Armstrong Elementary School Portfolio
2021-2022

Tracy Atkins,
Principal

8601 White
Horse Road
Greenville, SC
29617

2018-19 through
2022-23

Superintendent: Burke Royster

"Striving for Excellence"

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Armstrong Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 *(one year)*

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Tracy Sullivan-Atkins	*Tracy S. Atkins*	2/25/2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	*Roger D. Meek*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Donovan Parks	*(signature)*	2/25/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Tracey Johnston	*Tracey Johnston*	2/25/22
PRINTED NAME	SIGNATURE	DATE

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Tracy Atkins
2.	Teacher	Freida Rafferty
3.	Parent/Guardian	John Rogers
4.	Community Member	Donovan Parks
5.	Paraprofessional	Eunice Parker
6.	School Improvement Council Member	Donovan Parks
7.	Read to Succeed Reading Coach	Tracey Johnston
8.	School Read To Succeed Literacy Leadership Team Lead	Tracey Johnston
9.	School Read To Succeed Literacy Leadership Team Member	Suzie Hill

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

10.	Administrative Assistant	Sara Roe
11.	Instructional Coach	Kani Garren
12.	Title One Facilitator	Suzie Hill
13.	Federal Programs	Randolyn Harmon
14.	Faculty Council Chair	Angela Reid

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

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
[S.C. Code Ann §59-139-10 *et seq*. (Supp. 2004)]

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

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

Yes   **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

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

Yes   **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

Yes   **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

Yes _ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

Yes **Developmental Screening**
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

Yes **Half-Day Child Development**
The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

Yes_ **Developmentally Appropriate Curriculum for PreK–3**
The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

Yes **Parenting and Family Literacy**
The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

Yes **Recruitment**
The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or

inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

_Ye _ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Table of Contents

Introduction

Our school portfolio was developed to document the changes and progress our school has made while working to continuously improve student achievement. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories utilized in this school portfolio are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- *Annual School Report Card*

This school portfolio is a living document that describes Armstrong Elementary and includes actual evidence of the work being conducted in our Professional Learning Community. It describes the Armstrong Elementary Community, our vision for the school, goals, plans, progress, and achievements in the context of client demographics, school/stakeholder needs, and school partnerships. The portfolio describes how we build and utilize our overall school plan for the purpose of increasing student achievement and learning, which is our ultimate goal. One can see an overview of all the progress and changes we have been able to accomplish within each section and throughout the school during this time. This portfolio also shows how all of these parts fit together to make our school a positive, safe place for our students and faculty members

A team of teachers were involved in developing the narrative for our school portfolio based on input from the all faculty and staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work on the school portfolio. In addition, information from our Advanced Ed survey was gathered through input by parents, students, and community stakeholders, as well as teachers. Input was also received by students, parents, and teachers as reported on The School Report Card survey.

Leadership

The Principal at Armstrong Elementary School is Tracy S. Atkins. This is Ms. Atkins' seventh year serving in this capacity. Leadership is supported by the Administrative Assistant, Instructional Coach, Literacy Coach, and Title I Facilitator.

The decision-making process is a collaborative effort that involves school and district administration as well as faculty, staff, and members of the community. Recognizing the growing demands for higher student achievement and accountability at the classroom level, our teachers have become increasingly involved in the decision-making process over the past six years as demonstrated in the diagram below:

- Armstrong Leadership Team, made up of the Principal, Assistant Principal, Instructional Coach, Literacy Specialist, and Title 1 Facilitator
    - ➤ -participate in the development of Title I Needs Assessment
    - ➤ review teacher observations to determine coaching needs
    - ➤ coordinate Instructional Rounds
    - ➤ review data to determine school wide areas of opportunity
    - ➤ plan effective, specific Professional Learning Opportunities
    - ➤ enforce district and school initiatives
    - ➤ reflect on student learning and teaching
    - ➤ plan for sharing teacher best practices
    - ➤ participate and create action plans related to Focus Group Meetings
- Armstrong Faculty Council (Building Representatives), made up of the Principal, Leadership Team and Grade/Department Representatives was established to:
    - ➤ -ensure the implementation of district and state standards and school vision
    - ➤ –review data and planning for improvement
    - ➤ –encourage and modeling school wide-expectations of best practices
    - ➤ –help determine and implement school goals
    - ➤ -guide, enforce, and reinforce the school portfolio plan
    - ➤ -coordinate grade level activities

➤-attend monthly focused council meetings

➤-communicate team concerns, successes, and feedback on specific school initiatives

• School wide events are coordinated by all stakeholders throughout the year. These events include American Education Week, Black History Month, Student Conferences, Read Across America Event, school wide reading competition and a variety of other activities. The team may recommend specific courses of action that will support the implementation of a high-quality instructional program aligned with the state's curriculum standards to celebrate various national holidays and observances.

• Grade Level Teams/Data Teams - The purpose of grade-level teams are to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher will:

➤-participate in meetings with his/her grade level

➤-coach and support the implementation of the standards

➤-study and support each other's implementation of *Best Practices*

➤-support grade level efforts to integrate reading and writing across the curriculum

➤-plan instruction based on current common assessment data

➤- Weekly math and ELA PLCs

Executive Summary

Needs Assessment for School Climate: 2018-2019 School Report Card and Cognia Survey Results

 (average of parent, teacher and student survey results)

- o Percent satisfied with learning environment- 80.3%
- o Percent satisfied with social and physical environment-85.5%
- o Percent satisfied with school-home relations- 73.6%
- o Student Explosion Rate- 0%
- o Student attendance for 2019-2020- 96.38%

Needs Assessment for Student Achievement:(SDE School Report Card 2020-2021)

- o ELA – 3rd- 26% Met or Exceeds, 42% Met or Exceeds, 5th 35% Met or Exceeds
- o Math- 39% Met or Exceeds, 36% Met or Exceeds, 32% Met or Exceeds
- o Science- 2% Met or Exceeding

Needs Assessment for Teacher and Administrator Quality: PD focus for the 2020-02021 School Year

- o SEL Training (2 Parts)
- o ELA Training on Using Jennifer Seravallo's texts
- o Reading Workshop
- o Math Problem Solving
- o Reading Note booking – Writing about Reading
- o Guided Reading (2 Parts)

Needs Assessment for Teacher and Administrator Quality: PD focus for the 2021-2022 School Year

- o SEL Training
- o Acting Right Training
- o ELA Training on writing
- o Reading Workshop
- o Math Problem Solving
- o Reading Note booking – Writing about Reading
- o Training on working with ML students (2 parts)

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- **Significant Challenges for 2017-2022:**

  ➤ Armstrong Elementary School's students are in need of intense instruction in foundations of reading practices. We have realized many of our students are very hesitant to read because they struggle with basic reading practices which include vocabulary development, phonics instruction, writing about reading, interpreting and creating charts and graphs, informational text, and mathematical problem solving. We are continuing to address these challenges with professional development, focused professional learning communities, and intervention and enrichment during an Instructional Enrichment period held each day. We have grade level focused PLCs weekly to help our teachers develop effective instructional lessons.

- **Significant awards, results, or accomplishments for 2017-2022:**

  ➢ Armstrong was a PEP Grant Recipient for the 2019-21 school years. This grant provided many instructional resources for all teachers as well as a collection of 10 books for every student to take home in a book bag and keep for their own personal use.

  ➢ Armstrong is planning on continuing a peer mediation/conflict resolution program. Students have opportunities to meet with peers to discuss behavioral concerns. This program is in full effect and is a positive approach which addresses inappropriate behavior.

  ➢ Armstrong has a Buddy Program, which will continue to grow over the next five years. At the beginning of the year, teachers identify students that need someone to mentor them throughout the school year. Faculty and staff members serve as mentors for students recommended by their teachers. These buddies meet weekly to check on their students' academic and emotional needs and reach out to the proper personnel and agencies to assist these students.

  ➢ Armstrong offered an After-School Program in the 2019- 2020 and the 2020-2021 school years to better serve our students' needs through integrated, hands-on activities which provide intense reading support services. All activities are standard driven and data driven based on student identified areas of opportunities using SC Ready and Mastery Connect Data. We are continuing this in the 2021-2022 school year. It changed to a morning program in 21-22 school year

  ➢ Armstrong began enrichment clubs 2015-2016 and continued in the following school years) and will continue this in future years based on Greenville County's G+ initiative which gave our students opportunities to develop their skills in sports, dramatic arts and physical fitness. Teachers and volunteered to serve as instructors and shared with the students' information and knowledge that promoted career readiness.

  ➢ Armstrong has become a Growth Mindset School. Based on this approach, students learn their brains are malleable. In addition, they learn the difference between a growth mindset verses a fixed mindset. Students learn the importance of staying focused and hard work ethic when learning gets challenging. Teachers incorporate the Growth Mindset philosophy across all content areas, while helping students believe in the power of "Yet".

  ➢ In the 2019-2020 school year, Armstrong implemented Sean Layne's Acting Right Curriculum. It is designed to teach students how to manage their emotions, calm their bodies and focus their minds using the Focus Five Strategies. We have updated training in the 2021-2022 school year for all faculty.

School Profile

Armstrong Elementary

8601 White Horse Road
Greenville, SC 29617
Telephone: (864) 355-1100
Fax: (864) 355-1158
www.greenville.k12.sc.us/armstrng/
Grades: K4 - 5th Grade
Enrollment: 359
School Location: 8601 White Horse Road
Directions - http://www.greenville.k12.sc.us/gcsd/Schools/directions.asp
Principal: Tracy S. Atkins
Email: *tsatkins@greenville.k12.sc.us*

School Facility Summary

- Building includes Gym, Music, Art Room, Reading Lounge/Guidance room, STREAM Lab, and 2 Pause Rooms (calm down spaces)
- Building with 33 Classrooms, Library, Guidance Office, Social Work Office
- Speech Lab • PTA Office, Psychologist/Occupational Therapy Room, Mental Health Counselor, Cafeteria, Small Dining Room, Kindness Cafe
- Faculty Workrooms on each hall

Awards and Honors

- Artist In Residence (SMARTS Grant)
- Donors Choose Grants
- Public Education Partners
- Red Carpet School
- Safe Kids School
- Growth Mindset Character Recognition
- Webmaster's Choice Silver Award

School Personnel Data – reflects 21-2022 GCS online school profile

- Administrator- 2
- Teachers/professional staff-45 (in person), 43 female, 3 males, 6 African Americans, 1 Hispanic, 1 Asian
- Support Staff- 4
- National Board Staff- 4
- Teachers with Master's Degree or above- 19
- Percentage of Teacher Attendance- 96.29%

Student Population

- Enrollment- 183 males, 176 females
- Special Education- 20%
- Gifted and Talented- 4 %
- Attendance- 91.8%%
- Retention- less than 1%
- Ethnicity-36.8% White, 25.3% African American, 28.1% Hispanic, .8% Asian, 1.1% American Indian/Alaskan Native, 7.8% two or more races

School Profile Summary

Armstrong Elementary School (AES) has continued to be a transient population throughout the years. Our student enrollment has changed in terms of cultural diversity, and our faculty and staff continue to work diligently to accommodate our changing population. As we have grown, our student population has become more diverse regarding both ethnicity and socio-economic status. One hundred percent of our student population receives free lunch and universal free breakfast to all students. Armstrong also provides universal free breakfast and lunch to all students. Due to our percentage of students on free and reduced lunch, we became a Title I school for the 2004-2005 school year. Through research, best practices, and targeted professional development, our school strives to improve student achievement with a focus on English Language Arts and Math.

In addition to excellent educational opportunities, Armstrong Elementary School encourages participation in various academic groups. Our programs include after school extended day program, LEXIA groups, character education with emphasis on Focus 5 activities and Growth Mindset, Safety Patrols, and before school tutoring. Armstrong has a Parent Teacher Association (PTA) that supports school activities, and is available to support teachers by purchasing instructional materials and student incentives. The PTA hosts various events for the teachers, students and their families, including Meet the Teacher, Teacher Appreciation Week, Skate Nights, Family Movie Nights, Parent Trainings, Parent Lunch and Learns, Spring Carnival and host quarterly PTA meetings.

Armstrong had several new programs that began in the 2019-2020 school year that continue. We set up and are using our OnTrack to better serve the needs of our students. We set up and run for our students a STREAM Lab, and our students get a chance for hands on/minds on problem solving.

Armstrong continues to use Balanced Literacy to meet the ELA needs of our student population. Our school also continues to use a MTSS along with OnTrack to meet the academic and behavioral needs of our students.

Armstrong rewards academic achievement in many ways. For the 2020-2021 we will be we will be implementing Principal's Perseverance Awards quarterly. We have an End of the Year Celebrations, and classroom-based student recognition programs such as Growth Mindset Awards. In addition to this, on any given day, a student may come to share a note of praise from the teacher and receive special recognition from the office. Armstrong promotes reading through many parent involvement activities that focus on the importance of reading with your child.

Armstrong Elementary School also teaches students that in order to become responsible individuals, we must reach out to others. Each year at Christmas the faculty and staff, business partners, and Santa Helpers provide Christmas toys and gifts for numerous families in need. Armstrong faculty members have made donations to the United Way and sponsored canned food drives for local food pantries along with Toys for Tots during the

holiday season. In addition, we assist Berea First Baptist Church by providing week end food bags for many families in our community.

As we continue our path to excellence, our challenge remains to meet the needs of each student, both academically and socially as we prepare tomorrow's leaders and help them achieve their personal best. Each child is important and deserves our very best efforts.

School Governance and Financial Management

Armstrong Elementary school is under the jurisdiction of Greenville County Schools. All financial claims and monies are handled using the processes outlined by Greenville County School District. Additional funds that may become available at the school level are requisitioned using the appropriate forms and are approved by the principal. PTA allows teachers the opportunity to request funds for special projects within their classrooms. Teachers submit proposals and the PTA Board decides whether or not to grant their request.

Parent Involvement

Armstrong Elementary is consistently striving to increase parent involvement. We have regular PTA meetings, open house and School Improvement Committee. Our school and our PTA plan events throughout the school year that focuses on getting our parents involved.   We host Trunk or Treat, carnivals, and encourage out parents to stay involved in their student's education.

Business Partnerships

Partner	How Partner is Utilized
Furman University	Clinical observations and America Reads tutors and Standard Code of Dress donations
North Greenville University	Clinical observations and Practicum Students
Wal-Mart	Donations and reduced pricing when purchasing large quantities of materials for students In-house Food Bag Project
Berea First Baptist	Weekend Food Bags
Berea First Baptist	Good News Club
Berea First Baptist	Classroom tutors and Student Mentors
Greenville Drive	Reading All Stars
Greenville Road Warriors	Corporate Sponsorship
Kiwanis Club	Sponsor of Terrific Kids Program
Lowes	Donations for improving school grounds/school beautification
Forestville Baptist Church	Donations for students and faculty
Chick-fil-a	Fundraisers and in-house event catering
Ingles	In-house event catering
Masonic Lodge	Donation to support student achievement
Bojangles	Teacher appreciation donations
Donaldson Career Center	Career Day Speaker
Michelin Corporation	Book Donations
Trinity Church	Landscape Grounds/Beautification

Instructional and Organizational Priorities

In our instructional setting, the content of the curriculum, instructional strategies, the monitoring of student achievement, and the professional development programs of our school are congruent with each other and well aligned with the school's mission and beliefs.

Based on studies done for the Advance Ed and our school portfolio, the following instructional organizational priorities have been established:

- Student achievement and performance standards for self-assessment, as well as school-wide improvement
- Continuing development of collaborative networks with families and community members
- Continuing development of a collaborative decision-making process these same studies have helped us to establish the following student learning needs and desired results

- Personal and social responsibility-increased evidence of students taking responsibility for personal actions, demonstrating respect for self and others, and good citizenship
- Thinking and reasoning skills-increased evidence of students gathering information and using varied strategies to learn and generate new ideas
- Communication Skills-increased evidence of students using, understanding, and analyzing a variety of communication forms

School's major academic and behavioral features/programs/initiatives:

- Academic Honor Rolls - Advanced Technology (computers, laptops, Chromebooks, iPads, mini iPads) - Improved Classroom Libraries - RTI - Extended Day Program - STREAM Lab - Before School Tutoring	- Balanced Literacy - Regional Team Monthly Celebrations - Awards Day (end of the year) - Safety Patrols - Battle of the Books - Growth Mindset Instructions - Acting Right/Focus Five Instruction - Armstrong Positive Behavior Program	- Growth Mindset Ceremonies - Title 1 virtual parent trainings - Community partnerships - MTSS

Mission, Vision, Values, and Beliefs

 The implications of current educational research were reviewed and discussed by the planning team, which helped us take into account "best practices" identified through research and the challenges and opportunities our students will likely face in the future.

Mission

We the faculty at Armstrong Elementary School will create a safe environment that inspires and improves the quality of life for the students we serve.

Vision

We promise to…

Collaborate productively and efficiently to cultivate a community of learners;
Develop the potential of individual students while promoting a love for life-long learning;
Empower our students to make a difference and achieve excellence;
Encourage our students to be confident learners as we collectively share best practices through a quality education

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and Beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Staff was asked to brainstorm independently before we produced our core beliefs about what curriculum, instruction, assessment, and environment will increase our students' learning.

We believe…

- We believe all children can learn.
- We believe all people have positive qualities.
- We believe everyone is entitled to equal access to the educational process.
- We believe in respect and dignity for all people.
- We believe children are entitled to a nurturing atmosphere at home and at school, enabling them to reach their full potential.
- We believe learning is a lifelong process.
- We believe all people are responsible for their actions.
- We believe education must equip everyone to succeed in a changing world

Shared Vision

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Armstrong Elementary School students:

<u>Curriculum</u>
- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of rigorous standards for measuring and improving the quality of school work
- Focus on Pacing as set through District Landing Page

<u>Instruction</u>
- Developmentally appropriate instructional programs
- Every student engaged in learning
- Instruction that matches the learning style of the students
- Instruction utilizing available technologies
- Inclusive Practices
- Integration of Mastery Connect and TE 21

Assessment

- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real-world tasks in a system of standards-based instruction
- Common Assessments
- Data Teams/PLC that focus on assessment and student growth
- TE 21 Benchmarks

Environment

- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide

Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 ==31% in 2016-17 to __61_% 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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	==31==% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 36%**	==41%==	==46%==	==51%==	==56%==	==61%==

		School Actual Elementary 28.6%	**37.9%**	*waiver*	33.3%		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 52	**58**	*waiver*	52.1%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE (Start and End Dates)**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Intervention and Enrichment time to remediate and enrich reading skills	August 17, 2021 June 3, 2022	Classroom teachers and interventionists	None	N/A	Lesson Plans
2. Supplemental reading instruction to focus on student specific reading needs	August 17, 2021 June 3, 2022	Reading Specialists	$55,000	Title 1	Lesson Plans and Class Schedule

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Faculty and staff continued training in Balanced Literacy	Faculty and staff continued training in Balanced Literacy	Leadership Teams	None	N/A	Training minutes, Lesson Plans, Instructional Rounds Learning Walks Observations

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 ___36% in 2016-17 to ___66% 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.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23

SC READY Math SDE website and School Report Card	36 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 41%**	**46%**	**51%**	**56%**	**61%**	**66%**
		School Actual Elementary 41.6%	**44.5%**	*waiver*	34.5%		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57**	**62**	**64**	**66**	**68**	**69**
		District Actual Elementary 60	**63**	*waiver*	52.8%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Intervention and Enrichment time to remediate and 1.	August 17, 2021 June 3, 2022	Classroom teachers	None	N/A	Lesson plans and classroom observations, district

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
enrich math skills					benchmark data
2. Grade Level Common Assessments developed in Mastery Connect and TE 21 or by the district specialists	August 17, 2021 June 3, 2022	Classroom teachers, Instructional Coach	None	N/A	Data Team Meeting notes, grade level notes and teacher gradebook
3. Updated math unit unpacking and pacing	August 17, 2021 June 3, 2022	Math Specialist, Instructional Coach, and classroom teachers	None	N/A	Lesson Plans, notes, Observations

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 __5___% annually.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	40.82%	45.82%	50.82%	55.82%	60.82%
		School Actual Elementary 35.8%	46.1%	*waiver*	28%		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	63	66	69	72	75
		District Actual Elementary 60	64	*waiver*	56.4%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of Science Kits	August 17, 2021 June 3, 2022	Classroom teacher Stream Lab Teacher	None	N/A	Lesson Plans and classroom observations
2. Grade Level Common Assessments developed in Mastery Connect and TE 21	August 17, 2021 June 3, 2022	Classroom Teacher	None	N/A	Data team meeting notes, grade level meetings, teacher gradebooks
3. STREAM Lab activities	August 17, 2021 June 3, 2022	Classroom teacher Stream Lab Teacher	None	N/A	Lesson Plans, Observations

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	28% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 33%**	**38%**	**43%**	**48%**	**53%**	**58%**
SC READY ELA SC SDE Website		**School Actual Hispanic** **32.3%**	**35%**	*waiver*	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	40	*waiver*	35.8%		
SC READY ELA SC SDE Website	26 % Meets Expectations and Exceeds Expectations	School Projected AA 31%	36%	41%	46%	51%	56%
SC READY ELA SC SDE Website		School Actual AA 23.8%	35.5%	*waiver*	29%		
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	31	*waiver*	27.5%		
SC READY ELA SC SDE Website	1 % Meets Expectations and Exceeds Expectations	School Projected SWD 6%	11%	16%	21%	26%	31%
SC READY ELA SC SDE Website		School Actual SWD 0%	1.78%	*waiver*	5%		

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	21	*waiver*	19.3%		
SC READY ELA SC SDE Website	10% Meets Expectations and Exceeds Expectations	**School Projected LEP** 15%	20%	25%	30%	35%	40%
SC READY ELA SC SDE Website		**School Actual LEP** 40%	26.4	*waiver*	26%		
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	44	*waiver*	33.6%		
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	**School Projected PIP %**	x	x	x	x	x

SC READY ELA SC SDE Website		**School Actual PIP** x	x	*waiver*	31%		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP** 38	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual PIP** 33	45	*waiver*	37.3%		
SC READY Math SC SDE Website	33 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic 38%**	43%	48%	53%	58%	63%
SC READY Math SC SDE Website		**School Actual Hispanic** 41.9%	36.67%	*waiver*	33%		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic** 39	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic** 42	43	*waiver*	41.3%		

SC READY Math SC SDE Website	34 % Meets Expectations and Exceeds Expectations	**School Projected AA 39%**	44%	49%	54%	59%	64%
SC READY Math SC SDE Website		**School Actual AA 25.3%**	40.68%3	*waiver*	29%		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations 27	**District Projected AA 27**	27	30	33	36	39
SC READY Math SC SDE Website		**District Actual AA 28**	30	*waiver*	24.6%		
SC READY Math SC SDE Website	3 % Meets Expectations and Exceeds Expectations	**School Projected SWD 8%**	13%	18%	23%	28%	33%
SC READY Math SC SDE Website		**School Actual SWD 0%**	8.9%	*waiver*	8%		
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	20	*waiver*	25.9%		
SC READY Math SC SDE Website	23 % Meets Expectations and Exceeds Expectations	School Projected LEP 28%	33%	38%	43%	48%	53%
SC READY Math SC SDE Website		School Actual LEP 48.6%%	29.4%	*waiver*	30%		
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	46	*waiver*	40%		
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP	x	x	x	x	x
SC READY Math SC SDE Website		School Actual PIP x	x	*waiver*	30%		

| SC READY Math SC SDE Website | 33% Meets Expectations and Exceeds Expectations | **District Projected PIP** **36** | **36** | **39** | **42** | **45** | **48** |
| SC READY Math SC SDE Website | | **District Actual PIP** **38** | 43 | *waiver* | 38% | | |

ACTION PLAN FOR STRATEGY #4:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Tutoring Program	August 17, 2021 June 3, 2022	Tutoring program teachers	$2000	Title 1- CARES ACT	Plans and assessments
2.Small group tutoring	August 17, 2021 June 3, 2022	Classroom teachers/ interventionist	None	N/A	Tutoring schedule and plans
3.Summer School	June- July 2022	Summer school staff		School District Funds	Plans and assessments

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 the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**School Projected**		Kindergarten through Grade 5 73%	Kindergarten through Grade 5 78%	Kindergarten through Grade 5 83%	Kindergarten through Grade 5 88%
	Meets and Exceeds	**School Actual 48.2%**	Kindergarten through Grade 5 68%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19*	40%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**School Projected**		Kindergarten = Grade 1 =91%	Kindergarten = Grade 1 =96%	Kindergarten = Grade 1 =100%	Kindergarten = Grade 1 =100%

Assessment	Criteria	Type					
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**School Actual**	Kindergarten = Grade 1 =86%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	**Kindergarten= 26% Grade 1=45%**		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	**School Projected**		Grade 2 – 30% Grade 5 – %	Grade 2 – 35% Grade 5 – %	Grade 2 – 40% Grade 5 – %	Grade 2 –45 % Grade 5 – %
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria	**School Actual 42.6%**	Grade 2 – 25% Grade 5 – %	Grade 2 –25% Grade 5 – %	Grade 2 –17 % 5th grade data point not available - School Board decision to waive 5th grade testing		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**District Projected**		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**District Projected**		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above

	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute	**District Actual**	5K – 50% Grade 1 – 55%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on	**District Projected**		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile	**District Actual**	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #5:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Additional reading enrichment/remediation during I/E	August 17, 2021	Classroom teacher	None	N/A	Lesson Plans, observations

ACTION PLAN FOR STRATEGY #5:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
time	June 3 2022				
2. Professional Learning Opportunities focused on Balanced Literacy	August 17, 2021 June3, 2022	ELA Academic Specialist, Administrator, Literacy Specialist	None	N/A	Lesson Plans, Observations, Meeting Notes, Instructional Rounds
3. Small group intervention (RTI)	August 17, 2021 June 3, 2022	RTI teachers	None	N/A	Lesson Plans and observations

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):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		**School Projected**			**Gender Diversity = Increase or Maintain Ethnic Diversity**	**Gender Diversity = Increase or Maintain Ethnic Diversity**	**Gender Diversity = Increase or Maintain Ethnic Diversity**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**		Gender Diversity =yes/no Ethnic Diversity = yes/no	Gender Diversity =yes/no Ethnic Diversity = yes/no	Gender Diversity =yes/no Ethnic Diversity = yes/no	
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%

| GCS Human Resources Department | Baseline established in 2017-2018 | **District Actual**

Gender Diversity = 99%
Ethnic Diversity = 90% | Gender Diversity = 96%
Ethnic Diversity = 91% | Gender Diversity = 99%
Ethnic Diversity = 96% | Gender Diversity = 100%
Ethnic Diversity = 97% | | |

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Shining Stars Recruitment Participation	August 17, 2021 June 3, 2022	Principal	None	N/A	Resume Log
2. Application and Interview Record	August 17, 2021 June 3, 2022	Principal	None	N/A	Interview and Application Record completed
3. Contact HR for resumes for qualified, diverse candidates	August 17, 2021 June 3, 2022	Principal	None	N/A	email

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	x	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 83%	71.5%	*waiver*	100%		
SC SDE School Report Card Survey	x	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 100%	100%	*waiver*	**100%**		
SC SDE School Report Card Survey	x	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 96%	77.8%	*waiver*	100%		
SC SDE School Report Card Survey	92	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86	89	*waiver*			
SC SDE School Report Card Survey	98	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97	97	*waiver*			

SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct annual survey	Spring (annually)	Literacy Specialist	None	N/A	Survey results
2. Safety Patrol (student voice)	August 17, 2021 June 3, 2022	Faculty Advisor	None	N/A	Schedules/meetings
3. School Improvement Council	Monthly	SIC Chairperson	None	N/A	Notes and agendas from meeting

Performance Goal Area:	☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) x	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0%	0%		0%		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) x	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0%	0%		0%		
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. OnTrack meetings to look at behavior needs	August 17, 2020 June 4, 2021	OnTrack Coordinator	None	N/A	Meeting Notes
2. MTSS for behavioral needs	August 17, 2020 June 4, 2021	Leadership Team and school staff	None	N/A	Notes and observations
3. Contact district behavior support staff as needed	August 17, 2020 June 4, 2021	Administration	None	N/A	Administrative notes

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 Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	84%	86%	88%	90%	92%
		School Actual 82%	82	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19*	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19*		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	90	90	90	90	90
		District Actual 89	90	92	*Data point not available due to state-wide school closures on March 17,*		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of Armstrong Positive Behavior Plan	August 17, 2021 June 3, 2022	School Administration	None	N/A	Survey by Administration
2. Implementation of Growth Mindset Philosophy and Sean Layne's Acting Right Curriculum	August 17, 2021 June 3, 2022	School Community	None	N/A	Survey by Administration
3. Implementation of school wide social emotional learning	August 17, 2021 June 3, 2022	School Community	None	N/A	Survey by Administration

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) x	**School Projected**	95%	95%	95%	95%	95%
180th day Attendance Report		**School Actual** 95.16%	94.74%				
	(2016-17) 95	**District Projected**	95	95	95	95	95
180th day Attendance Report		**District Actual** 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monthly attendance Celebration	August 17, 2020 June 4, 2021	School social worker	$30.00	School funds	PowerSchool record
2. End of year recognition at awards day for perfect attendance	August 17, 2020 June 4, 2021	Attendance clerk	$100.00	School funds	PowerSchool record
3.					

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

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 Cognia 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):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid ≤5% Lonely ≤9% Angry ≤7%**	**Afraid ≤5% Lonely ≤9% Angry ≤7%**	**Afraid ≤5% Lonely ≤9% Angry ≤7%**	**Afraid ≤5% Lonely ≤9% Angry ≤7%**	**Afraid ≤5% Lonely ≤9% Angry ≤7%**
		School Actual Afraid – 6% Lonely – 15% Angry –13 %	Afraid ≤6% Lonely ≤15% Angry ≤13%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19*	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19*	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**

		District Actual **Afraid – 5%** **Lonely – 10%** **Angry – 8%**	**Afraid – 5%** **Lonely – 10%** **Angry – 8%**	**Afraid – 5%** **Lonely – 10%** **Angry – 7%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19*	**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. Implementation of Focus Five Curriculum/Acting Right Curriculum	August 17, 2020 June 4, 2021	Principal and Staff	None	N/A	Observations
2. Onsight Mental Health Counselor Services	August 17, 2020 June 4, 2021	Mental Health Counselor	None	N/A	Mental Health Counselor log/schedule
3. Small Social Groups	August 17, 2020 June 4, 2021	Guidance counselor	none	N/A	Lesson Plan