many a time up and down this crest, until the passage became known far and wide, as the *White Horse Road*.

In 1909 on the White Horse Road, the population had grown until the need for a school was felt. By this time the community had become known as Welcome, and the school acquired the same name. The building was a two-room affair, and served its purpose for only a short time. Some say this first little school burned down. It no longer stands, and pictures of it are yet to be found. In 1946, Welcome was the third largest high school of the Greater Greenville area. The community around the school was beginning to grow and White Horse Road was taking on the aspect of a boulevard. Today our school serves only elementary students from kindergarten through fifth grade. Our building has 72 rooms. These rooms include; classrooms, offices, cafeteria, gym, library, art room, and computer labs.

Facilities

With expansion and renovation, Welcome Elementary School now has 39 regular classrooms with five permanent portables (that we lovingly call "cottages"), regulation-sized gym, art room, music room, science lab, media center, media production lab, and computer lab. Inside the office complex is a health room with waiting area, triage, and cots for patients. The cafeteria has two full-service lines and a stage for PTA performances. Welcome Elementary has the following amenities:

- One computer lab
- All classrooms equipped with Promethean Boards
- Media Production Lab for morning news program, WETV
- One Chromebook cart with 20 Chromebooks to be used by classroom teachers
- Fully-equipped Media Center with mini-lab consisting of 12 desk top student computers, 70-inch portable SMART TV
- Leveled reader book room for teacher access
- Full wireless access throughout the building
- iPads with sync carts located in all K-2 classrooms; one iPad per student
- Chromebook carts located in all 3-5 classrooms; one Chromebook per student
- Science Lab with lab tables, sinks, and microscopes
- Art Room with kiln, double sinks, and studio tables and work stools
- Music room with soundproof tile flooring
- State-of-the-art sound system
- Itinerant offices and work rooms for Speech, Social Work, Mental Health counselor
- Full health suite includes waiting area, triage, and cots for patients
- All kindergarten through fourth grade classrooms are equipped with restrooms inside each room
- State-of-the-art security system for school safety
- Call buttons from each classroom to contact the office when needed
- Large playground with equipment, track, and basketball court
- Separate playground area for kindergarten students
- Landscaped courtyard and picnic area used for educational purposes
- Parent Resource Room

Parental Involvement

Welcome Elementary recognizes that the educational success of our students is greatly affected by the level of parental involvement in the educational process. Given our community's demographic profile, it is necessary for us to encourage, guide and support parental involvement. Ultimately, we would like to have a clearly articulated parent school partnership in which parents feel competent and effective in their integral role within our school. We offer numerous opportunities for students' families to actively participate in their child's education. To facilitate this participation, we provide bilingual services whenever possible. Additionally, we regularly hold informational parent meetings on various topics.

In order to keep parents informed of ongoing events at our school, the school provides:

- Welcome Howl: Principal's monthly newsletter
- Weekly teachers' newsletters to parents
- School website
- Individual teacher websites
- School marquee
- Facebook
- Remind 101
- Student/parent handbook
- Title I newsletter
- Events on the district website
- Telephones in classrooms
- E-mail
- Parent Portal
- Phone messenger of special news and events
- Parent education/input is offered throughout the school year at various times of the day in the following ways:
 - Meet the Teacher
 - Open House – Book Fair
 - Challenge/Special Education/Speech
 - Holiday Honors Chorus Program
 - Title I Parent Meetings
 - Literacy Night: Seussapalooza
 - Volunteer Appreciation Week
 - Parent Conferences
 - Parent resource room
 - PTA General Assembly Meetings
 - Open door policy
 - K5 orientation Night
 - Grade Level Quarterly Awards Programs
 - After school care program available
 - Daddy, Daughter Date Night
 - Communities In School Program
 - Hispanic Heritage Night
 - Gingerbread Fun!
 - Spookly the Pumpkin Literacy Event
 - Mother & Son Shindig
 - Sessions with the Title I facilitator and guest speakers on various topics
 - Volunteer orientation

Parents are involved in planning by serving on School Improvement Council and volunteering, completing surveys, and participating in PTA. Parents assist in a variety of ways, such as fundraising, supporting classroom teachers, working with the media specialist, teachers, and students, chaperoning field trips, helping in the office and in the library, serving on the PTA Board & School Improvement Council, Careers on Wheels, and Field Day.

Business Partnerships

We are extremely proud of our dedicated business partners, which include:

- Welcome Baptist Church
 - Newspring Church
 - Tanglewood Baptist Church
 - Grace Church
 - Salem Methodist Church
 - Washington Baptist Church
 - Reedy River Baptist Church
 - Partners for Public Education (PEP)
 - Mentor Greenville
 - Communities in School
 - Furman University
 - Junior Achievement
 - Clemson Education Department
 - Clemson Architecture students
 - South Carolina Children's Theater
 - Greenville Little Theatre
 - Julie Valentine Center
 - Parker Fire Department
 - Greenville Hospital System
 - Operation Santa
 - Tanglewood Crime Watch
 - AXA Financial
-
- Sheriff's Department
 - Greenville Family Partnership
 - Greenville County Sheriff's Office
 - Greenville Mental Health
 - Greenville County Library
 - Department of Social Services
 - United Way
 - Fluor Daniel
 - Chick-Fil-A
 - CH2M
 - Wendy's on White Horse Road
 - McDonald's on White Horse Road
 - P3 Group North America
 - Papa John's
 - Dr. Gwinn, Pediatrician
 - AMECO
 - Arnett Dentistry
 - Pelham Links Dentistry
 - IFMA
 - Frazee Center
 - Shoes for Sharing
 - Harvest Hope Food Bank



School Personnel Data

Teachers are encouraged to pursue higher education degrees. Teachers' commitment to the community and school is shown through a consistently low turnover rate.

Education Level	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
BA and/or BS	20	23				
BA +18	1	0				
Master's	33	30				
Master's + 30	9	10				
PhD	0	0				

*Number of Teachers

Years of Experience	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
0-3	9	14				
4-6	15	9				
7-10	9	11				
11-15	8	12				
16-20	5	4				
21+	14	13				

*Number of Teachers

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Gender of Teachers						
Male	7%	6%				
Female	93%	94%				
Race of Teachers						
African American	9%	10%				
White	88%	90%				
Hispanic	0%	0%				
Two or More races	4%	0%				

School Personnel Information: SDE School Report Card

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Teachers with advanced degrees	56.4%	63.5%				
Continuing contract teachers	70.9%	78.2%				
Teachers returning from previous year	85.3%	82.4%				
Teacher attendance rate	91.4%	90.7%				

Student Population Data

Student Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Males	368	346				
Females	366	345				
Total	734	691				

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Caucasian	18%	18%				
Hispanic	37%	41%				
African American	37%	34%				
Other	8%	6%				

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Student retention rate	0.7%	1%				
Student attendance rate	95.9%	94.8%				
Eligible for gifted and talented program	1.9%	3.6%				
Receive mental health services	4.3%	5%				

Academic and Behavioral Programs

- Balanced Literacy
- New Literacy Framework
- Multi-Tier System of Supports (MTSS)
- On-Track Process
- Team Planning
- Personalized Learning Communities (PLC)
- Positive Behavior Incentive Supports (PBIS)
- Capturing Kids Hearts
- Trauma Professional Development
- Kagan Cooperative Learning
- Personalized Learning with 1:1 iPads (grades K-1)
- Personalized Learning with 1:1 Chromebooks (grades 2-5)
- Reduced class sizes through Title I funds
- Online learning through Reflex, IXL, RAZ-Kids, Brainpop, and Storia
- Response to Intervention in all grade levels K5 through 5th grade in reading and math
- Inclusive practices with Special Education and ESOL teachers
- Junior Beta Club
- Communities In Schools
- Student Mentor Program
- Digital Leader Program

- G Plus Initiatives
- After school clubs: Alpha Pack, Step Team, Running Club, Student Council



Mission, Vision, and Beliefs

In the spring of 2018, the Welcome Elementary staff revisited the Mission, Vision, and Beliefs, to ensure alignment to the Greenville County Schools goals.

Mission

Welcome Elementary students will learn in a safe, nurturing environment to achieve academic success and become productive citizens.

Vision

The vision of Welcome Elementary is to educate and empower each child to be an independent lifelong learner, and a productive, responsible citizen. We will achieve this by creating a safe and nurturing environment for all students. Our South Carolina College and Career standards-based curriculum will be progressive, challenging, and rigorous. Instruction will be interactive, providing opportunities that are developmentally appropriate and will integrate technology across all areas of the curriculum.

Beliefs

- We believe all students can learn, achieve, and succeed.
- We believe schools should provide a physically safe and nurturing environment conducive to learning in which everyone is treated with dignity and respect.
- We believe in providing 1:1 advanced opportunities for the 21st Century learner.
- We believe each child can develop into a self-directed, independent learner and a productive, responsible citizen.
- We believe that curriculum and assessments should be standards-based, rigorous, and integrated.
- We believe instruction should involve best practices, differentiation, and utilize a hands-on, multi-sensory approach.
- We believe education is the shared responsibility of teachers, parents, and the community.
- We believe in promoting a healthy lifestyle through physical activities and a variety of nutritional choices.
- We believe we should be good stewards of the financial resources afforded to our school.

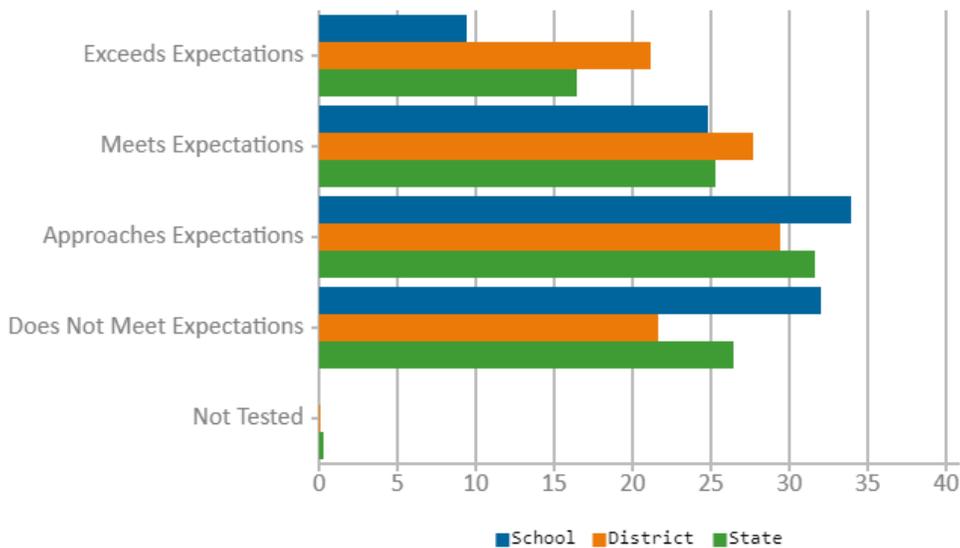


Data Analysis and Needs Assessment

Student Achievement Needs Assessment 2018-19

Reading

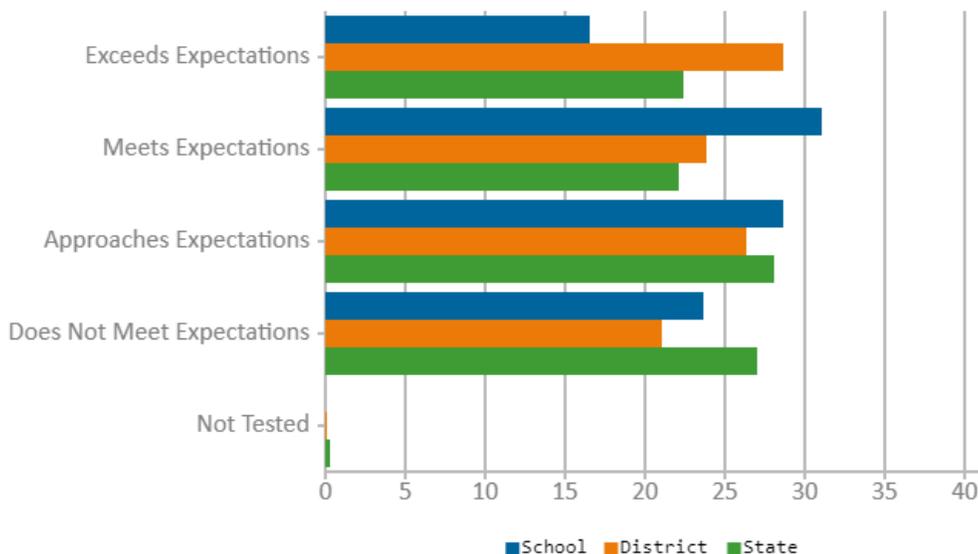
English Language Arts (Reading and Writing)



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

Math

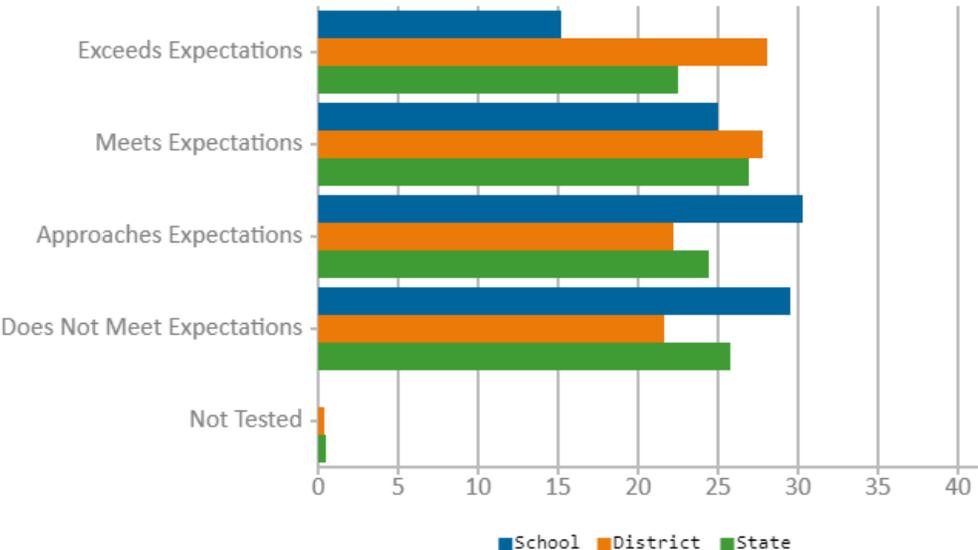
Mathematics



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

Science

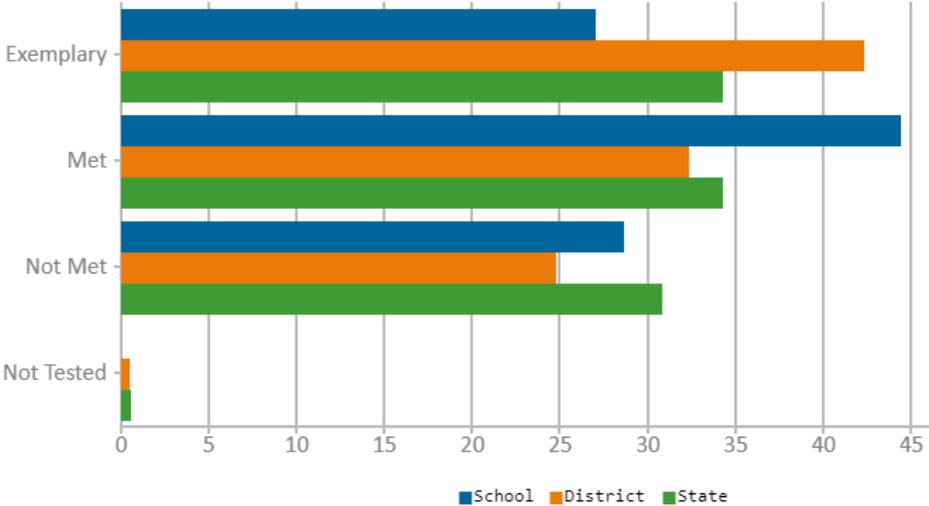
Science



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

Social Studies

Social Studies



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



Teacher and Administrator Quality

2018-2019 PD Plan for Welcome Elementary School

<i>When</i>	<i>Professional Development</i>	<i>Audience</i>	<i>Presenter</i>
<i>At new teacher orientation</i>	<i>Thinking Maps</i>	<i>All new to Welcome teachers</i>	<i>Instructional Coaches</i>
<i>At new teacher orientation</i>	<i>Mastery Connect</i>	<i>All new to Welcome teachers</i>	<i>Instructional Coaches</i>
<i>At summer planning</i>	<i>Kagan Cooperative Learning revisit</i>	<i>K-5</i>	<i>Instructional Coaches</i>
<i>At summer planning</i>	<i>Words Their Way revisit</i>	<i>K-5</i>	<i>Instructional Coaches</i>
<i>August 16th 9:00 - 10:30</i>	<i>SPED, ESOL, RTI, RA touch base</i>	<i>SPED ESOL RTI RA</i>	<i>Instructional Coaches</i>
<i>August 16th 11:00 - 12:00</i>	<i>Intervention touch base</i>	<i>RTI</i>	<i>Instructional Coaches</i>
<i>August 13th 1:30 - 3:30 (Media Center)</i>	<i>Capturing Kids Hearts</i>	<i>All new to Welcome teachers</i>	<i>Chappell Hancock</i>
<i>August 17th 8:30 - 10:30 (Media Center)</i>	<i>Chromebook intro</i>	<i>All 2nd grade and 3-5 new teachers</i>	<i>Fesperman Instructional Coaches</i>

<p><i>August 17th</i> <i>11:00 - 12:00</i> <i>(Media Center)</i></p>	<p><i>Technology logistics</i></p>	<p><i>K-1 and 3-5</i> <i>returning</i> <i>teachers</i></p>	<p><i>Instructional</i> <i>Coaches</i></p>
<p><i>August 22nd</i> <i>3:15 - 5:15</i> <i>K-2: Lunchroom</i> <i>3-5: Media Center</i></p>	<p><i>Accommodations PD and planning</i></p>	<p><i>K-5 teachers</i></p>	<p><i>Instructional</i> <i>Coaches</i> <i>ESOL</i> <i>SPED</i></p>
<p><i>August 27th common</i> <i>planning</i> <i>(media conference room)</i></p>	<p><i>Benchmarking</i></p>		
<p><i>September 13</i> <i>(media conference room)</i></p>	<p><i>Guided Reading training</i></p>	<p><i>All new K-2</i> <i>Welcome</i> <i>teachers</i></p>	<p><i>Debbie Rosenow</i></p>
<p><i>September 14</i> <i>(media conference room)</i></p>	<p><i>Guided Reading training</i></p>	<p><i>All new 3-5</i> <i>Welcome</i> <i>teachers</i></p>	<p><i>Debbie Rosenow</i></p>
<p><i>September 10th common</i> <i>planning</i> <i>(media conference room)</i></p>	<p><i>Powerteacher</i></p>		
<p><i>September 10th</i> <i>3:15 - 4:30</i> <i>(IC room)</i></p>	<p><i>Powerteacher</i></p>	<p><i>Related arts</i> <i>teacher</i></p>	<p><i>Instructional</i> <i>Coaches</i></p>
<p><i>September 13th</i> <i>3:15 - 4:30</i> <i>(IC room)</i></p>	<p><i>Google Sites</i></p>	<p><i>All new</i> <i>teachers &</i> <i>those who need</i> <i>it</i></p>	<p><i>Instructional</i> <i>Coaches</i> <i>Fesperman</i></p>
<p><i>September 5th</i> <i>3:15 - 5:15</i> <i>(media conference room)</i></p>	<p><i>Nearpod</i></p>	<p><i>All certified</i> <i>staff</i></p>	<p><i>Fesperman</i></p>

<i>October 15th common planning (media conference room)</i>	<i>Technology with Carrie</i>		
<i>October 25th 3:15-5:15 (media center)</i>	<i>Chromebook training - class 1</i>	<i>2 and new 3-5 teachers</i>	<i>Fesperman</i>
<i>November 12th common planning (media conference room)</i>	<i>learning targets</i>		
<i>November 7th 3:15 - 5:15 (media center)</i>	<i>Best practices and student engagement fair</i>	<i>K-2 teachers 3-5 teachers</i>	<i>Instructional Coaches</i>
<i>November 26 (in classrooms)</i>	<i>Guided Reading model lessons</i>	<i>All new to Welcome teachers</i>	<i>Debbie Rosenow</i>
<i>January K- 22nd 1- 23rd 2 - 24th 3- 29th 4- 30th 5- 31st</i>	<i>Planning day</i>	<i>K-5</i>	<i>Instructional Coaches Academic Specialists</i>
<i>January 14th common planning (media conference room)</i>	<i>Technology with Carrie</i>		
<i>January 30th 3:15 - 5:15 (media center)</i>	<i>Chromebook -class 2</i>	<i>2 and new 3-5 teachers</i>	<i>Fesperman</i>
<i>February 11th common planning (media conference room)</i>	<i>K-2 comprehension and fluency strategies 3 -5 TDA are we ready?</i>		

<i>March 17th common planning (media conference room)</i>	<i>Technology with Carrie</i>		
<i>TBD</i>	<i>Testing training</i>	<i>All involved</i>	<i>Finley-Swofford Gilliard</i>
<i>TBD</i>	<i>TDA grading with 3-5</i>	<i>3-5 teachers</i>	<i>Finley-Swofford</i>

School Climate Needs Assessment

Percent Satisfied with Learning Environment

School Report Card Data						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Teachers	94.7%	88.7%				
Students	92.3%	86.8%				
Parents	94.2%	85.8%				

Percent Satisfied with Social and Physical Environment School Report Card Data						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Teachers	82.5%	90.4%				
Students	92.5%	89%				
Parents	89.4%	85%				

Percent Satisfied with School/Home Relations School Report Card Data						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Teachers	73.7%	72.5%				
Students	83.7%	79.5%				
Parents	86%	85.1%				

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 27.2% in 2016-17 to 59 % 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 5% annually.*

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
<i>SC READY ELA SC READY test data file</i>	<i>% Meets Expectations and Exceeds Expectations 27.2% (2016-17)</i>	<i>School Projected Elementary 32.2%</i>	39%	44%	49%	54%	59%
		<i>School Actual Elementary 34%</i>					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary	52	55	58	61	64
		District Actual Elementary 51.6%					

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDIN G SOURC E	INDICATORS OF IMPLEMENTATION	
1. using standards- based instruction	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data. FastBridge data	
2. implementing all components of the Literacy Framework	2018 - 2023	teachers	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and	

		<i>instructional coaches administration</i>			<i>administration, SC Ready data, Mastery Connect data, FastBridge data</i>
<i>3. common assessment (summative and formative) and data discussions</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, FastBridge data</i>
<i>4. provide reading intervention for identified students in Kindergarten through 5th grade</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>FastBridge data Mastery Connect data SC Ready data</i>
<i>5. utilization of GCSource and Early Warning Response System</i>	<i>2018 - 2023</i>	<i>On Track team</i>	<i>\$0</i>	<i>N/A</i>	<i>On Track minutes</i>
<i>6. Personalized Learning Initiative</i>	<i>2018 - 2023</i>	<i>Instructional Leadership Team</i>	<i>\$0</i>	<i>District</i>	<i>lesson plans, site license usages, SC Ready data</i>
<i>7. school and district instructional coaches/academic specialists support</i>	<i>2018 - 2023</i>	<i>administration instructional coaches</i>	<i>\$75,000</i>	<i>N/A</i>	<i>grade level minutes professional development calendar</i>

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 38% in 2016-17 to 72% in 2022-23.*

INTERIM PERFORMANCE GOAL: *The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% annually.*

		<i>district academic specialists</i>			
<i>8. weekly grade level planning meetings</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>Grade level minutes SC Ready data FastBridge data</i>

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
<i>SC READY Math SC</i>	<i>% Meets Expectations</i>	<i>School Projected Elementary</i>	<i>52%</i>	<i>57%</i>	<i>62%</i>	<i>67%</i>	<i>72%</i>

<i>READY test data file</i>	<i>and Exceeds Expectations 38% (2016-17)</i>	43%					
		School Actual Elementary 47%					
<i>SC READY Math SC READY test data file</i>	<i>% Meets Expectations and Exceeds Expectations 54 (2016-17)</i>	District Projected Elementary	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
<i>1. using standards- based instruction</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery</i>

					<i>Connect data, district math benchmark data</i>
<i>2. common assessment (summative and formative) and data discussions</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, District math benchmark data</i>
<i>4. provide math intervention for identified students in Kindergarten through 5th grade</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>district benchmark data Mastery Connect data SC Ready data</i>
<i>5. utilization of GCSource and Early Warning Response System</i>	<i>2018 - 2023</i>	<i>On Track team</i>	<i>\$0</i>	<i>N/A</i>	<i>On Track minutes</i>
<i>6. Personalized Learning Initiative</i>	<i>2018 - 2023</i>	<i>Instructional Leadership Team</i>	<i>\$0</i>	<i>District</i>	<i>lesson plans, site license usages, SC Ready data</i>
<i>7. school and district instructional coaches/academic specialists</i>	<i>2018 - 2023</i>	<i>administration instructional coaches</i>	<i>\$75,000</i>	<i>N/A</i>	<i>grade level minutes professional development plan</i>

		<i>district academic specialists</i>			
<i>8· weekly grade level planning meetings</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>grade level minutes SC Ready data</i>

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 2018	2018-19	2019-20	2020-21	2021-22	2022-23
<i>SCPASS Science SCPASS test data file</i>	<i>Baseline will be established in 2017-2018 Grade 4 only</i>	School Projected Elementary	43%	47%	50%	53%	56%
		School Actual Elementary 40%					
<i>SCPASS Science SCPASS test data file</i>	<i>Baseline will be established in 2017-2018 Grade 4 only</i>	District Projected Elementary	63%	66%	69%	72%	75%

		<i>District Actual Elementary 60%</i>					
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<i>ACTION PLAN FOR STRATEGY #1:</i>					<i>EVALUATION</i>
<i>ACTIVITY</i>	<i>TIMELINE (Start and End Dates)</i>	<i>PERSON RESPONSIBLE</i>	<i>ESTIMATED COST</i>	<i>FUNDIN G SOURCE</i>	<i>INDICATORS OF IMPLEMENTATION</i>
<i>1. using standards- based instruction</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration, SCPASS data, Mastery Connect data</i>
<i>2. common assessment (summative and formative) and data discussions</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration, SCPASS data, Mastery Connect data</i>
<i>3. utilization of science kits</i>	<i>2018 - 2023</i>	<i>teachers</i>	<i>\$0</i>	<i>N/A</i>	<i>lesson plans SCPASS scores</i>

		<i>instructional coaches</i> <i>administration</i>			
<i>4. Personalized Learning Initiative</i>	<i>2018 - 2023</i>	<i>Instructional Leadership Team</i>	<i>\$0</i>	<i>District</i>	<i>lesson plans, site license usages, SCPASS data</i>
<i>5. weekly grade level planning meetings</i>	<i>2018 - 2023</i>	<i>teachers</i> <i>instructional coaches</i> <i>administration</i>	<i>\$0</i>	<i>N/A</i>	<i>grade level minutes</i> <i>SCPASS data</i>

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
<i>SCPASS Social Studies SCPASS test data file</i>	<i>Baseline will be established in 2017-2018 Grade 5 only</i>	<i>School Projected Elementary</i>	<i>71%</i>	<i>74%</i>	<i>77%</i>	<i>80%</i>	<i>83%</i>
		<i>School Actual Elementary 68%</i>					
<i>SCPASS Social Studies SCPASS test data file</i>	<i>Baseline will be established in 2017-2018 Grade 5 only</i>	<i>District Projected Elementary</i>	<i>81%</i>	<i>84%</i>	<i>87%</i>	<i>90%</i>	<i>93%</i>
		<i>District Actual Elementary 78%</i>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<i>1. Standards- based instruction</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration,</i>

		<i>administration</i>			<i>SCPASS data, Mastery Connect data</i>
<i>2. common assessment (summative and formative) and data discussions</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration, SCPASS data, Mastery Connect data</i>
<i>3. Personalized Learning Initiative</i>	<i>2018 - 2023</i>	<i>Instructional Leadership Team</i>	<i>\$0</i>	<i>District</i>	<i>lesson plans, site license usages, SCPASS data</i>
<i>4. weekly grade level planning meetings</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches district academic specialist</i>	<i>\$0</i>	<i>N/A</i>	<i>grade level minutes SCPASS data</i>

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

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

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

INTERIM PERFORMANCE GOAL: *Meet annual targets below.*

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<i>SC READY ELA SC SDE Website</i>	<i>28% Meets Expectations and Exceeds Expectations</i>	<i>School Projected Hispanic 31%</i>	34%	37%	40%	43%	46%
<i>SC READY ELA SC SDE Website</i>		<i>School Actual Hispanic</i>	29%				

SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34					
SC READY ELA SC SDE Website	15 % Meets Expectations and Exceeds Expectations	School Projected AA 18%	21%	24%	27%	30%	33%
SC READY ELA SC SDE Website		School Actual AA	27%				
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37

SC READY ELA SC SDE Website		District Actual AA 25					
SC READY ELA SC SDE Website	8 % Meets Expectations and Exceeds Expectations	School Projected SWD 11%	14%	17%	20%	23%	26%
SC READY ELA SC SDE Website		School Actual SWD	7.6%				
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12					

SC READY ELA SC SDE Website	16%% Meets Expectations and Exceeds Expectations	School Projected LEP 19%	22%	25%	28%	31%	34%
SC READY ELA SC SDE Website		School Actual LEP	31%				
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33					
SC READY ELA SC SDE Website	16% Meets Expectations and Exceeds Expectations	School Projected SIP 19%	22%	25%	28%	31%	34%
SC READY ELA SC SDE Website		School Actual SIP	33%				

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33					
SC READY Math SC SDE Website	35 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 38%	41%	44%	47%	50%	53%
SC READY Math SC SDE Website		School Actual Hispanic	50%				
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51

<i>SC READY Math</i> <i>SC SDE Website</i>		<i>District Actual Hispanic 42</i>					
<i>SC READY Math</i> <i>SC SDE Website</i>	<i>24 % Meets Expectations and Exceeds Expectations</i>	<i>School Projected AA 27%</i>	<i>30%</i>	<i>33%</i>	<i>36%</i>	<i>39%</i>	<i>42%</i>
<i>SC READY Math</i> <i>SC SDE Website</i>		<i>School Actual AA</i>	<i>37%</i>				
<i>SC READY Math</i> <i>SC SDE Website</i>	<i>24% Meets Expectations and Exceeds Expectations</i>	<i>District Projected AA 27</i>	<i>27</i>	<i>30</i>	<i>33</i>	<i>36</i>	<i>39</i>
<i>SC READY Math</i> <i>SC SDE Website</i>		<i>District Actual AA 28</i>					

SC READY Math SC SDE Website	10 % Meets Expectations and Exceeds Expectations	School Projected SWD 13%	16%	19%	22%	25%	28%
SC READY Math SC SDE Website		School Actual SWD	21.7%				
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16					
SC READY Math SC SDE Website	24 % Meets Expectations and Exceeds Expectations	School Projected LEP 27%	30%	33%	36%	39%	42%

SC READY Math SC SDE Website		School Actual LEP 50.8%					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42					
SC READY Math SC SDE Website	38% % Meets Expectations and Exceeds Expectations	School Projected SIP 41%	44%	47%	50%	53%	56%
SC READY Math SC SDE Website		School Actual SIP	47%				

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1-using standards- based instruction	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, FastBridge data, district math benchmark data
2 implementing all components of the Literacy Framework	2018 - 2023	teachers	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and

		<i>instructional coaches administration</i>			<i>administration, SC Ready data, Mastery Connect data, FastBridge data, district math benchmark data</i>
<i>3. common assessment (summative and formative) and data discussions</i>	<i>2018 - 2023</i>	<i>Teachers Instructional Coaches Administration</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, FastBridge data, district math benchmark data</i>
<i>4. provide reading and math intervention for identified students in Kindergarten through 5th grade</i>	<i>2018 - 2023</i>	<i>Teachers Instructional Coaches Administration</i>	<i>\$0</i>	<i>N/A</i>	<i>FastBridge data District Benchmarks data Mastery Connect data SC Ready data</i>
<i>5. utilization of GCSource and Early Warning Response System</i>	<i>2018 - 2023</i>	<i>On Track team</i>	<i>\$0</i>	<i>N/A</i>	<i>On Track minutes</i>
<i>6. Personalized Learning Initiative</i>	<i>2018 - 2023</i>	<i>Instructional Leadership Team</i>	<i>\$0</i>	<i>District</i>	<i>lesson plans, site license usages, SC Ready data,</i>
<i>7. school and district instructional coaches/academic specialists</i>	<i>2018 - 2023</i>	<i>administration instructional coaches</i>	<i>\$75,000</i>	<i>N/A</i>	<i>grade level minutes professional development plan</i>

		<i>district academic specialists</i>			
<i>8· weekly grade level planning meetings</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>grade level minutes SC Ready data</i>

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 reading level, Fastbridge, MAP, and other measures.*

INTERIM PERFORMANCE GOAL: *Meet annual targets below.*

<i>DATA SOURCE(s):</i>	<i>AVERAGE BASELINE</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>	<i>2022-23</i>
<i>Fountas and Pinnell</i>	<i>Criterion Reference Measure</i>	<i>School Projected</i>					
		<i>School Actual</i>	<i>Baseline will be established in Spring 2019</i>				

<i>Fastbridge</i>	<i>Norm Reference Measure</i>	<i>School Projected</i>					
		<i>School Actual</i>	<i>Baseline will be established in Spring 2019</i>				
<i>MAP Winter Reading</i>	<i>% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA</i>	<i>School Projected</i>		<i>Grade 2 - at or above 20 % Grade 5 - at or above 30 %</i>	<i>Grade 2 - at or above 20 % Grade 5 - at or above 30 %</i>	<i>Grade 2 - at or above 20 % Grade 5 - at or above 30 %</i>	<i>Grade 2 - at or above 20 % Grade 5 - at or above 30 %</i>
<i>South Carolina MAP Linking Study - December 2016</i>	<i>2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile</i>	<i>School Actual</i>	<i>Grade 2 - 14.6% % Grade 5 - 24.5 %</i>				

<i>Fountas and Pinnell</i>		<i>District Projected</i>					
		<i>District Actual</i>	<i>Baseline will be established in Spring 2019</i>				
<i>Fastbridge</i>		<i>District Projected</i>					
		<i>District Actual</i>	<i>Baseline will be established in Spring 2019</i>				
<i>MAP</i> <i>Winter Reading</i>	<i>% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA</i>	<i>District Projected</i>		<i>Grade 2 - 38% or above</i> <i>Grade 5 - 34% or above</i>	<i>Grade 2 - 38% or above</i> <i>Grade 5 - 34% or above</i>	<i>Grade 2 - 38% or above</i> <i>Grade 5 - 34% or above</i>	<i>Grade 2 - 38% or above</i> <i>Grade 5 - 34% or above</i>

South Carolina MAP Linking Study - December 2016	2 nd grade criteria RIT = 189 62 nd 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. using standards- based instruction	2018 - 2023	teachers instructional coaches	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC

		<i>administration</i>			<i>Ready data Mastery Connect data, FastBridge data, Fountas and Pinnell reading level data</i>
<i>2· implementing all components of the Literacy Framework</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data Mastery Connect data, FastBridge data, Fountas and Pinnell reading level data</i>
<i>3· common assessment (summative and formative) and data discussions</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data Mastery Connect data, FastBridge data, Fountas and Pinnell reading level data</i>
<i>4· provide reading intervention for identified students in Kindergarten through 5th grade</i>	<i>2018 - 2023</i>	<i>teachers instructional coaches administration</i>	<i>\$0</i>	<i>N/A</i>	<i>FastBridge data Mastery Connect data SC Ready data</i>

					<i>Fountas and Pinnell reading level data</i>
<i>5. utilization of GCSource and Early Warning Response System</i>	<i>2018 - 2023</i>	<i>On Track team</i>	<i>\$0</i>	<i>N/A</i>	<i>On Track minutes</i>
<i>6. Personalized Learning Initiative</i>	<i>2018 - 2023</i>	<i>Instructional Leadership Team</i>	<i>\$0</i>	<i>District</i>	<i>lesson plans, site license usages, SC Ready data</i>
<i>7. school and district instructional coaches/academic specialists support</i>	<i>2018 - 2023</i>	<i>administration</i> <i>instructional coaches</i> <i>district academic specialists</i>	<i>\$75,000</i>	<i>N/A</i>	<i>grade level minutes</i> <i>professional development plan</i>
<i>8. weekly grade level planning meetings</i>	<i>2018 - 2023</i>	<i>teachers</i> <i>instructional coaches</i> <i>administration</i>	<i>\$0</i>	<i>N/A</i>	<i>grade level minutes</i> <i>SC Ready data</i> <i>Fountas and Pinnell reading level data</i>

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

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

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

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

INTERIM PERFORMANCE GOAL: *Meet annual targets below.*

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

<i>ACTION PLAN FOR STRATEGY #1:</i>					<i>EVALUATION</i>
<i>ACTIVITY</i>	<i>TIMELINE (Start and End Dates)</i>	<i>PERSON RESPONSIBLE</i>	<i>ESTIMATED COST</i>	<i>FUNDING SOURCE</i>	<i>INDICATORS OF IMPLEMENTATION</i>
<i>1. Equal opportunity employment and interview opportunities</i>	<i>2018-2023</i>	<i>administration</i>	<i>N/A</i>	<i>N/A</i>	<i>interview logs</i>
<i>2. work to retain qualified diverse teachers</i>	<i>2018-2023</i>	<i>administration</i>	<i>N/A</i>	<i>N/A</i>	<i>coaching support mentor professional development</i>

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

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

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

INTERIM PERFORMANCE GOAL: *Meet annual targets below.*

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<i>SDE School Report Card Survey</i>	<i>92.5%</i>	<i>School Projected Students</i>	<i>≥ 90</i>				
		<i>School Actual Students</i> <i>86.8%</i>					

<i>SDE School Report Card Survey</i>	82.5%	<i>School Projected Teachers</i>	≥ 90				
		<i>School Actual Teachers</i> 88.7%					
<i>SDE School Report Card Survey</i>	89.4%	<i>School Projected Parents</i>	≥ 90				
		<i>School Actual Parents</i> 91%					
<i>SDE School Report Card Survey</i>	92	<i>District Projected Students</i>	≥ 90				

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

<i>ACTION PLAN FOR STRATEGY #1:</i>					<i>EVALUATION</i>
<i>ACTIVITY</i>	<i>TIMELINE (Start and End Dates)</i>	<i>PERSON RESPONSIBLE</i>	<i>ESTIMATED COST</i>	<i>FUNDING SOURCE</i>	<i>INDICATORS OF IMPLEMENTATION</i>
<i>1. wearing faculty and staff badges</i>	<i>2018 - 2023</i>	<i>administration</i>	<i>0</i>	<i>N/A</i>	<i>badges</i>
<i>2. daily law enforcement visits</i>	<i>2018 - 2023</i>	<i>Greenville County Police Department</i>	<i>0</i>	<i>N/A</i>	<i>law enforcement presence</i>
<i>3. "Ignore the Door"</i>	<i>2018 - 2023</i>	<i>administration</i>	<i>0</i>	<i>N/A</i>	<i>stickers on exterior doors</i>
<i>4. requirement of safety videos by all staff members</i>	<i>2018 - 2023</i>	<i>administration</i>	<i>0</i>	<i>N/A</i>	<i>online certificates</i>
<i>5. all visitors check-in to the office through Raptor system</i>	<i>2018 - 2023</i>	<i>administration</i>	<i>0</i>	<i>N/A</i>	<i>Raptor system visitor log</i>
<i>6. character Education program with focus on Bullying Prevention</i>	<i>2018 - 2023</i>	<i>guidance teachers</i>	<i>0</i>	<i>N/A</i>	<i>guidance lesson plan teacher lesson plans</i>
<i>7. required Safety Drills</i>	<i>2018 - 2023</i>	<i>administration</i>	<i>0</i>	<i>N/A</i>	<i>documentation of drills</i>
<i>8. communication of safety procedures to parents</i>	<i>2018 - 2023</i>	<i>administration</i>	<i>0</i>	<i>N/A</i>	<i>documentation of communication</i>

9. students travel in buddies	2018 - 2023	administration all staff	0	N/A	compliance with buddy system
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Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

<i>GCS Expulsion Report</i>		<i>School Actual 0</i>					
	<i>(2016-17) 0.7</i>	<i>District Projected</i>	≤ 1.0				
<i>GCS Expulsion Report</i>		<i>District Actual 0.8</i>					

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

<i>ACTION PLAN FOR STRATEGY #1:</i>					<i>EVALUATION</i>
<i>ACTIVITY</i>	<i>TIMELINE (Start and End Dates)</i>	<i>PERSON RESPONSIBLE</i>	<i>ESTIMATED COST</i>	<i>FUNDING SOURCE</i>	<i>INDICATORS OF IMPLEMENTATION</i>
<i>1. Positive Behavior Intervention and Support</i>	<i>2018-2023</i>	<i>PBIS committee</i>	<i>\$4,000</i>	<i>Flex</i>	<i>discipline data through Incident Management System</i>
<i>2. behavior intervention specialist</i>	<i>2018-2023</i>	<i>administration</i>	<i>\$65,000</i>	<i>Title I</i>	<i>discipline data through Incident Management System</i>

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	2017 - 2018	2018-19	2019-20	2020-21	2021-22	2022-23
<i>AdvancED Culture & Climate Surveys</i>	83%	<i>School Projected</i>	90%	90%	90%	90%	90%
		<i>School Actual</i> 83%					
<i>AdvancED Culture & Climate Surveys</i>	89%	<i>District Projected</i>	90	90	90	90	90
		<i>District Actual</i> 90%					

<i>ACTION PLAN FOR STRATEGY #1:</i>					<i>EVALUATION</i>
<i>ACTIVITY</i>	<i>TIMELINE (Start and End Dates)</i>	<i>PERSON RESPONSIBLE</i>	<i>ESTIMATED COST</i>	<i>FUNDING SOURCE</i>	<i>INDICATORS OF IMPLEMENTATION</i>
<i>1. continuous implementation of Capturing Kids Hearts</i>	<i>2018-2023</i>	<i>administration</i>	<i>\$0</i>	<i>N/A</i>	<i>survey results professional development</i>
<i>2. Positive Behavior Interventions and Supports</i>	<i>2018-2023</i>	<i>PBIS Committee</i>	<i>\$4,000</i>	<i>Flex</i>	<i>discipline data through Incident Management System</i>

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
<i>ESSA Federal Accountability and SDE School Report Card</i>	<i>(2016-17) 96.1%</i>	<i>School Projected</i>	95%	95%	95%	95%	95%
		<i>School Actual</i>	95.2%				
	<i>(2016-17) 95</i>	<i>District Projected</i>	95	95	95	95	95
		<i>District Actual</i>	95				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. WETV news promotions to help improve attendance and tardies	2018-2023	school social worker	\$0	N/A	increased student attendance
2. trophies and banners to recognize highest percentage classes and grade levels	2018-2023	school social worker	\$0	N/A	increased student attendance
3. attendance incentives	2018-2023	school social worker	\$0	N/A	increased student attendance
4. attendance parent conference and Incident Management referrals	2018-2023	school social worker	\$0	N/A	increased student attendance
5. school messenger messages to parents	2018-2023	school social worker	\$0	N/A	increased student attendance

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

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

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

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

INTERIM PERFORMANCE GOAL: *Meet annual targets below.*

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 2018	2018-19	2019-20	2020-21	2021-22	2022-23
<i>AdvancED Culture & Climate Surveys</i>	<i>Afraid - 8% Lonely - 11% Angry - 12%</i>	School Projected	<i>Afraid ≤ 8% Lonely ≤ 10% Angry ≤ 10%</i>				
		School Actual	<i>Afraid ≤ Lonely ≤ Angry ≤</i>				
<i>AdvancED Culture & Climate Surveys</i>	<i>Afraid - 5% Lonely - 10% Angry - 8%</i>	District Projected	<i>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</i>	<i>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</i>	<i>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</i>	<i>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</i>	<i>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5</i>

		<i>District Actual</i> <i>Afraid - 5%</i> <i>Lonely - 10%</i> <i>Angry - 8%</i>	<i>Afraid ≤</i> <i>Lonely ≤</i> <i>Angry ≤</i>				
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<i>ACTION PLAN FOR STRATEGY #1:</i>						<i>EVALUATION</i>
<i>ACTIVITY</i>	<i>TIMELINE (Start and End Dates)</i>	<i>PERSON RESPONSIBLE</i>	<i>ESTIMATED COST</i>	<i>FUNDING SOURCE</i>	<i>INDICATORS OF IMPLEMENTATION</i>	
<i>1. on-site Mental Health Counselor</i>	<i>2018-2023</i>	<i>Greenville Mental Health</i>	<i>\$0</i>	<i>N/A</i>	<i>A decrease on the survey in the amount of students feeling lonely, afraid, or scared at school</i>	
<i>2. mentor program</i>	<i>2018-2023</i>	<i>Mentor Greenville</i>	<i>\$0</i>	<i>N/A</i>	<i>A decrease on the survey in the amount of students feeling lonely, afraid, or scared at school</i>	
<i>3. guidance lessons for emotional support</i>	<i>2018-2023</i>	<i>guidance</i>	<i>\$0</i>	<i>N/A</i>	<i>A decrease on the survey in the amount of students feeling</i>	

					<i>lonely, afraid, or scared at school</i>
<i>4. teacher PD to increase awareness and equip with strategies to help students manage these feelings</i>	<i>2018-2023</i>	<i>guidance</i>	<i>\$0</i>	<i>N/A</i>	<i>A decrease on the survey in the amount of students feeling lonely, afraid, or scared at school</i>