

**BEREA ELEMENTARY SCHOOL**

*Making a difference for every child*



# Berea Elementary School

Thomas Miller  
Principal

## Greenville County Schools

Dr. Burke Royster  
Superintendent

# Scope of Action Plan 2018-2019 through 2022-2023

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME: Berea Elementary School**

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

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

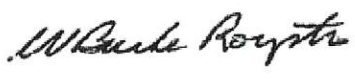
### Required Signature Page

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		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

		3/14/22
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

DAVON HARRELSON		
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Towanda Durant		3-9-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Berea Drive Greenville, South Carolina 29617

SCHOOL TELEPHONE: (864) 355-1500

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

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Thomas Miller
2. Teacher	Kayla Oglesby
3. Parent/Guardian	Kate Huntebrinker
4. Community Member	Josie Moore
5. Paraprofessional	Mary Dominquez
6. School Improvement Council Member	Kristin Norton
7. Read to Succeed Reading Coach	Towanda Durant
8. School Read To Succeed Literacy Leadership Team Lead	Natalie Phillips
9. School Read To Succeed Literacy Leadership Team Member	Trevor Barton

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

Title 1 Facilitator-Donna Smith

Assistant Principal-Sierra McGriff

**\*\* 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)]

X 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).

X 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).

X 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.

X 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.

X Technology

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

X Innovation

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

X 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.

X 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.

X 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.

#### X 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.

#### X 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.

#### X 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.

#### X 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.

## Introduction

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

The following persons served on School Portfolio Committee:

Member	Responsibility
Tom Miller	Principal
Sierra McGriff	Administrative Assistant
Natalie Phillips	Instructional Coach
Donna Smith	Title I Facilitator
Kathryn Huntebrinker	K5 Grade Team Leader
Angela Adams	1 <sup>st</sup> Grade Team Leader
Lisa Richards	2 <sup>nd</sup> Grade Team Leader
Rachel Grabski	3 <sup>rd</sup> Grade Team Leader
Sherri Hester	4 <sup>th</sup> Grade Team Leader
Ashley Shreckengost	5 <sup>th</sup> Grade Team Leader
Jeremy Ladd	Related Arts Team Leader
Lynn Vines	Resource/ SPED Team Leader\
Josie Moore	SIC Chair
Allison Roberts	SIC Member
Debbie Romanow	PTA President

## **Executive Summary**

Berea Elementary has seen significant performance increases in the last 4 years. SC Ready and Pass scores are higher in all areas. Our state rankings in the ELA and Math have risen by approximately 300 positions from 2013 through 2020. We have been recognized as a school of excellence based on our South Carolina Report Card Ranking and have received the Palmetto Silver award for academic performance. We are continuing to address student performance through our after-school tutoring program, our personalized learning program, and more rigorous instruction across all academic areas.

At the present all of our teachers and administrators are considered to be high qualified. Turnover is consistently low and new positions that have been added have been strenuously screened to make sure that appropriate person is in place.

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

## **School Profile**

### **School Community**

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

Our facilities consist of 34 instructional classrooms, an art room, music room, gymnasium, library, science lab, a computer lab, and cafeteria. All classrooms are equipped with Promethean Boards. The school has 100% wireless coverage which has allowed us implement a personalized device program. All students in grades K5-2<sup>nd</sup> have iPads and students in grades 3-5 have district provided Chromebooks.

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

### **Our Leadership Team**

Our principal is Tom Miller. This is Mr. Miller's 11<sup>th</sup> year as principal of Berea Elementary. Mr. Miller has 21 years of experience in education having served as a classroom teacher, assistant principal, and principal. He holds a Bachelor of Science degree in Elementary Education, a Master of School Administration degree, and an Education Specialist degree in Educational Leadership. Mr. Miller is a member of the South Carolina Association of School Administrators and the Association of Supervision and Curriculum Development.

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

This entails:

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

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

Sierra McGriff is in her 1<sup>st</sup> year as our Administrative Assistant. This will be her first role as an administrator. She has taught for 7 years prior to taking the Administrative Assistant position. Mrs. McGriff has a Bachelor of Science degree in Elementary and Early Childhood education from USC-Upstate- as well as a Master's in School Leadership from Converse College.

At Berea Elementary you will also find an instructional coach, Mrs. Natalie Phillips. Mrs. Phillips is in her 6th year as instructional coach at Berea. She has previously taught 3<sup>rd</sup> and 5<sup>th</sup> grade. She assists teachers with curriculum needs, plans and leads professional development for the instructional faculty, and encourages and models exemplary teaching. Informal observations are done by the instructional coach to give feedback to the teachers that note positive teaching within their classrooms, as well as gives feedback on things that need improvement.

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

## **School Personnel**

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

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



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

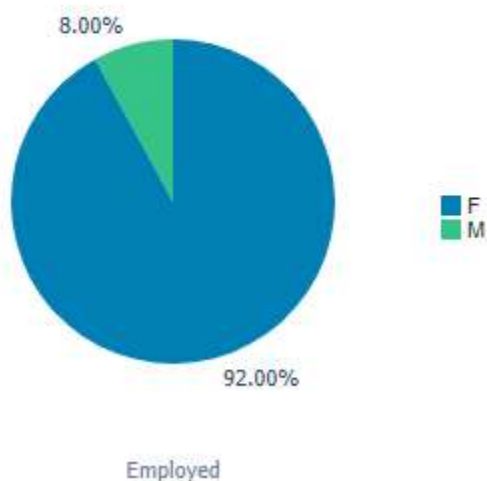
Additional personnel include the school secretary, clerk, paraprofessionals, custodians, school nurse, and food services. Other support personnel available to assist in meeting the needs of Berea Elementary students include a district psychologist, a Title I Nurse and Social Worker, instructional technology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

### Years of Experience for Teachers

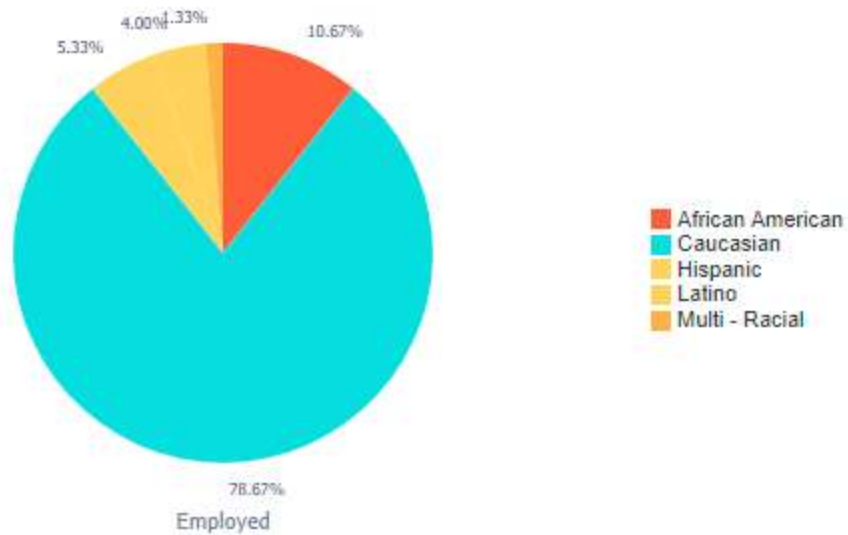
Grade Level	0	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26 +
K				1				1	
1								1	2
2			1	2					1
3			2			1			
4			1			1	1	1	
5				1		1	1		
Special Education		1		1		1	1		2
Related Arts		1				1	1		
Other Pull-Outs				1		2	2	1	
Instructional Coaches							1		
Title 1 Facilitator									1
Principal								1	
Administrative Assistant					1				

### Teacher Diversity

Staff by Gender



## Staff by Ethnicity



## Teacher Attendance

2018	2019	2020	2021
89.6	92.3	TBD	93.3

## Teacher Retention Rate (Retirements, Promotions, Left Profession)

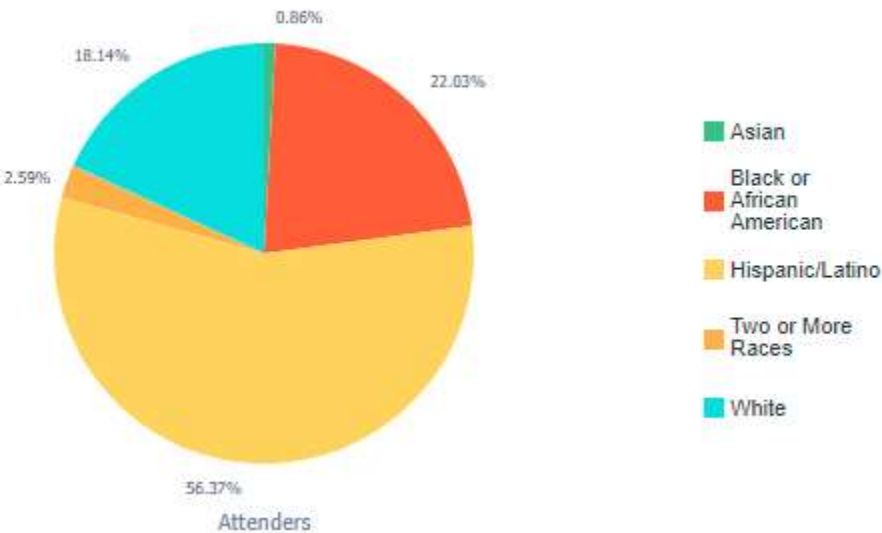
2018	2019	2020	2021
88.2	100	93	78.9

\*No request for transfers 2010-2018

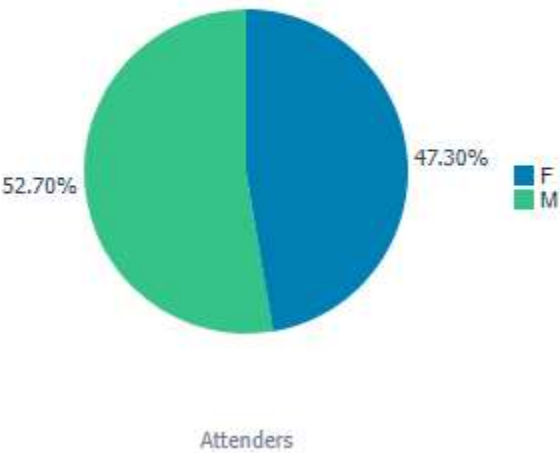
# Student Population

The student population is composed of approximately 460 students of various backgrounds, needs, and ability levels. Over the past decade, Berea Elementary School’s student population has changed dramatically by family structure and culture. We have become very diverse culturally over that time with a dramatic increase in the number of Hispanic and Latino students.

Students by Ethnicity



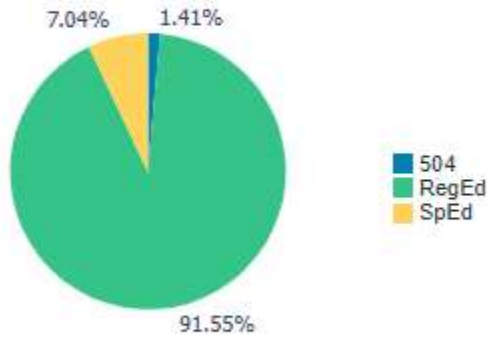
Students by Gender



## Special Education

As well as our ethnic diversities, the academic needs of our students greatly vary. Our school currently houses 2 ID Moderate Classrooms and 2 Multi Categorical classrooms. We also have two teachers who serve in both a resource and inclusion setting as well as one full time speech teacher speech. Our special education students make up approximately 7% of our school population.

### Students by Education Status

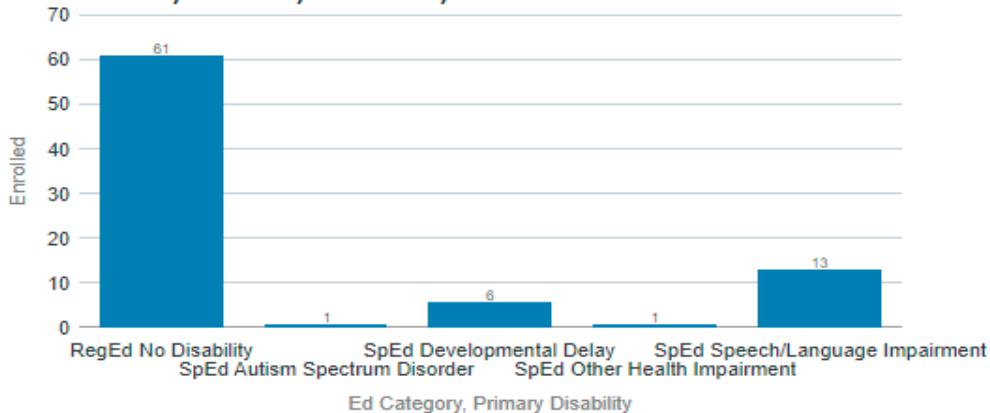


2021 - 2022 Enrolled

Grade Level **K5**

AcademicYear **2021 - 2022**

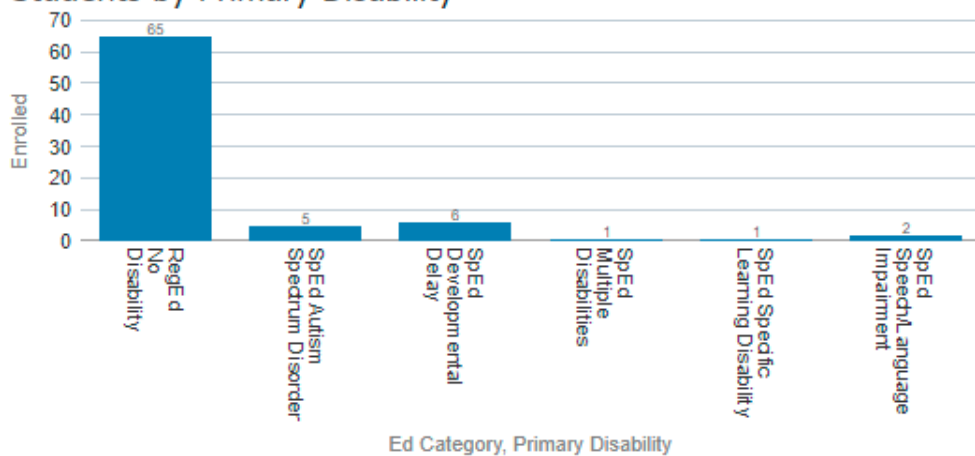
### Students by Primary Disability



Grade Level 01 ▼

AcademicYear 2021 - 2022

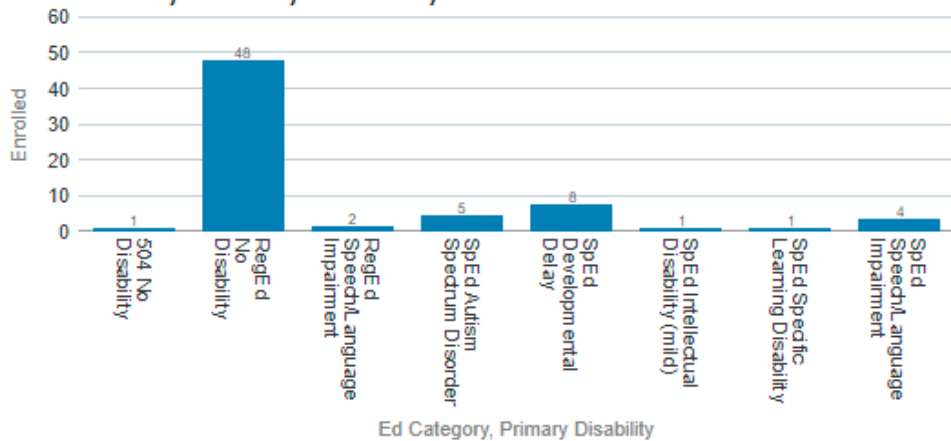
### Students by Primary Disability



Grade Level 02 ▼

AcademicYear 2021 - 2022

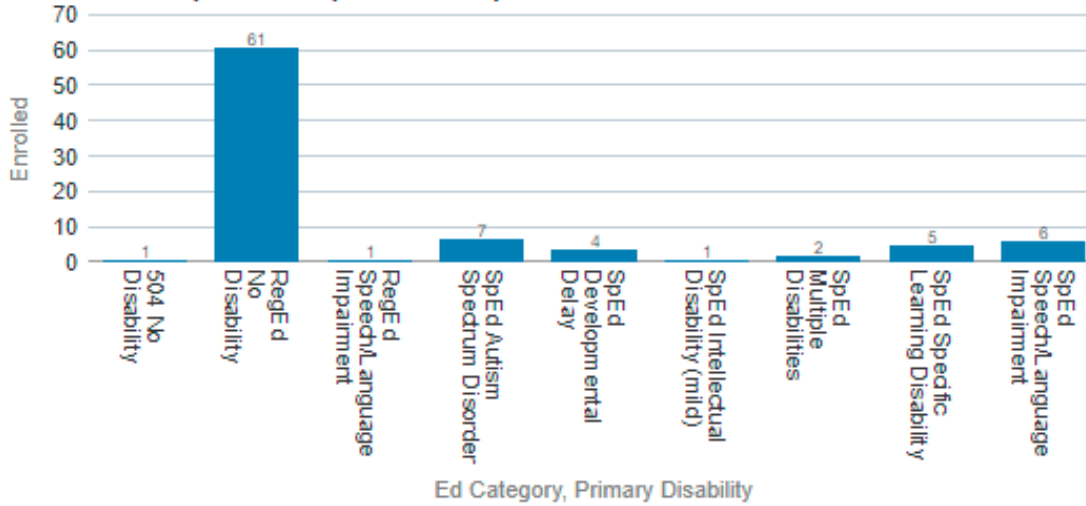
### Students by Primary Disability



Grade Level **03**

AcademicYear **2021 - 2022**

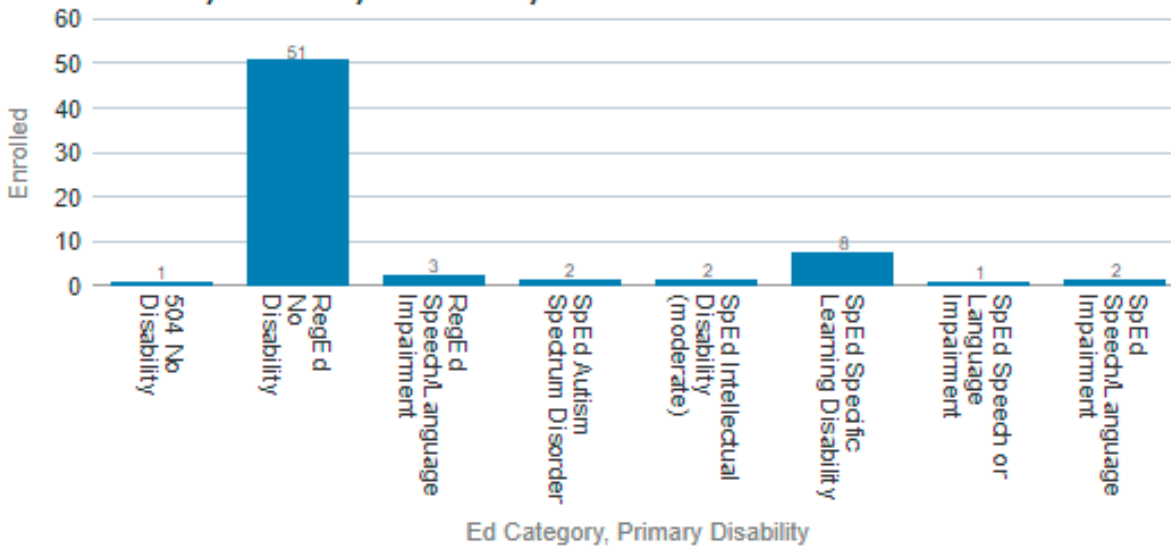
### Students by Primary Disability



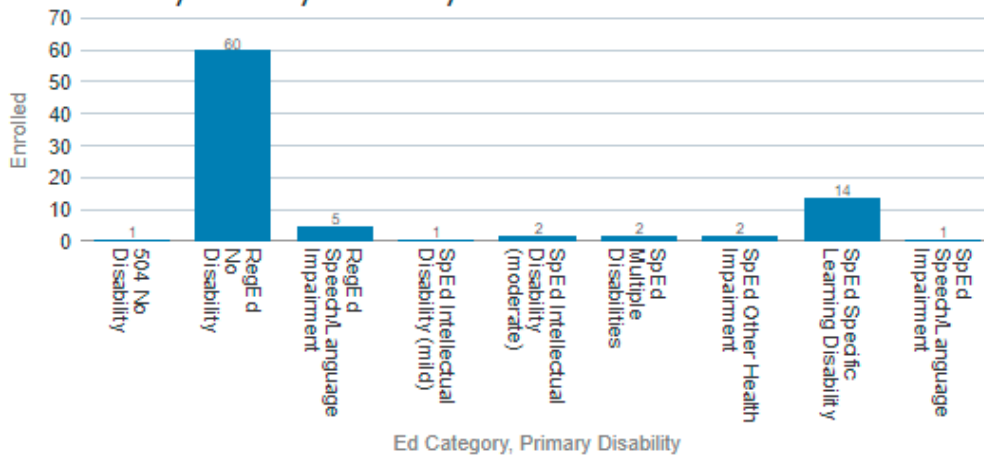
Grade Level **04**

AcademicYear **2021 - 2022**

### Students by Primary Disability



## Students by Primary Disability



## Gifted and Talented

Grade Level	Current Enrollment
3 <sup>rd</sup> Grade	3
4 <sup>th</sup> Grade	3
5 <sup>th</sup> Grade	4
All Grade Levels	10

## Free and Reduced Lunch

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

## **Student Programming**

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

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

## **Belief, Vision, Mission**

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

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

At Berea Elementary *we believe*:

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

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

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

Berea Elementary School is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, inviting, and welcoming atmosphere which fosters student inquiry and engages them in their learning. Our motto, "Transforming the Future Today", is demonstrated on a daily



basis by a caring, supportive, and knowledgeable faculty and staff. Teachers utilize daily essential questions, plan and teach rigorous lessons, and encourage students to exhibit positive character traits.

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

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

Our Title I Parental involvement program provides our parents with multiple levels of support. Topics such as homework help, reading as a family, hands-on math activities, and healthy homes have been presented during monthly parent engagement events as well as at PTA meetings. The purpose of these events is to empower parents in helping their children succeed academically. The Title 1 programs also provide students with remediation and enrichment programs after school twice a week so that students can continue to grow academically.

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

# Data and Needs Assessment-Student Achievement

## School Report Card

[Berea Elementary School Report Card](#)

### SC Ready ELA

School Year					
	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Grand Total Met/ Exceeds
	%	%	%	%	%
<b>2021</b>	32.2%	28%	26.2%	13.6%	<b>40%</b>
<b>2019</b>	25.6%	25.6%	29.8%	19.1%	<b>49%</b>
<b>2018</b>	27%	34%	27%	12%	<b>42%</b>
<b>2017</b>	32%	30%	31%	7%	<b>38%</b>
<b>2016</b>	27%	33%	33%	7%	<b>40%</b>

### ELA Performance by Grade Levels

2021 Grade	Does Not Meet	Approaches	Meets	Exceeds	Total Meet/ Exceeds
3	38.3%	23.3%	25%	13.3%	<b>38%</b>
4	32.9%	28.2%	27.1%	11.8%	<b>44.6%</b>
5	32.9%	32.9%	25.7%	8.6%	<b>35.7%</b>
Grand Total	34.7%	28.1%	25.9%	11.2%	<b>37.1%</b>

SC Ready Math

School Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Total Met/Exceeds
	%	%	%	%	%
<b>2021</b>	28.6%	25.5%	23.9%	22.1%	<b>46%</b>
<b>2019</b>	14.9%	19.1%	28.8%	37.2%	<b>66%</b>
<b>2018</b>	20%	24%	23%	33%	<b>59%</b>
<b>2017</b>	21%	34%	31%	14%	<b>45%</b>
<b>2016</b>	17%	31%	35%	17%	<b>49%</b>

SC Ready Math by Grade Level

<b>2021 Grade</b>	Does Not Meet	Approaches	Meets	Exceeds	Total Meet/Exceeds
<b>3</b>	23.3	28.3	23.3	25	47.5
<b>4</b>	36.5	31.8	16.5	15.3	38.6
<b>5</b>	32.9	18.6	30	18.6	53.6
<b>Grand Total</b>	30.9	26.2	23.2	19.6	46%

## SC Pass Science

SCIENCE	
School Year	Total Met/ Exceeds
2021	40%
2019	50%
2018	42%
2017	35%

## **Data and Needs Assessment-Teacher and Administrator Quality**

### **Data and Needs Assessment-School Climate**

#### **Percent Satisfied With Social and Physical Environment**

<b>Year</b>	<b>Teacher</b>	<b>Student</b>	<b>Parents</b>
<b>2017</b>	<b>100</b>	<b>94</b>	<b>91</b>
<b>2018</b>	<b>100</b>	<b>91</b>	<b>83</b>
<b>2019</b>	<b>96.4</b>	<b>94</b>	<b>89.8</b>
<b>2021</b>	<b>80</b>	<b>93.7</b>	<b>94.1</b>

#### **Percent Satisfied With Learning Environment**

<b>Year</b>	<b>Teacher</b>	<b>Student</b>	<b>Parents</b>
<b>2017</b>	<b>100</b>	<b>94</b>	<b>91</b>
<b>2018</b>	<b>96.4</b>	<b>91</b>	<b>83</b>
<b>2019</b>	<b>89.3</b>	<b>96.3</b>	<b>89.8</b>
<b>2021</b>	<b>80</b>	<b>85.4</b>	<b>82.3</b>

#### **Percent Satisfied With Home-School Relations**

<b>Year</b>	<b>Teacher</b>	<b>Student</b>	<b>Parents</b>
<b>2017</b>	<b>97</b>	<b>90</b>	<b>91</b>
<b>2018</b>	<b>96</b>	<b>91</b>	<b>83</b>
<b>2019</b>	<b>79</b>	<b>95</b>	<b>89</b>
<b>2021</b>	<b>80</b>	<b>83</b>	<b>92.8</b>

### **Summary**

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



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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	36% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>39.76</b>	<b>41.64</b>	<b>43.52</b>	<b>45.40</b>	<b>47.28</b>
		<b>School Actual Elementary</b> <b>41.90</b>	<b>48.8</b>	<i>Waiver</i>	39.7		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary</b> <b>52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary</b> <b>52</b>	58	<i>Waiver</i>	52		



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

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

**PERFORMANCE GOAL 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from \_44.6\_% in 2016-17 to 53.96 in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	44.6 % Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>47.72</b>	<b>49.28</b>	<b>50.84</b>	<b>52.4</b>	<b>53.96</b>
		<b>School Actual Elementary 59</b>	<b>66</b>	<i>waiver</i>	46		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 57</b>	<b>62</b>	<b>64</b>	<b>66</b>	<b>68</b>	<b>69</b>
		<b>District Actual Elementary 60</b>	63	<i>waiver</i>	53		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.Provide professional learning opportunities to support teachers’ development of learning targets and strategies that promote rigor	2018-2023	School Leadership Team	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2.Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	School Leadership Team	\$0	NA	MasteryConnect Reports
4. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019-2023	School Leadership Team	\$0	NA	Mastery Connect/TE21 Coaching Cycles

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by \_3% 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	<b>School Projected Elementary</b>	<b>45</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>
		<b>School Actual Elementary</b> <b>42.7</b>	<b>58</b>	<i>waiver</i>	40		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary</b> <b>60</b>	64	<i>waiver</i>	56		

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

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

**PERFORMANCE GOAL 4:** 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	35% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 36.94</b>	<b>38.88</b>	<b>40.82</b>	<b>42.76</b>	<b>44.7</b>	<b>46.64</b>
SC READY ELA SC SDE Website		<b>School Actual Hispanic 40</b>	<b>42</b>	<i>waiver</i>	<b>39</b>		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>	40	<i>waiver</i>	<b>36</b>		

SC READY ELA SC SDE Website	22 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	<b>27.32</b>	<b>29.98</b>	<b>32.64</b>	<b>35.3</b>	<b>37.96</b>
SC READY ELA SC SDE Website		<b>School Actual AA 24</b>	<b>27.32</b>	<i>waiver</i>	<b>23</b>		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>	31	<i>waiver</i>	<b>28</b>		
SC READY ELA SC SDE Website	4 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD 7.66</b>	<b>11.32</b>	<b>14.98</b>	<b>18.64</b>	<b>22.3</b>	<b>25.96</b>
SC READY ELA SC SDE Website		<b>School Actual SWD 4</b>	<b>20</b>	<i>waiver</i>	10		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>	21	<i>waiver</i>	19		

SC READY ELA SC SDE Website	17 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP 19.94</b>	<b>22.88</b>	<b>25.82</b>	<b>28.76</b>	<b>31.70</b>	<b>36.64</b>
SC READY ELA SC SDE Website		<b>School Actual LEP 38</b>	<b>41</b>	<i>waiver</i>	33		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>	44	<i>waiver</i>	32		
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	<b>42</b>	<b>44</b>	<b>46</b>	<b>48</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>School Actual PIP 40</b>	45	<i>waiver</i>	38		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual PIP 33</b>	45	<i>waiver</i>	37		



SC READY Math SC SDE Website	52 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 53</b>	53	55	56	57	58
SC READY Math SC SDE Website		<b>School Actual Hispanic 61</b>	67	<i>waiver</i>	49		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>	43	<i>waiver</i>	41		
SC READY Math SC SDE Website	19 % Meets Expectations and Exceeds Expectations	<b>School Projected AA 22</b>	25	28	31	34	37
SC READY Math SC SDE Website		<b>School Actual AA 33</b>	47	<i>waiver</i>	28		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>	30	<i>waiver</i>	25		

SC READY Math SC SDE Website	18 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD 21</b>	24	27	30	33	36
SC READY Math SC SDE Website		<b>School Actual SWD 18</b>	33	<i>waiver</i>	26		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>	20	<i>waiver</i>	24		
SC READY Math SC SDE Website	38 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	42	44	46	48	52
SC READY Math SC SDE Website		<b>School Actual LEP 38</b>	69	<i>waiver</i>	49		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	<i>waiver</i>	40		

SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected PIP 66</b>	58	60	62	64	66
SC READY Math SC SDE Website		<b>School Actual PIP 56</b>	63	<i>waiver</i>	43		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>District Actual PIP 38</b>	43	<i>waiver</i>	38		

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

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

**PERFORMANCE GOAL 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		48	51	54	57
	Meets and Exceeds	School Actual	45	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	28		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten=13 Grade 1 =17	Kindergarten =16 Grade 1 =20	Kindergarten =19 Grade 1 =23	Kindergarten =22 Grade 1 =26
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more	School Actual	Kindergarten =10 Grade 1 =14	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Kindergarten =2 Grade 1 =11		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	<b>School Projected</b>		Grade 2 – 19 Grade 5 – 22	Grade 2 – 22 Grade 5 – 25	Grade 2 – 25 Grade 5 – 28	Grade 2 – 28 Grade 5 – 31
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 – 16 Grade 5 – 19	Grade 2 – 18% Grade 5 – 19%	Grade 2 – 19% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing	Grade 2 – 16% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.	57%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		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 (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K – 50% Grade 1 – 55%	Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.	5K-28% Grade 1- 46%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		Grade 2 – 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

<p>South Carolina MAP Linking Study – February 2018 and July 2020</p>	<p><u>2018</u> 2<sup>nd</sup> grade criteria RIT = 190 64<sup>th</sup> percentile 5<sup>th</sup> grade criteria RIT = 217 68<sup>th</sup> percentile <u>2020</u> 2<sup>nd</sup> grade criteria RIT = 188 72<sup>nd</sup> percentile 5<sup>th</sup> grade criteria RIT = 227 65<sup>th</sup> percentile</p>	<p><b>District Actual</b></p>	<p>Grade 2 – 38% Grade 5 – 39%</p>	<p>Grade 2 – 38% Grade 5 – 41%</p>	<p>Grade 2 – 37% 5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</p>		
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Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Principal, Literacy Coach, Instructional Coach	TBD (Cost of training personnel)	TBD	Observations, anecdotal notes, and lesson plans.  Instructional Observations and Instructional Rounds  Increased number of students reading on grade level by 3 <sup>rd</sup> grade
2. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Assoc. Supt. for Academics  Academic Specialists for Literacy	\$20,000-40,000	Special Revenue	Observations, anecdotal notes, and lesson plans.  Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
3. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Principal, Literacy Coach, Instructional Coach	\$0	\$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices





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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		<b>School Projected</b>			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes		
Employment report		<b>District Projected</b>	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	<b>District Actual</b>  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. Develop training opportunities for schools to help existing teachers work with diverse students.	2018-2023	Dir. of Staff and Leadership Development	TBD	TBD	Professional Development opportunities targeting student diversity.
4.					
5.					

**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	95.2	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 81	x	waiver	94		
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 96.3	100	waiver	80		

SC SDE School Report Card Survey	90.9	<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Parents</b> 96	97.2	<i>waiver</i>	94		
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Students</b> 86	89	<i>waiver</i>	<b>93</b>		
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Teachers</b> 97	97	<i>waiver</i>	<b>98</b>		
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Parents</b> 88	89	<i>waiver</i>	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principals	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
1. Ensure every student connected with a caring adult.	2018-2023	Principals	TBD	TBD	Students connected with adults in school buildings or buses
2. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	Principals	TBD	General Fund	Peer mentoring in schools

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	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	0.3		

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	(2016-17) x	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>School Actual</b> x	x	x	0		
	(2016-17) .04	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>District Actual</b> .04	.10	.03	.004		

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



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

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

**PERFORMANCE GOAL 4:** The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the 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	<b>School Projected</b>	90	90	90	90	90
		<b>School Actual</b> 89	89	90	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>	<i>• Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>District Actual</b> 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 96	<b>School Projected</b>	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		<b>School Actual 95</b>	96	95	93		
	(2016-17) 95	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
180 <sup>th</sup> day Attendance Report		<b>District Actual 95</b>	95	96	92		

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

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

**PERFORMANCE GOAL 6:** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the 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	<b>School Projected</b>	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7
		School Actual Afraid – 8% Lonely – 15 % Angry – 8%	Afraid ≤ 8 Lonely ≤ 15 Angry ≤ 8	Afraid ≤ 8 Lonely ≤ 15 Angry ≤ 8	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic</i>	<b>Note: Cognia surveys have been discontinued.</b>	<b>Note: Cognia surveys have been discontinued.</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		<b>District Actual</b> Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic</i>	<b>Note: Cognia surveys have been discontinued.</b>	<b>Note: Cognia surveys have been discontinued.</b>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train staff and students on the anonymous reporting process	2018-2023	Principal	\$0	NA	Students and staff aware and able to report
2. Explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Principals School Teams	TBD	TBD	Consequences discussed systematically
3. Seek opportunities to develop empathy among students	2018-23	Principals	TBD	Local	School initiatives to end social isolation and build empathy