

Hollis Academy

Caring for children today...Creating leaders for tomorrow



School Portfolio

Hollis Academy
Mrs. Sofia Tsambounieris, Principal

Greenville County Schools
Dr. W. Burke Roster, Superintendent

Scope of Action Plan: 2018-19 through 2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Hollis Academy

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (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.

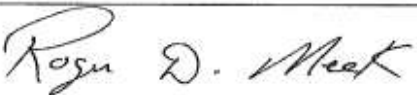
SUPERINTENDENT

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

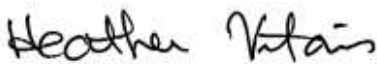
PRINCIPAL

Sofia Tsambounieris		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

Heather Vitaris		3/14/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Michelle Balthazar		3/14/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 200 Goodrich Street, Greenville, SC 29611

SCHOOL'S TELEPHONE: (864) 355-4800

PRINCIPAL'S E-MAIL ADDRESS: stsambounieris@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWEL

<u>POSITION</u>	<u>NAME</u>
1. Principal	Sofia Tsambounieris.
2. Teacher	Riley Winningham
3. Parent/Guardian	Matt Miller
4. Community Member	Beth Simmons
5. Paraprofessional	Maria Soriano
6. School Improvement Council Member	Heather Vitaris
7. Read to Succeed Reading Coach	Michelle Balthazrr
8. School Read to Succeed Literacy Leadership Team Lead	Michelle Balthazrr
9. School Read to Succeed Literacy Leadership Team Member	Hope Chapman

Read to Succeed Literacy Leadership Team	
Position	Name
Principal	Sofia Tsambounieris
Assistant Principal	Damian Williams
Instructional Coach	Steffanie Martin
Instructional Coach	Hope Chapman
Title 1 Academic Specialist	Brandi Massey
Literacy Coach	Michelle Balthazrr

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
☒ Yes ☐ No ☐ N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☒ Yes ☐ No ☐ N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☒ Yes ☐ No ☐ N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
☒ Yes ☐ No ☐ N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
☒ Yes ☐ No ☐ N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☒ Yes ☐ No ☐ N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☒ Yes ☐ No ☐ N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
☒ Yes ☐ No ☐ N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

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

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Introduction

Hollis Academy's School Portfolio was developed to document the progress our school has made while working continuously to improve all areas of achievement, instruction, learning environment, and parent/community involvement. In addition it provides us an opportunity to evaluate the school's strengths and weaknesses in order to develop goals and strategies for growth. All stakeholders have a voice in the strategic planning process through SIC, Title 1 Planning Meetings, Parent, teacher, and student surveys, and faculty senate. Grade level teams and support teachers meet on a weekly basis to discuss the needs of students and develop strategies to reach their academic success. The School Improvement Council (SIC), in conjunction with the Title I planning committee, develops and reviews the Title I plan yearly. The committees consist of teachers, administration, support staff, parents, and community partners. The collaborative conversations in all of these meetings provide all stakeholders with input in our strategic plan which is updated yearly.

Executive Summary

Student Achievement/Needs Summary

SC Ready

ELA

- In ELA, 28.1% of all students scored Meets or Exceeds expectations which was 11% decrease from 2019.
- The percentage of students scoring Exceeds decreased by 4%.
- The percentage of African American students scoring Meets or Exceeds is at 15%.
- The percentage of Hispanic students scoring Meets or Exceeds is at 24%.
- 50% of 4th graders scored Meets or Exceeds.

Math

- In Math, 28% of all students scored Meets or Exceeds expectations which was a 23% decrease over the year before.
- The African American subgroup is at 12% which is the lowest performing subgroup.
- The Hispanic subgroup is at 36% which is the highest performing subgroup.

SCPASS Science

- In Science, 23.6% of students scored Meets or Exceeds expectations. This was an 32% decrease over the year before.

Teacher and Administrator Quality Summary

- 100% of our staff is certified and highly qualified in the appropriate certification area.
- The percent of teachers with advanced degrees is 65.6%.
- The percent of teachers on continuing contract is 81.8%.
- The percent of inexperienced teachers teaching core classes is down from 30.6% to 13%.
- Recruiting and retaining qualified, diverse teachers is a focus.
- Professional development is planned using data and input from teachers.

School Climate Summary

- 100% of teachers, 94% of students, and 91% of parents reported feeling safe during the school day on the School Report Card Survey.
- 90% of students described their teacher as caring on the Cognia Survey.
- The student attendance rate remains at 95%.

Significant Challenges:

- High Poverty Index: 94%
- Increasing the number of students that meet or exceed state proficiency in reading and math.
- Closing the achievement gap between subgroups, particularly African American Students.
- Low percentage of Kindergarten students entering school with literacy and math readiness skills according to KRA
- Large class sizes at Kindergarten
- Increase in percentage of students who do not speak English as their primary language
- Parent engagement and involvement
- Student tardiness
- Transient student population
- Students in need of RTI
- Meeting the diverse needs of our students with social and emotional concerns with only 1 school counselor

Awards, Results, and Accomplishments

- | | |
|--|---------------------------------------|
| • “Good” Overall rating on 2018-19 SC Report Card | • Mentor Program |
| • “Good” Overall rating on 2017-18 SC Report Card | • Fresh Fruit and Vegetable Program |
| • SC Palmetto Silver Award for General Performance | • Donors Choose Grant Recipients |
| • SC Palmetto Silver Award for Closing the Achievement Gap | • PEP Literacy Grant Recipient |
| | • 2 National Board Certified Teachers |

School Profile

School Community

Hollis Academy is a Title I school located in the Judson Mill Community in Greenville, South Carolina. It is one of fifty one elementary schools in Greenville County Schools. We serve students in K4 through fifth grade. The school day begins at 7:45 am and students are dismissed at 2:15 pm.

The history of Hollis Academy began with the establishment of the Parker School District by Mr. Laurence Peter Hollis. Mr. Hollis was instrumental as the superintendent of the school district, where he served from 1923-1951. After the Parker School District consolidated with the School District of Greenville County, Mr. Hollis continued to support public education and community involvement. Hollis Academy is named for Mr. L.P. Hollis and is proud to continue his tradition of excellence in education.

L.P. Hollis opened its doors in 1955. For the first thirty years, the school served both elementary and junior high school students. It was a community school as there were no buses, and almost all of the students who attended lived in the local communities. In 1986, Hollis began to serve only elementary school students. Ten years later, Hollis Elementary became a magnet school, offering students a rigorous scholastic curriculum on a modified year-round school calendar, and the name was changed to Hollis Academy. The new Hollis Academy building opened in 2002 and is capable of accommodating 1,000 students with 35 regular classrooms for kindergarten through fifth grade. In August of 2008, Hollis Academy returned to the traditional school calendar and began to offer single gender classes.

Our school motto is ***“Caring for children today...Creating leaders for tomorrow.”*** An exemplary faculty and staff provides a safe, nurturing learning environment, supported by parents and the larger community. The mission of Hollis Academy is to support students socially, emotionally, and academically by establishing an

engaging environment where students are inspired to create, collaborate, and commit themselves to a lifetime of learning.

School Leaders

Principal

Mrs. Tsambounieris is the new principal at Hollis Academy, and we are very excited to welcome her to the Hollis family. Prior to coming to Hollis, she was a principal at Paul Dunbar School and Oliver H. Perry School in Cleveland, Ohio for 10 years. She was also an assistant principal 4 years prior to becoming a principal. She has taught 2nd and 4th grades, and has also taught middle school math. This is her 22nd year as an educator. Mrs. Tsambounieris graduated from Cleveland State University with a Bachelor's of Science in K-8 Education. She also attended Cambridge College in Boston, Massachusetts where she received her Master's in School Administration and her Ed.S. in School Leadership. As principal at Hollis Academy, Mrs. Tsambounieris's role is to be the instructional leader of the school and also manage the day to day operations. She looks forward to working with teachers to guide curriculum planning, support instruction and student engagement, and to provide leadership and support as she works with the community and parents. Most importantly, Mrs. Tsambounieris is eager to get to know the students at Hollis Academy and help them reach their fullest potential!

Assistant Principal

Mr. Williams is the new Assistant Principal of Hollis Academy. He is excited to work with the dedicated staff, amazing students, and committed families of the Hollis Academy community.

After graduating from Clemson University where he was a part of the Call Me Mister Program, he had the privilege of teaching third, fourth and sixth grade in Orangeburg County and Richland Two School District. Mr. Williams earned a Master's Degree in Education Administration from Charleston Southern University and an Educational Specialist degree in Curriculum and Instruction from Liberty

University. Before coming to Hollis, he served as a Dean of Students in Charlotte Mecklenburg School District at JH Gunn Elementary School.

When not serving students and staff at Hollis, Mr. Williams enjoys karaoke, eating, and watching Syfy. He is very community-oriented and enjoys volunteering, attending church, and spending time with family and friends. Mr. Williams is excited to continue creating and maintaining positive experiences with the Hollis Academy staff to provide the best educational experience for students.

Our Facility

Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, a reading resource room with leveled readers, and a state-of-the-art media center which includes a media production room. The cafeteria has a stage and seats 370 people for meals and 510 people for assemblies. A smaller dining room seats 25 people and can be used for special luncheons.

The main entrance creates a hub with a security door yielding restricted access to the main office suite and multi-purpose room. This system provides all-day protection and a sense of security for all teachers and staff, students, and visiting parents. The office suite accommodates the principal, a secretary, an attendance clerk, a mailroom, nurse facilities, book storage, and supply space, as well as an area for teachers to work. The facility also has separate bus and car drop-off areas, and designated group parking that includes privileged parking for our Teacher of the Year, Staff Member of the Month. Our grounds have an outdoor walking track and multiple playground areas.

All of our classrooms are self-contained. Eight kindergarten classrooms surround the covered kindergarten play area in a wing by itself. First and second grade classrooms are located on the first floor and all third, fourth and fifth grade classrooms are located on the second floor and are accessible by an elevator. All classrooms are equipped with Promethean Boards, wireless internet and laptops, Chromebooks, and document cameras.

Parent Involvement

One of the most important factors in school improvement is strengthening parent involvement in the education of our students. Parental involvement is encouraged, through quarterly parent meetings, instructional family engagement events, Parenting Partners Workshops, Hands on Hollis, surveys, Title 1 Planning committee, and the School Improvement Council (SIC). The Title I Facilitator and parent involvement coordinator plan workshops for parents to assist their children and promote success. Parents are notified of and invited to participate in school events through the school marquee located at the front of the building, a monthly newsletter, the school website, the school Facebook page, phone messages, teacher websites and teacher class newsletters. Parent Involvement meetings are planned based on the fall survey results. Parent meetings often include topics such as Internet Safety, learning English, supporting your student at home within different academic domains, homework help, parenting classes, and resources within our community. Parents are also invited and encouraged to attend Meet the Teacher Night, Chorus Performances, Award's Day each quarter, Curriculum Nights, and our Spring Carnival. Hands on Hollis is a program developed to match parent volunteers with teachers and staff within the building that need a parent volunteer. As a result of these parental involvement opportunities, Hollis remains a Red Carpet School, which welcomes parents into our school. The Red Carpet School Award is presented by the State Department of Education to recognize schools with outstanding family-friendly environments. Our red carpet is proudly displayed on the brick wall in the lobby.

School Improvement Council

The School Improvement Council is composed of administration, parents, teachers, and community representatives. The team's purpose is to work closely with the leadership at Hollis to promote student success.

Title I

The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. This purpose is accomplished by such efforts as providing an enriched and accelerated educational program, promoting school wide reform through school wide programs or through additional services that increase the amount and quality of instructional time, significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development, and affording parents meaningful opportunities to participate in the education of their children at home and at school.

Partnerships

Partnerships continue to play an essential role in our school as they support students socially, emotionally, and academically in order to raise academic achievement and meet school goals.

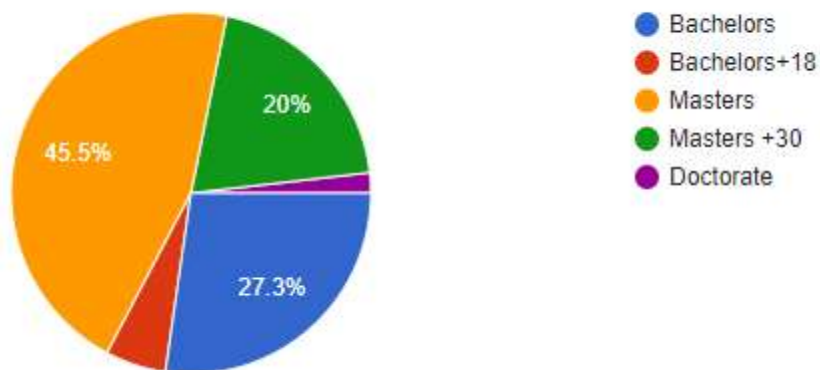
- First Presbyterian Church provides room parents and volunteers for each classroom. They also provide backpacks of food for students in need each week.
- Greenville Multicultural provides summer camp for students where they work on academics and social/emotional skills.
- Frazee Center provides a school based coordinator responsible for recruiting, training, and organizing mentors who meet with assigned students weekly. Mentors assist students with building positive relationships with adults and help student grow socially.
- Kroc Center and YMCA Judson provide afterschool care for students while assisting with academics.
- Greenville Mental Health provides a full time counselor to assist with students' emotional needs.

- Kiwanis Club Terrific Kids encourages positive characteristics of students and provides rewards quarterly.
- Public Education Partners supports literacy by providing free books for students to read over the summer.

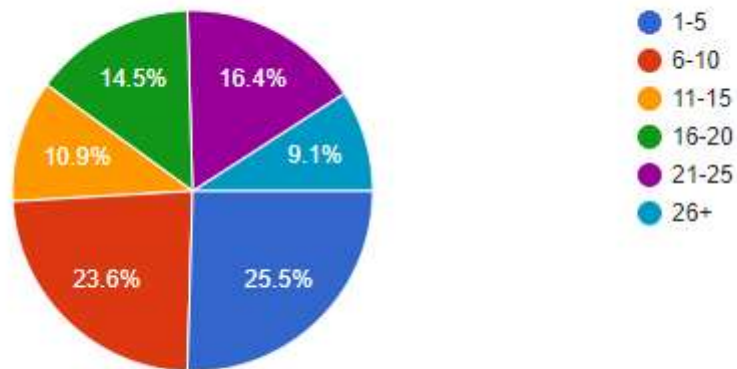
School Personnel Data

Hollis Academy is committed to having a high quality instructional team at all levels that is certified and highly qualified as defined by NCLB. Our faculty holds various degrees and years of experience. Sixty seven percent of our teachers had advanced degrees and 5 teachers were Nationally Board Certified. Almost 50% of our staff has 10 or less years of teaching experience.

Staff Education Levels



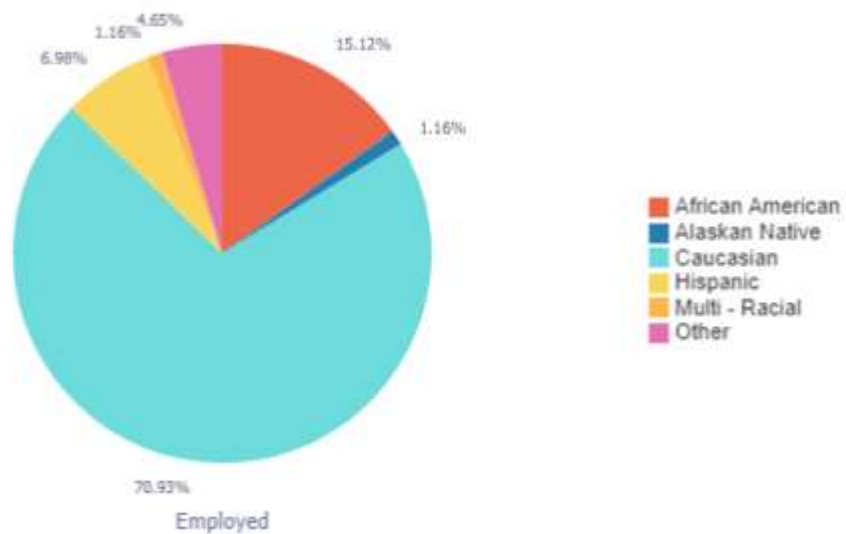
Staff Years of Experience



Staff Ethnicity and Gender

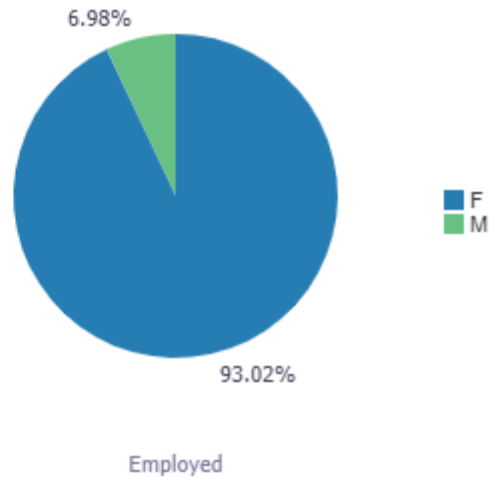
Our staff consists of 16.05% African American, 69.1% Caucasian, 7.4% Hispanic, 1.23% Alaskan Native, and 6.1% from other races.

Staff by Ethnicity



Current Staff Demographics by Type, Gender and Ethnicity

Staff by Gender



Student Population

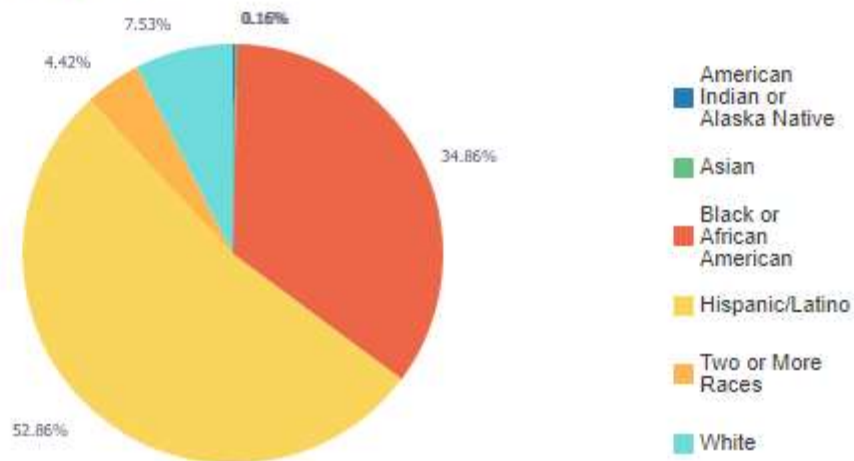
During the 2020-21 school year, we had 466 In-Person students and 149 Virtual students for a total 615 enrolled at Hollis.

Academic Year	Grade	In-Person Students	Virtual Students	All Students
2021 - 2022	K4	37	0	37
	K5	92	1	93
	01	80	1	81
	02	96	1	97
	03	102	2	104
	04	93	3	96
	05	102	5	107
2021 - 2022 Total		602	13	615

Student Ethnicity and Gender

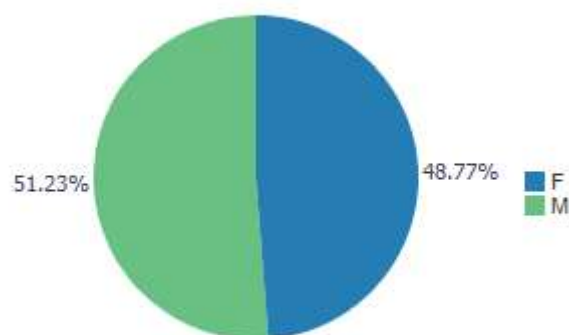
Current enrollment figures show the following ethnic distribution of students: 34.86% African American, 75.3% Caucasian, 52.86% Hispanic, and 4.42% from two or more races.

Students by Ethnicity



Attendees

Students by Gender



Attendees

ELL Students

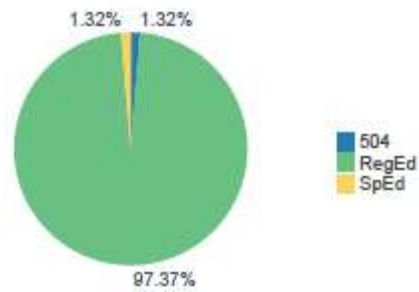
310 Multilingual Learners

50% of our total in person enrollment

Grade Level: K-4- 20	1.0-1.9	2.0-2.9	3.0-3.9	4.0 to 6/Monitor
K-5- 43	17	5	4	4/ 13 Monitored
1st- 41	25		2	14- Monitored
2nd- 47	4	22	9	12- Monitored
3rd- 51	7	10	24	4/ 6- Monitored
4th- 43	7	3	18	11/ 4 Monitored
5th- 51	3	1	18	25/ 4 Monitored

Students by Education Status

Students by Education Status



2021 - 2022 Enrolled

Student Demographics by Primary Disability

2021 - 2022

Grade Level	504			RegEd				SpEd								Enrolled Total
	No Disability	Speech/Language Impairment	Developmental Delay	No Disability	Specific Learning Disability	Speech/Language Impairment	Autism Spectrum Disorder	Developmental Delay	Intellectual Disability (mild)	Intellectual Disability (moderate)	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech/Language Impairment	Visual Impairment	
01				74			1	6						2	4	85
02				85			2	1					2	7		97
03		1	1	86		1	2	7				1	6	3	1	109
04	1			73	1	1	4	2	2		1	2	3	5		95
05				93		3	1			1		3	5	1		107
K4				37										1		38
K5			1	87			1	1						4		94
Grand Total	1	1	2	535	1	5	11	17	2	1	1	6	16	25	1	625

Academic Programs

Hollis Academy is helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by providing an engaging learning environment where students feel welcomed and are eager to learn. As such, our school goals focus on academic achievement, professional development, technology integration, social and emotional learning, school climate, and community relations. Specific strategies are developed to support the attainment of each goal. Many hours are provided to enhance teaching skills through professional development that focuses on research-based best practices to improve teaching skills, knowledge, and instructional delivery.

Our students have access to a well-balanced, strategically planned curriculum based on best practices, instruction guided by ongoing assessments, and a faculty and staff knowledgeable in current instructional methodologies. We focus on a researched-based core curriculum aligned with State Standards and District Curriculum Maps.

ELA

Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write through pervasive and consistent implementation of best practices across grade levels and content areas and incorporates the research based theories of Vygotsky, Fountas and Pinnell, Gallagher, Calkins, Clay and others. The model fosters gradual release of responsibility to the student as they receive instruction needed to meet grade level expectations in reading and writing, while allowing students to work at a level that is appropriate for individual growth and achievement. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing. Additionally, students are engaged in language and word study. Listening and speaking are also emphasized in this integrated language approach. At Hollis, we use Lucy Calkins' Reading and Writing Units of Study to support GCS Framework for

Literacy Instruction. We also use Jan Richardson's The Next Step Forward in Guided Reading and Literacy Footprints for small group instruction.

Math

The mathematics program for Greenville County reflects the SC College- and Career-Ready Standards for Mathematics. It provides a well-balanced and rigorous mathematics curriculum for all students. Students have opportunities to become proficient in basic skills, develop conceptual understanding and become adept problem solvers. The seven standards for mathematical processes are consistent in grades K-5. These process standards are combined with content standards at each grade that endeavor to balance procedure and understanding.

The Big Ideas Math Program is used in all grade levels to support the curriculum. Math in Practice is also used as a grade by grade resource for strategies and support for teaching.

In addition, teachers engage students in Number Talks by Sherry Parrish for 10-15 minutes each day. This is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. Number Talks is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide. Students also use DreamBox online platform to help close achievement gaps in math.

Science

The Macmillan McGraw-Hill series is used in all grades. In addition, District science kits are provided for a more hands-on approach to science with inquiry based lessons in physical science, earth science, and life science.

In Kindergarten through 2nd Grade, the standards and performance indicators for the science and engineering practices and core science content emphasize students making observations and explanations about phenomena they can directly explore and investigate. Student experiences are structured as they begin to learn the features of a scientific investigation and engage in the practices of science and engineering.

In 3rd Grade through 5th Grade, the standards and performance indicators for the science and engineering practices and core science content emphasize students becoming more sophisticated in describing, representing or explaining concepts or ideas. Students use their experiences from structured investigations in Kindergarten through 2nd Grade to begin planning their own investigations to answer scientific questions.

Social Studies

Teachers utilize the South Carolina standards, state support documents, and district curriculum guides to drive instruction. In 2019, the SC College and Career Ready Standards were adopted. Social Studies in Kindergarten focuses on the community around us. The focus in the first grade is life in SC. In grade two, students learn about life in the US. World Geography is the focus of third-grade Social Studies. The Social Studies standards in grades four focus on the United States and SC Studies Part 1 while 5th grade studies the United States and SC Studies Part 2.

Technology Integration

Technology integration is an important aspect of the elementary curriculum at Hollis. Both teachers and students utilize technology on a daily basis. Our school is equipped with a computer lab and 1-1 Chromebooks in every classroom K4 through fifth grade which function through our wireless platform to ensure full technology integration in every classroom. Classrooms contain Promethean interactive white boards and document cameras to maximize our students' level of engagement during instruction.

Enrichment

Music

All kindergarten through fifth grade students attend music class. In class they learn fundamental, sequential skills. Students apply their skills and demonstrate

comprehension by engaging in hands-on activities that involve creating music, performing music, listening/responding to music and connecting music to other subjects, life events, and cultures. Emphasis is placed on developing music literacy among elementary students so they can eventually read music at sight.

Classroom Music teaches:

- An appreciation of music of varying styles and cultures
- Playing instruments
- Movement
- Music reading skills
- Music terminology and concepts
- Higher level thinking skills

Art

Students in Kindergarten through Fifth Grade attend weekly art classes, taught by certified visual art teachers. Art engages students in hands on creation, exposure, and response to visual art and artistic expression. Aligned with SC Visual Art Standards, the elementary visual arts program allows our youngest students to become more aware of the role of the arts in the world around them. Our students develop a foundational understanding of a variety of art forms and techniques, including painting, drawing, printmaking, weaving, 3-dimensional construction, design, ceramics/clay and more. Students are introduced to art history through the study of a variety of artworks and experience different cultures through the study of those cultures' visual art forms. In art, students begin to build and develop a vital relationship to the arts. Through their experiences, they learn to express their own creativity, communicate in their own, unique way, expand visual perception, and develop skills needed for future success.

Physical Education

Students learn to develop and maintain a healthy level of fitness, find personal enjoyment in life-long physical activity, and interact positively with others in sports and activities.

The CATCH (Coordinated Approach To Child Health) curriculum is used in Kindergarten through 5th grade. The primary goal of CATCH's Physical Education component is to increase the amount of moderate-to-vigorous activity (MVPA) children engage in during their PE time. CATCH PE encourages at least 50% MVPA during PE time. CATCH also encourages students to receive 60 minutes of physical activity every day.

In grades K-2, CATCH introduces students to a variety of essential movement concepts and fundamental skill themes. Lessons are fun and help children acquire the fundamental competencies that are the foundation for more complex skill mastery.

CATCH in grades 3-5 expands the range of skill themes and physical fitness activities by challenging students to learn in more complex movement environments. Lesson structure maximizes skill practice and opportunities to learn, so that students increasingly become competent in many movement forms and achieve mastery in others.

Student Support

Response to Intervention (RTI)

RTI is a method of academic intervention to provide early, systematic assistance to children who are having difficulty learning to read. RTI seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions. Reading tools and strategies are taught so children can become independent and successful readers on or above grade level. A school-wide screening using Fastbridge is done three times a year to qualify students for the program. We use Leveled Literacy Intervention (LLI) as a resource for intervention instruction.

On Track

The On Track team is made of members of the administrative team as well as guidance counselors, interventionists, psychologist, teachers, and the school's

social worker. The team meets to discuss students who teachers or staff members are concerned about when it comes to attendance, behavior or academics. After discussing current interventions, someone on the team becomes the child's advocate and ensures that progress is being made or the student is referred for additional services or evaluation.

Character Education

Our school counselor offers a comprehensible developmental program to all students focusing on character education and life skills. Our school also has a full time Mental Health Counselor as well as a Social Worker to serve our students and families. Throughout the school year, these core components will be delivered based upon the needs of the students and teachers at Hollis Academy.

Individual Counseling Sessions: Individual counseling is available to all students during designated "counsel" times on the counselor's schedule. Individual counseling sessions may be responsive or preventative. Solution-Focused Brief Therapy will be used to help students set their own goals for counseling.

Group Counseling: Groups will form throughout the year based on the needs of the teachers and students. The counselor will identify students, send out e-mails to identify students, and use needs assessments (both teacher and student) to identify students for groups. Small group counseling will take place once a week.

Classroom Counseling: Classroom counseling will be delivered to each class on a rotating week schedule for grades K-5. Topics have been generated based on student/parent/teacher needs assessments and the Second Step curriculum.

Mindfulness Education: Hollis Academy will teach students mindfulness techniques to help them to be able to help themselves in times of stress, anger, and frustration. Students will be rewarded for using these calm down techniques weekly.

Behavior Intervention Teacher: Our Behavior Interventionist seeks to prevent misbehavior by forming relationships with students. Many of our students act out because they seek attention from peers or adults. Mr. Pugh excels at making connections with these students. He is able to use the mindfulness room for both

proactive and reactive student support. Proactive including small groups and check-in/check-out. Reactive supports include reflection and de-escalation time, peer and teacher conflict mediation, etc. The support of our behavior interventionist has helped to decrease the amount of discipline referrals and suspension rates by over 50%.

ESOL (English Speakers of Other Languages)

Hollis has five ESOL teachers who help students grow in their language acquisition through small group lessons and inclusion in the regular education classroom. Our regular education teacher and our ESOL teachers work collaboratively through a co-teaching model to support student learning. This instructional model has been vital in sustaining the progress and achievements of our ESOL students. Our students also use the Lexia online platform to help close achievement gaps.

PBIS

Our administration, faculty, and staff follow a positive and constructive approach to discipline and work toward maintaining this positive learning climate. Classroom rules are regularly discussed and student discipline is the responsibility of all staff members. Our primary goal is to develop positive social behavior. Students have many opportunities for recognition of good behavior, including Terrific Kids award assemblies. Hollis Academy implements the school-wide behavior incentive program called the Positive Behavior Intervention System (PBIS). Our purpose is to make positive behavior so inviting and rewarding that all students will want to participate.

Hollis Academy Code of Conduct

- 1) I am responsible for myself, my actions, and my choices.
- 2) I always come prepared to learn.
- 3) I will respect everyone in our school with my speech and actions.
- 4) I will follow directions politely the first time they are given.
- 5) I will keep my hands, feet, and all objects to myself
- 6)

Hollis PBIS Matrix

	Responsible	Respectful	Ready
Bathrooms	Keep the mirror, sink, toilet, and floor clean	Allow others privacy	Use the bathroom only when necessary
Hallway/ Stairwell	- Walk quietly on the right side - Take one step at a time - Walk with one hand on rail in the stairwell.	- Speak only when given permission - Greet others silently with a wave - Keep hands, feet, and all objects to yourself	- Walk facing forward - Walk/stand in the 2nd tile from the wall
Cafeteria	- Walk in a line - Clean up after yourself (Place trays in the service window) (Pick up garbage and clean up spills) - Stand quietly behind your seat at lunch until directed by the teacher to sit down	- Greet & thank the staff - Silent during breakfast - Use inside voice during lunch - Keep your hands, feet and all objects to yourself	- Give lunch order - Get milk and utensils - Follow exiting procedures given by the teacher - Remain silent in the lunch line
Bus	- Board & exit safely - Sit where told - Walk in front of the bus (When Exiting)	- Greet bus driver - Use inside voice - Keep hands, feet, and all objects to yourself	- Keep aisle clear - Remain seated at all times - Be prepared to board and exit the bus at the appropriate time
Arrival Area	- Enter at the appropriate door - Walk directly to your holding area after breakfast	- Greet others silently with a wave - Follow directions of safety patrols and teachers	- Arrive between 7:15 & 7:55 - Arrive before 7:40 to eat breakfast
Playground	- Use playground equipment as it was intended - Bring in all items taken outside	- Take turns & include everyone - Keeps hands, feet and all objects to yourself	- When whistle blows stop, look & listen to your teacher - Stay focused & participate in organized activities - Line up when the teacher signals
Dismissal Area	- Gather all needed items from the classroom before go to holding area - Walk directly to your holding area - Sit silently in your holding area - Exit through the appropriate door	Follow directions of safety patrols and teachers	Come when your name or class is called the first time

Mission, Vision, and Beliefs

Vision: Students engaged, inspired, and empowered for educational success.

We believe...

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

Our Mission

We support students socially, emotionally, and academically by establishing an engaging environment where students are inspired to create, collaborate, and commit themselves to a lifetime of learning.

Data Analysis and Needs Assessment

SC School Report Card



SC Ready 2018-2019 Data

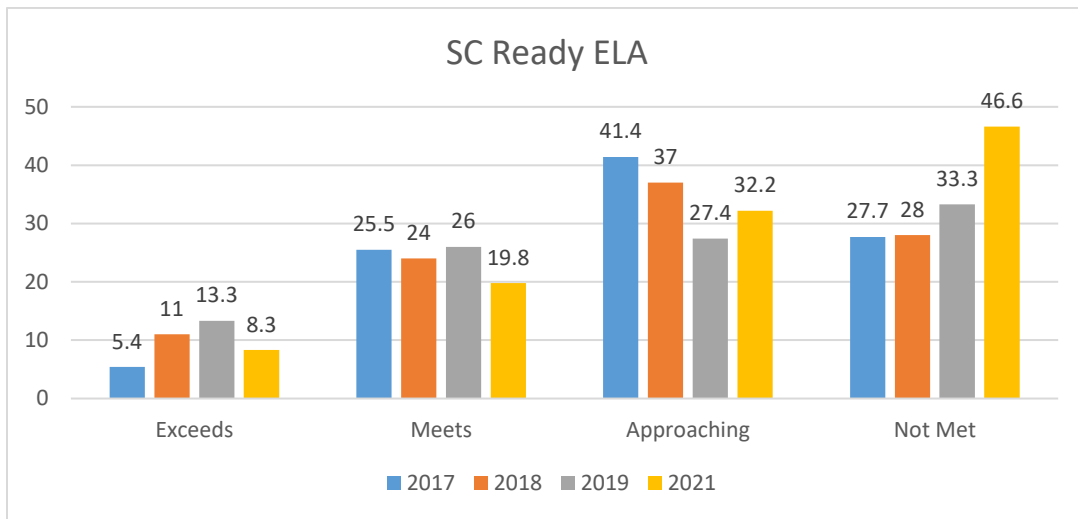
The South Carolina College- and Career-Ready Assessments (SC READY) is a state assessment that includes tests in English Language Arts (ELA) and mathematics administered to students in grades 3–5. Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on SC READY ELA and mathematics tests.

Exceeds Expectations – The student exceeds expectations as defined by the grade-level content standards.

Meets Expectations – The student meets expectations as defined by the grade-level content standards.

Approaches Expectations – The student approaches expectations as defined by the grade-level content standards.

Does Not Meet Expectations – The student does not meet expectations as defined by the grade-level content standards



2021- 28% of all students scored Meets or Exceeds Expectation
 2019- 39% of all students scored Meets or Exceeds Expectation
 2018- 35% of all students scored Meets or Exceeds Expectation
 2017- 30.9% of all students scored Meets or Exceeds Expectation

English Language Arts 2021 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	57.7	28.91	8.25	5.15
4	47.4	28.9	10.53	13.16
5	35	39	19	7

English Language Arts 2019 by Grade Level and Performance Level

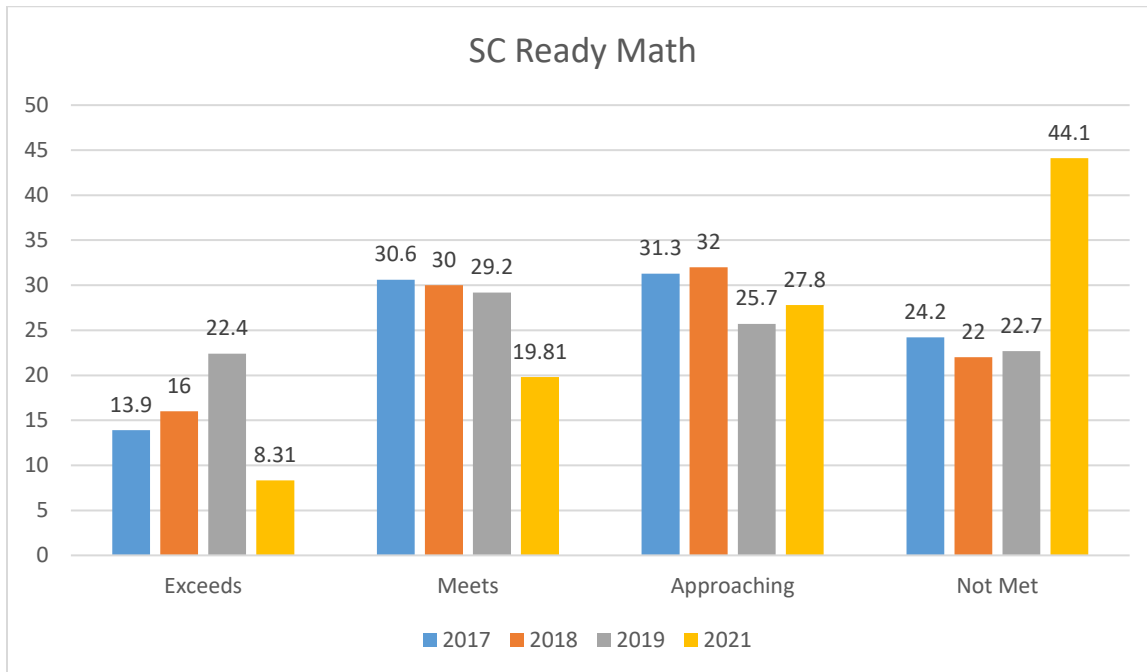
Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	34.7	33.3	19.5	12.7
4	35.7	17.1	29.5	17.8
5	39.5	30.3	24.4	5.9

English Language Arts 2018 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	28.2	37.4	21.4	13.0
4	32.5	30	23.3	14.2
5	22	44.9	28.8	4.2

English Language Arts 2017 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	27.7	38.6	29.7	4.0
4	23.5	41.2	28.4	5.9
5	33.3	45.3	14.7	6.7



2021- 28.12% of all students scored Meets or Exceeds Expectation
 2019- 51% of all students scored Meets or Exceeds Expectation
 2018- 46% of all students scored Meets or Exceeds Expectation
 2017- 44.5% of all students scored Meets or Exceeds Expectation

Mathematics 2021 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	57.1	20.4	17.35	5.1
4	37.4	33.9	20	8.7
5	39	28	22	11

Mathematics 2019 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	20.3	25.4	33.1	21.2
4	22.5	22.5	29.5	25.6
5	31.1	31.1	21.8	16

Mathematics 2018 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	16.8	31.3	34.4	17.6
4	26.7	28.3	29.2	15.8
5	22.9	35.6	27.1	14.4

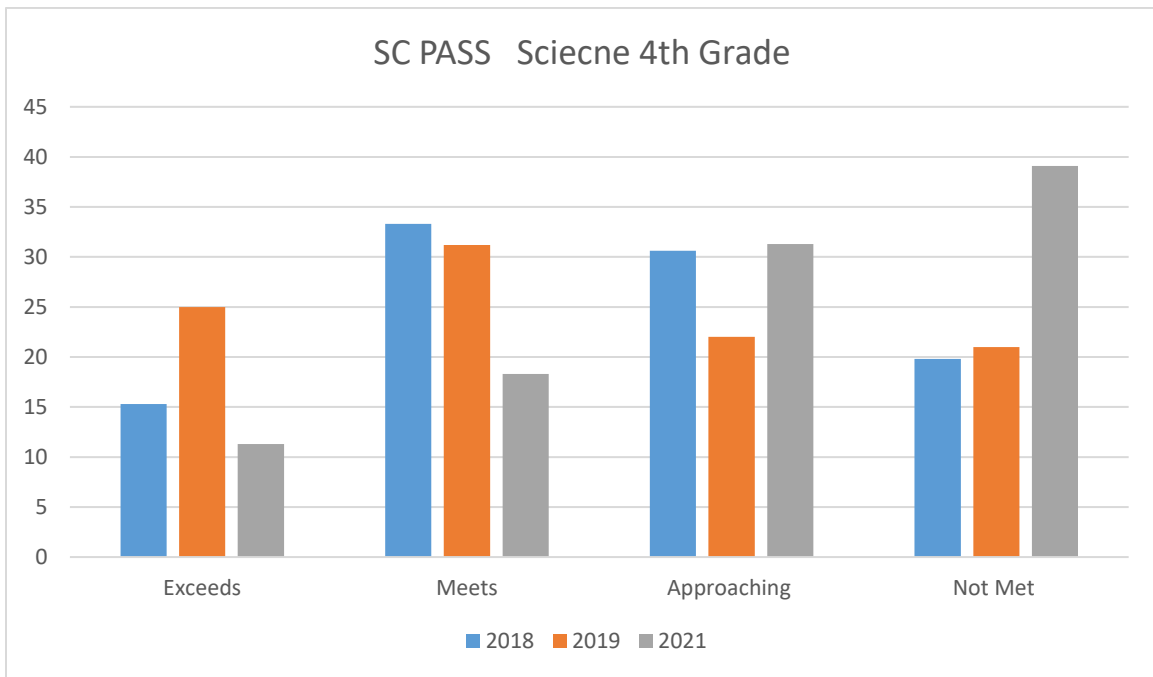
Mathematics 2017 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	21.6	22.5	41.2	14.7
4	18.3	38.4	29.8	13.5
5	36	33.4	17.3	13.3

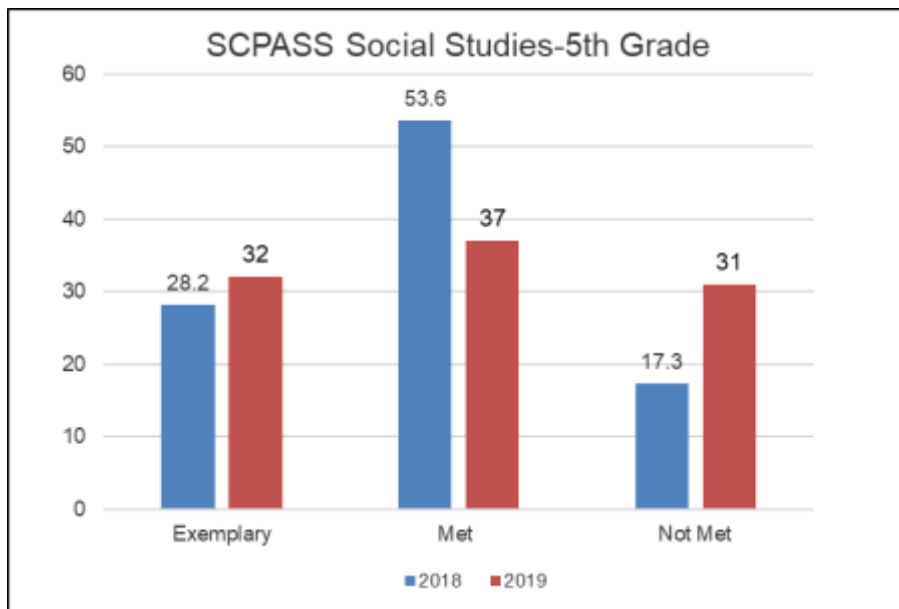
SCPASS 2020-2021 Data

Beginning in 2018, 4th grade students take SCPASS Science and 5th grade students take SCPASS Social Studies.

As of 2021, 5th graders no longer took the SCPASS Social Studies



2021- 29.6% of 4th graders scored Meets or Exceeds Expectations
 2019- 56% of 4th graders scored Meets or Exceeds Expectation
 2018- 48.6% of 4th graders scored Meets or Exceeds Expectation



2019- 69% of 5th grade students scored Met or Exemplary
 2018- 82% of 5th grade students scored Met or Exemplary

Teacher and Administrator Quality

School Staff	2017-18	2018-19	2019-20	2020-21
Teachers with Advanced Degrees	47.3%	40%	50%	65%
Teachers Returning from Previous Year	80.9%	82.7%	91.3%	75%
Continuing Contract Teachers	65.5%	69.1%	71.4%	81.8%

Hollis Academy is committed to having a high quality instructional team that is certified and highly qualified as defined by NCLB. In order to improve student achievement, our school and district adheres to the following guidelines concerning teachers and administrators:

- Hire highly qualified personnel
- Provide mentors for first year teachers
- Provide on-going professional development opportunities
- Evaluate personnel according to state and district guidelines

All teachers must obtain 24 hours or more of professional development yearly with a minimum of 12 hours offered at the school level. Professional development days are provided to assist teachers in achieving their personal professional growth plan and to enhance delivery of instruction.

Professional development opportunities are provided for teachers and staff on the effective implementation of district instructional initiatives through faculty meetings, grade level meetings, book studies and Professional Learning Community dialogues. These opportunities address student and teacher needs and are research-based. Teachers are encouraged to attend Summer Institute as well as the Upstate Technology Conference.

Professional Development Calendar
Hollis Academy
2021-2022

Date	Title	Audience	Points
Ongoing PLCs (2nd & 4th weeks)	K5; 1st; 2nd; 3rd; 4th 5th	Classroom teachers and professional staff	0
8/2/21 8/3/21 8/4/21 8/5/21	K5 Unit Planning- S. Martin First Grade Unit Planning- S. Martin Second Grade Unit Planning- S. Martin Third Grade Unit Planning - H. Chapman Fourth Grade Unit Planning - H. Chapman Fifth Grade Unit Planning - H. Chapman	Classroom Teachers	7
8/11/21	Philosophical Why of Balanced Literacy - B. Massey GCS Math Curriculum Overview - K. Griffin Best Practices in Mathematics - K. Griffin	All Hollis Staff	4
8/12/21	Sheltered Instruction for Multilingual Learners - C. Ware	Classroom Teachers and Professional Support Staff	2
8/12/21	Co Teaching for for Multilingual Learners - L. Gibson	Selected Classroom Teachers and ESOL teachers	2
8/24/21	Rethink Ed: Supporting SEL in the Classroom and Using the Mindfulness Room for Student Success - Ali Laird and Will Pugh	All Staff	1
9/1/21 9/8/21 9/15/21	Using data to plan word study lessons. - Brandy Massey	All 5k-5th grade teachers	1
9/21/21	Part Two of Launch and Co- PPlanning for ML teachers *PLC Follow up on September 30th for Co-Teaching	ML Co-teachers	2
9/22/21 9/29/21	ESOL Lesson Preparation Sheltered Instruction - content and language objectives ; ESOL IC- Gibson *PLC Follow Up on September 29th for Sheltered Instruction	All classroom teachers	2
9/29/21	Taking a deep dive in the gradual release model in Math ; K Griffin	All 5K-5th grade teachers	2

10/6/21 10/13/21 10/20/21	Differentiating Instruction in Small Groups (K-2): S. Martin Differentiating Instruction in Small Groups (3rd-5th): H. Chapman	Classroom Teachers/ Prof. Support Staff	2
10/28/21	Sheltered Instruction- Purpose, meaningful, authentic, not in isolation- L. Gibson *PLC Follow Up on November 9th CoTeaching - C. Ware *PLC Follow Up on November 11th	All Staff	2
11/10/21 11/11/21 11/17/21	Unpacking Fall TE 21 Benchmark and Projected Plans Math ; ELA	Classroom teachers and professional support staff	2
11/23/21	Sheltered Instruction- Comprehensible - accessible, understandable, language scaffold- L. Gibson *PLC Follow Up on December 9th Co Assessment- C. Ware *PLC Follow Up on December 9th	All Staff	2
12/1/21 12/7/21 12/8/21	Reading Strategy Groups - Hope Chapman	3rd 4th 5th	2
1/26/21	Sheltered Instruction- Collaborative - meaningful interaction, academic conversation- L. Gibson (CANCELLED)	All Staff	2
3/30/21	Sheltered Instruction-Review and Closing- L. Gibson	All Staff	2
	Culturally Responsive Teaching and the Brain: Helping educators to understand brain based principles in order to grow self directed learners as an ML student.		
3/30/22	Sheltered Instruction PD in Cafeteria Planning for co-teachers/ESOL teachers in Media Center	All Staff	1
4/13/22	Sheltered Instruction PD in Cafeteria Planning for co-teachers/ESOL teachers in Media Center	All Staff	1

School Climate

School climate is recognized as a significant factor related to student achievement. Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide valid, reliable, and comprehensive information regarding the school environment.

Source: SC School Report Cards and Cognia Survey	Teachers	Students	Parents
Percent Satisfied with the Learning Environment	54%	99.5	100
Percent Satisfied with Social and Physical Environment	67.7	95.3	100
Percent Satisfied with home School Relations	64.6	88.1	70.6
Percent Who Feel Safe During the School Day	87.1	94	88.3
Percent of Students Who Describe Their Teacher as Caring		92	

[2020-2021 SC SDE Report Card Link](#)

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);
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and

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 30% in 2016-17 to 43.2% 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 2.2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	30% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 32.2	34.4	36.6	38.8	41	43.2
		School Actual Elementary 35	39	waiver	26%		
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%		

ACTION PLAN FOR STRATEGY #1: Increase rigor and expectations in both instruction and assessment in all content areas to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2023	Academic Specialists School Principals Instructional Coaches Literacy Specialist	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Use the GCSD Instructional Protocol to guide instructional planning and delivery.	2018-2023	Academic Specialists School Principals Instructional Coaches Literacy Specialist	\$0	NA	Collaborative planning, lesson plans, classroom observations.
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Assoc. Supt. for Academics School Principals Instructional Coaches Literacy Specialist Teachers	\$0	NA	Mastery Connect Reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	School Principals Instructional Coaches Literacy Specialist Teachers	\$0	NA	Mastery Connect/TE21
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019-2023	School Principals Instructional Coaches Literacy Specialist Teachers	\$0	NA	Mastery Connect/TE21
6. Use the Literacy Framework for planning and organizing instruction	2018-2023	School Principals ICs/Literacy Spec. Teachers	\$0	NA	Classroom schedules And lesson plans

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% in 2016-17 to 52.4% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.4% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	44% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 45.4	46.8	48.2	49.6	51	52.4
		School Actual Elementary 47	51	waiver	28		
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	53		

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core mathematics instruction to meet identified student needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement tasks that promote reasoning and problem solving	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	\$0	NA	Observations of problem solving and reasoning
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	\$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	\$0	NA	Evidence of collaborative planning, classroom observations, specific feedback given to teachers for instructional improvement
4. Provide professional learning opportunities to build content knowledge and pedagogy	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	\$0	NA	Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO
5. Incorporate real-world problem solving and critical thinking	2018-2023	Academic Specialists School Principals Instructional Coaches	\$0	NA	Evidence of students independently persevering through problem solving.

opportunities into daily instruction and assessment		Teachers			Effective and strategic use of mathematical tools.
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Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

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

PERFORMANCE GOAL: 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 1.5% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline established in 2017-18 Grade 4 only	School Projected Elementary	49.5	51	52.5	54	55.5
		School Actual Elementary 48	56	waiver	29.6		
SCPASS Science SDE website and School Report Card	Baseline established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75

		District Actual Elementary 60	64	waiver	56		
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ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core Science instruction to meet identified student needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Enhance student understanding of Science concepts through intentional and authentic use of content vocabulary	2018-2023	Academic Specialists School Principals Instructional Coaches Teachers	\$0	NA	Observations, lesson plans, classroom evidence of content vocabulary instruction
2. Use District science kits for inquiry lessons and hands on science activities.	2018-2023	School Principals Instructional Coaches Teachers	\$0	NA	Observations, lesson plans, classroom evidence of content vocabulary instruction
3. Use formative assessments to inform instruction at a rigorous level	2018-2023	School Principals Instructional Coaches Teachers	\$0	NA	MasteryConnect Teacher Observation Data

4. Use the district curriculum maps and resources for pacing and planning instruction	2018-2023	School Principals Instructional Coaches Teachers	\$0	NA	Lesson Plans
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Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

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

PERFORMANCE GOAL: 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):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	<u>33</u> % Meets Expectations and Exceeds Expectations Annual Increase = 2.0	School Projected Hispanic 35	37	39	41	43	45

SC READY ELA SC SDE Website		School Actual Hispanic 35	41	waiver	24		
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	36		
SC READY ELA SC SDE Website	<u>24</u> % Meets Expectations and Exceeds Expectations Annual Increase = 2.5	School Projected AA 26.5	29	31.5	34	36.5	39
SC READY ELA SC SDE Website		School Actual AA 34	36	waiver	15		
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	28		
SC READY ELA SC SDE Website	<u>5</u> % Meets Expectations and Exceeds Expectations Annual Increase = 3.6	School Projected SWD 8.6	12.2	15.8	19.4	23	26.6

SC READY ELA SC SDE Website		School Actual SWD 3	5	waiver	14		
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		
SC READY ELA SC SDE Website	19% Meets Expectations and Exceeds Expectations Annual Increase = 2.8	School Projected LEP 21.8	24.6	27.4	30.2	33	35.8
SC READY ELA SC SDE Website		School Actual LEP 32	37	waiver	22		
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	32		
SC READY ELA SC SDE Website	Baseline established in 2017-18	School Projected SIP 35	35	37	39	41	43

SC READY ELA SC SDE Website		School Actual SIP 35	39	waiver	20		
SC READY ELA SC SDE Website	Baseline established in 2017-18	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33	45	waiver	37		
SC READY Math SC SDE Website	46% Meets Expectations and Exceeds Expectations Annual Increase = 1.3	School Projected Hispanic 47.3	48.6	49.9	51.2	52.5	53.8
SC READY Math SC SDE Website		School Actual Hispanic 54	54	waiver	36		
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 Hispanic Actual 42	43	waiver	41		

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations Annual Increase =2.0	School Projected AA 35	37	39	41	43	45
SC READY Math SC SDE Website		School Actual AA 36	43	waiver	12		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	waiver	25		
SC READY Math SC SDE Website	10% Meets Expectations and Exceeds Expectations Annual Increase = 3.3	School Projected SWD 13.3	16.6	19.9	23.2	26.5	29.8
SC READY Math SC SDE Website		School Actual SWD 13	16	waiver	18		
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	24		

SC READY Math SC SDE Website	40% Meets Expectations and Exceeds Expectations Annual Increase = 1.6	School Projected LEP 41.6	43.2	44.8	46.4	48	49.6
SC READY Math SC SDE Website		School Actual LEP 52	56	waiver	32		
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	Baseline established in 2017-18	School Projected SIP 46	46	47	48	49	50
SC READY Math SC SDE Website		School Actual SIP 46	52	waiver	31		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48

SC READY Math SC SDE Website		District Actual SIP 38	43	waiver	38		
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ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Professional Learning Communities with data driven reflective conversations to improve teaching practice	2018-2023	Principals ICs Literacy Specialist Teachers	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
2. Provide strategy and content support for teachers	2018-2023	Academic Specs. Principals ICs Literacy Specialist Spec. Ed.	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Participate in professional learning opportunities for instructional strategies for diverse learners	2018-2023	Assoc. Supt. for Academics Academic Specs. Assist. Supt. for SPED Coord. Of ELL	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

ACTION PLAN FOR STRATEGY #2: Improve use of Multi-Tiered Systems of Support (MTSS) in our school.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership Coordinator of MTSS	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

ACTION PLAN FOR STRATEGY #2: Improve use of Multi-Tiered Systems of Support (MTSS) in our school.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		School Admin			
2. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Admin ICs	\$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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell (K-5)	Criterion Reference Measure	School Projected		K-5 58% or above	K-5 59% or above	K-5 60% or above	K-5 61% or above
	Meets and Exceeds	School Actual	K-5 57%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	50%		
Fastbridge (K and 1)	Norm Reference Measure	School Projected		5K-52% or above 1 st -30% or above	5K-53% or above 1 st -32% or above	5K-54% or above 1 st -35% or above	5K-55% or above 1 st -37% or above
	K5 Criteria 41 or more sounds/minute (40 th percentile) Grade 1 criteria 71 or more	School Actual	5K-51% 1 st -28%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	30%		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 20% or above Grade 5 – 23% or above	Grade 2 – 23% or above Grade 5 – 25% or above	Grade 2 – 26% or above Grade 5 – 27% or above	Grade 2 – 29% or above Grade 5 – 29% or above
SC MAP Linking Study- Feb. 2017	2nd grade criteria RIT = 190 64 th percentile 5th grade criteria RIT = 217 68th percentile	School Actual	Grade 2 – 15% Grade 5 – 19%	Grade 2 – 18% Grade 5 – 21%	Grade 2 –11% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.		
Fountas and Pinnell (K-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 pandemic	57%		
Fastbridge (K-1)	Norm Reference Measure	District Projected		5K-52% or above 1 st -57% or above	5K-54% or above 1 st -59% or above	5K-56% or above 1 st -61% or above	5K-58% or above 1 st -63% or above
	K5 Criteria 41 or more sounds/minute (40 th percentile) Grade 1 criteria 71 or more	District Actual	5K-50% 1 st -55%	Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.	5K- 28% 1st--46%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	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
SC MAP Linking Study- Feb. 2017	2018 2nd grade criteria RIT = 190 5th grade criteria RIT = 217 2020 2 nd - RIT 188	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing		

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.. Implement Balanced Literacy with fidelity.	2018-2023	School Principals ICs Literacy Specialist Teachers Academic Spec.	\$0	NA	Observations, lesson plans. Increased percentage of students at grade level on F&P.
2. Use the district framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	School Principals ICs Literacy Specialist Teachers	\$0	NA	Observations, lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
3. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	School Principals ICs Literacy Specialist Teachers	\$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs.

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	School Principal Assistant Principal ICs Literacy Specialist Teachers	\$0	NA	Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: Fountas and Pinnell and FastBridge Assessments).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Acad. Specs. Principals ICs Literacy Specialist	\$0	NA	Implementation of coaching events with grade level teams and reflective practices. Evidence of Tier 2 and Tier 3 interventions within classrooms
2. Implement the MTSS framework and intervention guidelines with fidelity	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership Coord. of MTSS	\$0	NA	Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention.
3. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	\$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented
4. Participate in intensive PD for reading interventionists to ensure the implementation of best practices.	2018-2023	Interventionist	\$0	NA	Agendas of district professional development for reading interventionists.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain
GCS Human Resources Department	Baseline established in 2019-20	School Actual		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	
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 2017-18	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: Recruit and retain high quality, diverse teachers.					EVALUATION
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Participate in the district's Shining Stars recruitment Fair.	2018-2023	School Principal IC Teacher Representative	\$0	District	Shining Stars Schedule
2. Partner with local high schools and universities to support coursework for teacher cadets, practicum students, and student teachers.	2018-2023	School Principal Teachers Local schools and Universities	\$0	NA	Documentation of collaboration between faculty professors, classroom teachers, and students
3. Provide differentiated Professional Learning opportunities based on student data and Instructional Rounds.	2018-2023	School Principal Assistant Principal ICs Literacy Specialist Teacher Leaders	\$0	NA	Professional Learning Opportunities Calendar Observations
4. Provide protected common planning time for grade level collaboration within PLCs.	2018-2023	School Principal	\$0	NA	School Schedule
5. Provide celebrations and recognition of teachers' successes to ensure staff morale remains high and teachers feel appreciated for their hard work.	2018-2023	School Principal Assistant Principal ICs Literacy Specialist	\$0	NA	Survey Results
6. Utilize Faculty Senate as a forum for teachers and administration to celebrate school wide successes, review data, and discuss areas for growth.	2018-2023	School Principal Assistant Principal ICs Literacy Specialist	\$0	NA	Faculty Senate Minutes

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	94.9%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91	94.7	waiver	94		
SDE School Report Card Survey	100%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 94.5	100	waiver	87		
SDE School Report Card Survey	87%	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 87	91.2	waiver	88		
SDE School Report Card Survey	92%	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	waiver	93		
SDE School Report Card Survey	98%	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver	98		
SDE School Report Card Survey	91%	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88	89	waiver	92		
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ACTION PLAN FOR STRATEGY #1: Ensure school safety and enhance lines of communication between the school and stakeholders regarding existing safety measures.					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 school-wide emergency response plans are in place and regular drills take place.	2018-2023	All Staff	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at school	2018-2023	All Staff	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
3. Follow School Safety Plan with Officer walk-throughs, locked doors, Visitor Sign-In, and “Ignore the Door.”	2018-2023	All Staff	\$0	NA	Resource officers Computer Log of Visitors
4. Continue use of the Level I and Level II background checks.	2018-2023	Front Office Staff	\$0	NA	Volunteer checks completed
5. Install security cameras and monitor safety in key areas throughout the school.	2018-2023	District	\$0	NA	Camera Installation

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0.0	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	.3		
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Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		School Actual 0.0	0	0	0		
	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		District Actual .04	.10	.03	.004		

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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Culture & Climate Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 90	88	90	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic	Cognia surveys have been discontinued.	Cognia surveys have been discontinued.
		District Projected	90	90	90	90	90

Cognia Culture & Climate Student Survey	Baseline established in 2017-18	District Actual 89	90	92	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic</i>	Cognia surveys have been discontinued.	Cognia surveys have been discontinued.
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ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	Dir of Guidance School team School counselors	TBD	Local	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School team Dir. of Leadership and Staff Dep.	TBD	Local	Information on community Bus ride to communities Visit to community
3. 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
4. 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
180 th Day Attendance Report	(2016-17) 96%	School Projected 95	95	95	95	95	95
		School Actual 95	95	95	92.02		
	(2016-17) 95%	District Projected 95	95	95	95	95	95
		District Actual 95	95	96	92		

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

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote attendance with students and parents as an important component of school success	2018-2023	School team	\$0	NA	Teacher/school direct contact with parents.
2. Improve school-level interventions related to attendance	2018-2023	School Social Worker Attendance Team	TBD	General Fund	Parental participation in interventions
3. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-23	School Principals School Faculty	\$0	NA	More real-world learning

ACTION PLAN FOR STRATEGY #3: Identify underlying causes of behavior and provide appropriate support.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase staff awareness and understanding of the community served by the school	2018-2023	School team	TBD	TBD	Visit to community
2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	School team	TBD	TBD	Staff aware of student areas of concern
3. Develop “welcome packet” and student ambassadors program to guide students who enter a new school mid-year	2018-2023	Principals Asst. Supts. for School Leadership	\$0	NA	Every school has welcome information and procedure

ACTION PLAN FOR STRATEGY #4: Identify consequences other than suspension for inappropriate behavior that is not a danger to others.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create school task force to develop alternatives to suspensions	2018-2023	Exec. Dir. of Student Services School team PTA/SIC	\$0	NA	Alternatives to suspensions are developed and communicated.
2. Cross train school personnel to support alternatives	2018-2023	School Team	TBD	TBD	Non-traditional personnel are assisting with discipline (i.e. social worker, mental health counselor, behavior interventionist)

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):	AVERAGE BASELINE	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 ≤12 Angry ≤11	Afraid ≤5 Lonely ≤12 Angry ≤11	Afraid ≤5 Lonely ≤12 Angry ≤10	Afraid ≤5 Lonely ≤11 Angry ≤10	Afraid ≤5 Lonely ≤10 Angry ≤9
		School Actual Afraid – 5% Lonely – 13% Angry – 12%	Afraid -4% Lonely -8% Angry -10%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic	Afraid ≤ Lonely ≤ Angry ≤	Cognia surveys have been discontinued.	Cognia surveys have been discontinued.
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%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic	Afraid ≤ Lonely ≤ Angry ≤	Cognia surveys have been discontinued.	Cognia surveys have been discontinued.

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collect data surrounding social-emotional needs through student surveys	State to provide	Dir. of Accountability	\$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Dir. of Accountability	\$0	NA	All schools using OnTrack process
3. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids' Hearts, Compassionate Schools, Love and Logic)	2018-2023	Dir. of Guidance Principals	TBD	TBD	Programs implemented with fidelity
3. Utilize a menu of support resources provided to all guidance counselors and social workers	2018-2023	Dir. of Guidance Guidance Counselors Social Worker	\$0	NA	Support Menu

ACTION PLAN FOR STRATEGY #2: Increase connectivity to health and wellness services.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Participate in an annual community resource fair for school counselors and social workers	2018-2023	Dir. of Guidance Counselor and Social Worker	TBD	TBD	Fair takes place
2. Provide an annual community resource fair at the school level for staff and parents	2018-2023	School Teams	TBD	Local	Fair takes place
3. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	TBD	Assoc. Supt. for Academics School Principals Teachers	\$0	NA	More activity in school day

ACTION PLAN FOR STRATEGY #3: Reduce incidents of bullying through awareness training and promotion of healthy relationships.					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	Principals	\$0	NA	Students and staff aware and able to report
2. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	School Teams Communications Dept.	\$0	NA	Discipline consequences highlighted in materials for distribution
3. Provide a character education program that addresses bullying behaviors	2018-2023	Principals Counselor	TBD	TBD	Appropriate programs utilized by school
4. 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
5. Seek opportunities to develop empathy among students	2018-23	Principals	TBD	Local	School initiatives to end social isolation and build empathy

ACTION PLAN FOR STRATEGY #4: Develop and foster social and emotional skills in students to develop the whole child.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement a strong social/emotional component into existing school character education plans	2019-2023	Assoc. Supt. for Academics Dir. of School Counseling Counselor	TBD	TBD	Increased percentage of student scoring higher on the Social/Emotional portion of the WIN Learning Test
2. Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019-2023	Assoc. Supt. for Academics Academic Specialists Counselor	\$0	NA	Evidence of strategies being used in classrooms during observations

ACTION PLAN FOR STRATEGY #5: Establish a classroom environment that promotes social, emotional and intellectual well-being					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Build a positive learning community supportive of all students	2018-2023	Assoc. Supt. for Academics Asst. Supts. for School Leadership Academic Specialists School Principals ICs Literacy Specialist Teachers Counselor	\$0	NA	Evidence of: - classroom conversations and reflections to support problem solving occur across the school day. - classroom conversations and reflections occur across the components of the GCS Literacy Framework. - established classroom norms, expectations, and procedures. - students exercising autonomy and respect for peers and adults.