PARIS ELEMENTARY SCHOOL
David Wise, Principal
Emily Gerard, Assistant Principal

Greenville County Schools
Burke Royster, Superintendent

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

School Renewal Annual Update for:
2021 - 2022

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Paris Elementary

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

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

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

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

SUPERINTENDENT

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

PRINCIPAL

Mr. David Wise		March 14, 2022
PRINTED NAME	SIGNATURE	DATE
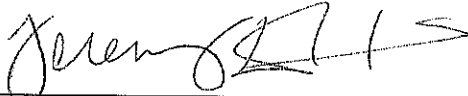
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Jessica Zannini		March 14, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Jeremy Watts		March 14, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 35 East Belvue Road   Taylors, SC   29687

SCHOOL TELEPHONE: (864) 355-4260

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

Table of Contents

1. Stakeholder Involvement for School Renewal

Position	Name
1. Principal	David Wise
2. Teacher	Jessica Zannini
3. Parent/Guardian	Savannah Porter
4. Community Member	Tommy McCarty
5. Paraprofessional	Janet Livingston
6. School Improvement Council Member	Jodie Rubio
7. Read to Succeed Reading Coach	Dr. Jeremy Watts
8. School Read to Succeed Literacy Leadership Team Lead	Dr. Jeremy Watts
9. School Read to Succeed Literacy Leadership Team Member	Shannon Hever

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

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

Other Positions	Name
1. Assistant Principal	Emily Gerard
2. Literacy Specialist	Dr. Jeremy Watts
3. Instructional Coach	Shannon Hever
4. PTA President	Holly Deambrosi
5. School R2S Team	Amy Gasparich
6. School R2S Team	Holly Gosnell
7. Media Specialist	Jessica Zannini

2. Assurances for School Plan

Act 135 Assurances

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

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

○ Yes ○ No ◉ N/A	**Half-Day Child Development** The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.	
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.	
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.	
◉ Yes ○ No ○ N/A	**Recruitment** The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.	
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.	

3. Introduction

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

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

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

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

4. Executive Summary

Needs Assessment or Findings for Student Achievement
- SC Ready results indicate that we outperformed both the district and state in the areas of English Language Arts (Reading and Writing) by at least 11 percentage points, Math by at least 15 percentage points, and Science by at least 20 percentage points.

Needs Assessment or Findings for Teacher and Administrator Quality
- 55% of our faculty has advanced degrees. This percentage is more than 10% less than other schools like our and the Median Elementary School.
- All of our teachers are trained in the Fountas & Pinnell Balanced Literacy Program.
- All of our teachers are trained in the Lucy Calkins Writing Program.

Needs Assessment or Findings for School Climate
- According to Evaluation findings, Social and Physical environment was the least favorable condition of Paris. SIC and PTA Committees cited "Continuing to teach to all learning levels" and "More efficient communication methods of wants and needs from teachers to parents".

Paris's Significant Challenges from the Past 3 Years
- In the 2019-2020 year, we had three brand new teachers and one second-year teacher who was new to the school. All four teachers have had consistent coaching in terms of planning, morale, instruction, and records keeping. The school closed down due to COVID in March of that school year.
- In the 2020-2021 year, we had 6 teachers leave to teach Virtual School, 1 teacher who traded places with a Virtual teacher for family reasons, and 2 teachers on extended leave due to surgery and maternity leave.
- In the 2021-2022 year, 2 teachers resigned in October with only one having a new hire take her place. The other class kept 2 alternating long term substitute teachers. 3 teachers had extended leave due to health reasons with long term substitutes in those classes. COVID caused multiple 10 day absences in all grade levels.

Paris's Significant Awards, Results, or Accomplishments from the Past 3 Years
- 2019 Report Card Excellent rating in both Academic Achievement and Preparing for Success
- 2017 – 2018 Palmetto State School Counselor Association Elementary School Counselor of the Year
- 2016 – 2017 2nd Runner Up Teacher of the Year for Greenville County School District
- 2016 Salute to Education Assistant Administrator of the Year
- 2016 District Science Fair 1st and 2nd place Winners
- Recognized ASCA Model Program (RAMP) for School Counseling Program
- Excellence on School Report Card 2012, 2013, 2014, 2015, 2016
- Palmetto GOLD Awards for 2012–13, 2013-2014, 2014-2015, and 201-2016 School Years
- 2 Palmetto SILVER Awards for 2010 – 11 and 2011 – 12 School Years
- PTA Teacher of the Year 2011 – 12 School Year

- PTA Principal of the Year 2010 – 11 School Year
- 100 Year Celebration Spring 2012
- 2012 Positive Behavior Interventions and Supports (PBIS) Ribbon Recipient
- 2011 – 12 and 2012 – 13 Reedy River Run Award
- 2010 – 11 Technology Grant Recipient

5. School Profile

Paris Elementary School
32 East Belvue Road
Taylors, SC 29687
Telephone: (864) 355-4260
Fax: (864) 355-4391

Grades: Pre-K5 – 5th Grade

Enrollment: 449 (Brick & Mortar)
127 (Virtual)
576 (Total)

Facilities:
- Cafetorium
- Computer Lab
- Gymnasium
- Historical School Location
- Media Center
- Science Lab
- School Dates Back to Early 20th Century
- Separate Playground for Kindergarten

Faculty Profile:
- 2 Administrators
- 27 Teachers
- 14 Support Staff

School Community:
- Centennial Celebration involving Paris Alumni from the past 60 years (Celebrated in Spring 2012)
- Corporate Sponsorship from business such as Chick-Fil-A, Harvey's Restaurant, Bojangles, Lowe's, Boling Realty, and Country Boys
- Annual SpiritFest Celebration involving local community, On-Air News Reporters from WYFF, Piedmont Park Fire Department, families, and staff

School Personnel Data:
- 27 Teachers, 14 Support Staff, 2 Administrators
- 58% staff hold advanced degrees
- 72.2% staff returning from the previous year
- 95.39% Attendance Rate
- 100% Highly Qualified
- 4% Minority , 96% Caucasian
- 2% Male, 98% Female

[Paris Elementary School SC School Report Card](#)

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

Chart comparing teachers' grade level with years of experience:

Student Population Data

	Total	Female	Male
Grade PreK	22	5	17
Grade K5	81	32	49
Grade 1	83	42	41
Grade 2	91	42	49
Grade 3	94	56	38
Grade 4	106	54	52
Grade 5	96	51	45
Total Population	**576**	**282**	**291**

Enrollment
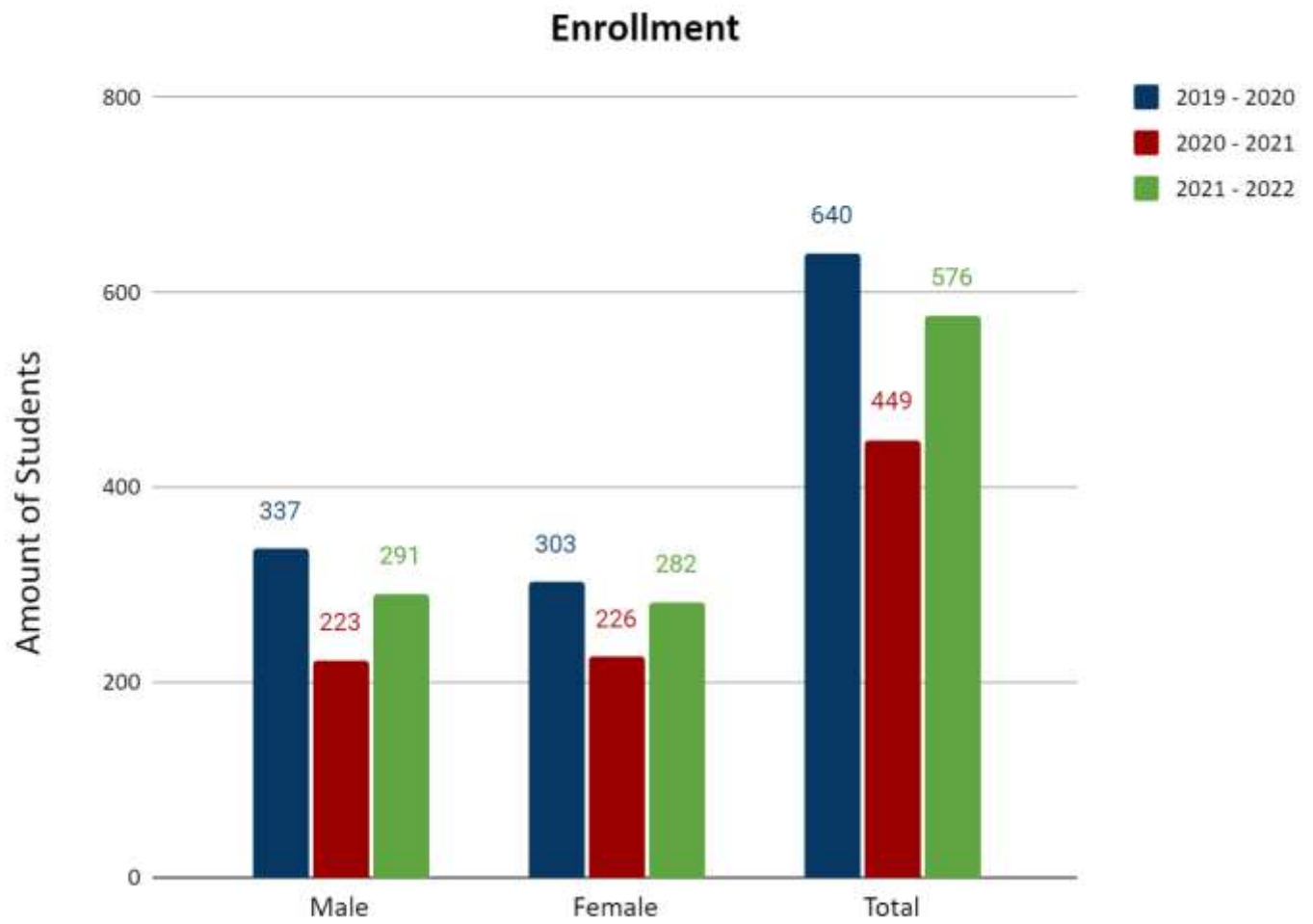
Ethnicity Sub Groups

- 2 American Indian/Alaskan Native (less than 1%)
- 13 Asian (2.3%)
- 46 African American (8.1%)
- 397 White (69.6%)
- 66 Hispanic (11.6%)
- 44 Multi Race Categories (7.7%)

Special Education Enrollment

Legend: 2019 - 2020, 2020 - 2021, 2021 - 2022

Y-axis: Amount of Students Served

Resource: 55, 44, 36
Speech: 62, 74, 61

Enrollment by Subgroups

Legend: 2019 - 2020, 2020 - 2021, 2021 - 2022

Y-axis: Amount of Students

Asian: 10, 10, 13
African American: 56, 23, 16
Hispanic: 83, 65, 66
American Indian: 4, 2, 2
Two or More Races: 50, 36, 44
Pacific Islander: 1, 0, 2
White: 436, 313, 397
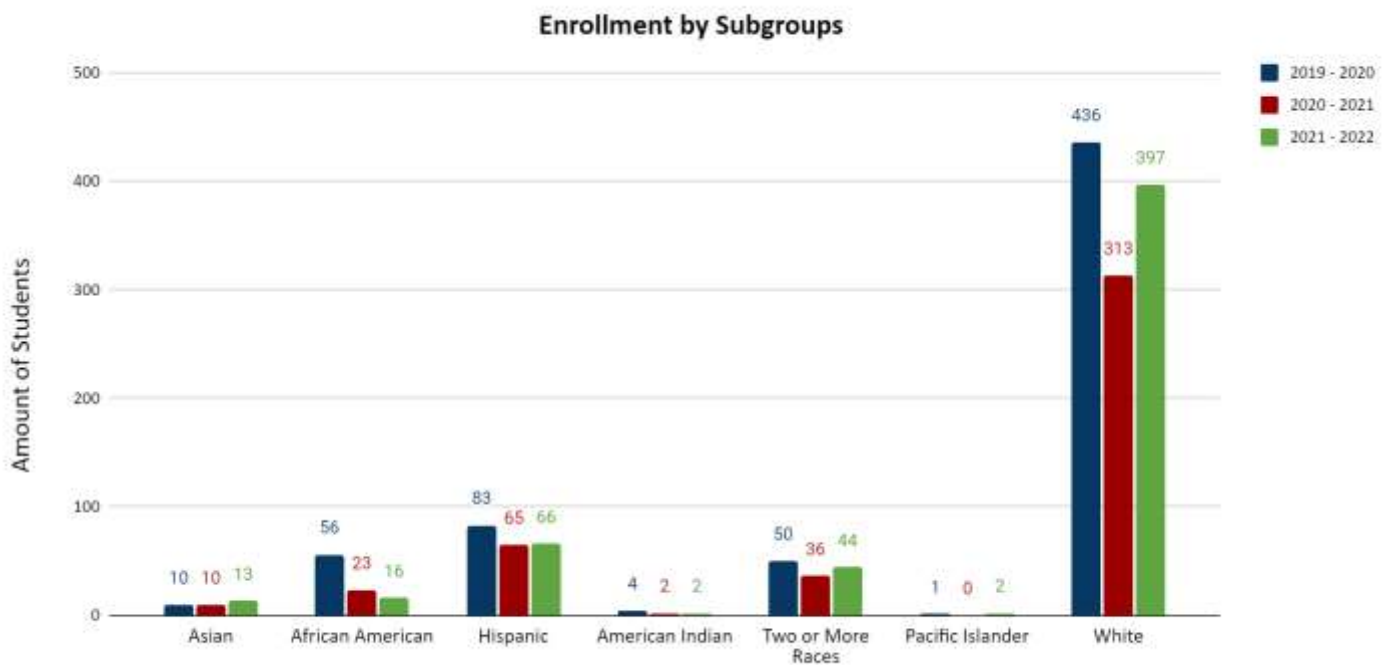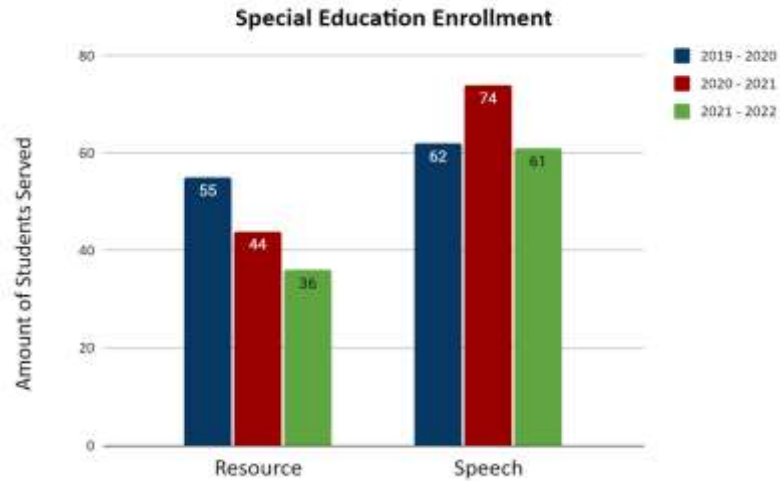
Special Services Sub Groups

- 65 ESOL
- 54 Resource

- 59 Speech
- 12 504 Plans

ESOL Enrollment
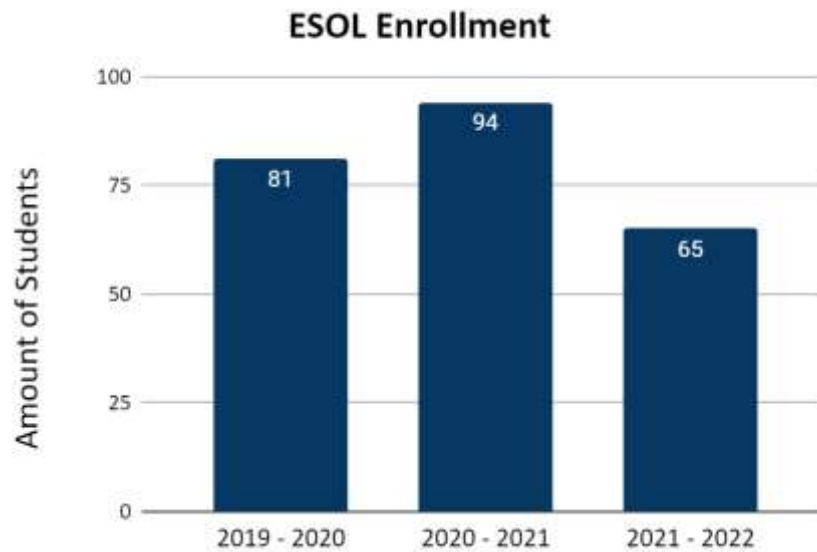
Other Sub Groups
- 10 Students Retained (1.6%)
- 102 in Extended Day Program
- 185 Free Lunch, 20 Reduced Lunch, 380 Paid

Extended Day Program Enrollment

FARMS Enrollment
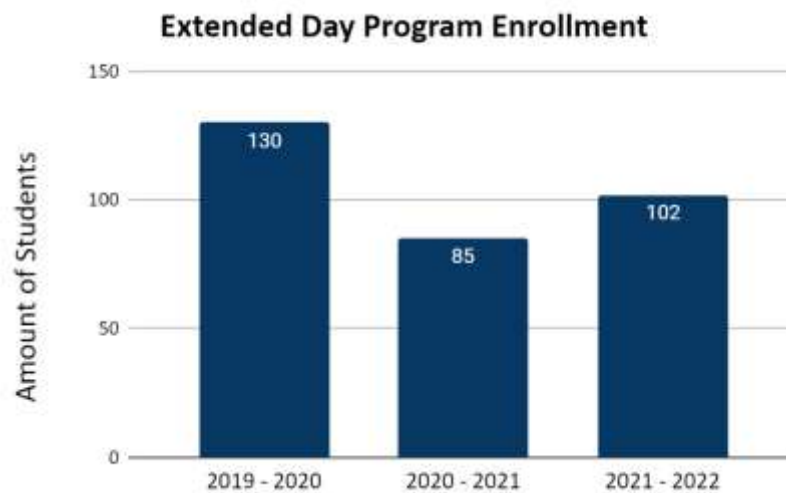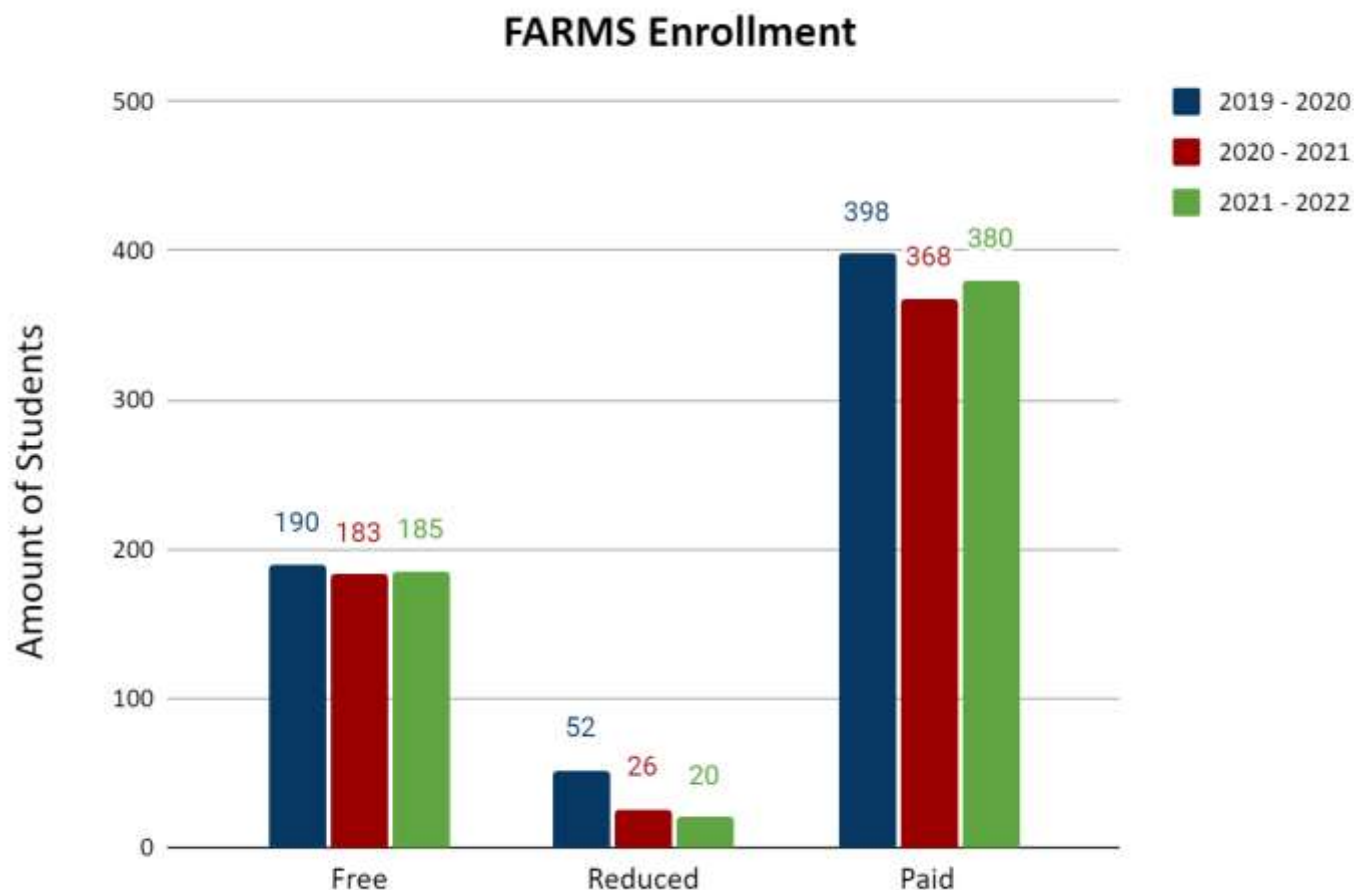
Major Academic and Behavioral Features/Programs/Initiatives
- Academic Awards Program – Showcases students' achievements in academics
- After School Day Care Program – On Site Daily
- Art Club – Allows gifted art students to have a more in-depth instruction
- Artist in Residence Program – Provides a musical, artistic, and physical experience in learning
- ASCE Popsicle Stick Bridge Event – Gifted and Talented students design and build bridges
- Book Club – 3rd-5th Students Read and Review Books for display in the Media Center
- Challenge Program (Gifted and Talented)
- Computer Lab – Allows every class an opportunity to utilize IXL, Reflex, Research, or Technology Instruction
- District Science Kits – Hands-On Instructional Opportunities for Students
- Every Day Calendar Math – Builds on concepts every day in a variety of mathematical strands
- Field Day – End of the Year celebration for all students
- Fitness Wall of Fame – Recognizes students who are active and physically fit
- Fountas and Pinnell Balanced Literacy – Focuses on reading instruction at each child's instructional level
- Honors Chorus – Allows gifted singers to have a more in-depth instruction
- Instructional Technology – A Promethean Board in every classroom
- Kindergarten for 5 Year Olds – Full Day
- Lucy Calkins Writing Program

- MAP Assessment Program – Formative Assessments for 2nd and 5th grades
- IXL – Online personalized instruction for students in Math and Language Arts
- Reflex – Online personalized Math instruction
- RAZplus – Online personalized Reading program
- PBIS (Positive Behavior Interventions and Supports) – Recognizes and Reinforces positive behavior in students individually and as a class
- Prime Time News on Closed Circuit Television – Daily Broadcast of Announcements by students
- Professional Learning Communities – Intensive, Grade-Level-Specific Training and Professional Development
- PTA Reflections Contest – Showcases Literary, Photographic, Artistic, and Expressive Talents of Students
- RTI (Response to Intervention) – Early Intervention for Kindergarten, First, Second, and Third Grade Students in Reading
- Science Fair – Promotes Scientific Thinking and Method for Fifth Grade Students
- Terrific Kids Awards – Quarterly, Recognizes Good Character in Students
- We Love To Read – Month-long events promoting and celebrating reading in all grade levels

6. Mission, Vision, and Beliefs

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

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

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

7. Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Data Source: 2021 School Report Card

Academic Achievement - Overall Student Performance

SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - Percent Met or Exceeding

School   61.6%   (167 / 271)

District   50.0%   (16200 / 32375)

State   42.6%   (128425 / 301118)
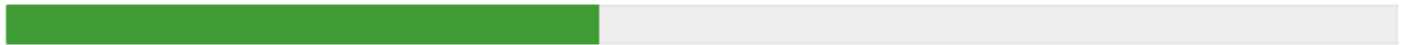
Mathematics - Percent Met or Exceeding

School   59.0%   (160 / 271)

District   44.1%   (14248 / 32307)
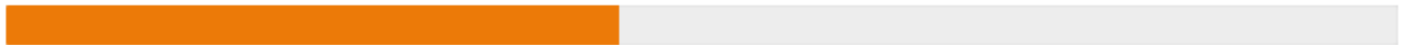
State   37.3%   (112523 / 301914)
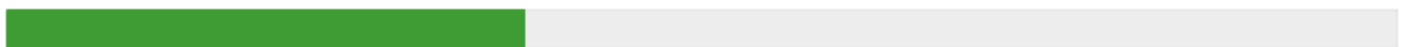
SCPASS Science

Science - <u>Percent Met or Exceeding</u>

School   72.6%   (69 / 95)

District   52.1%   (5579 / 10711)

State   43.3%   (43210 / 99859)
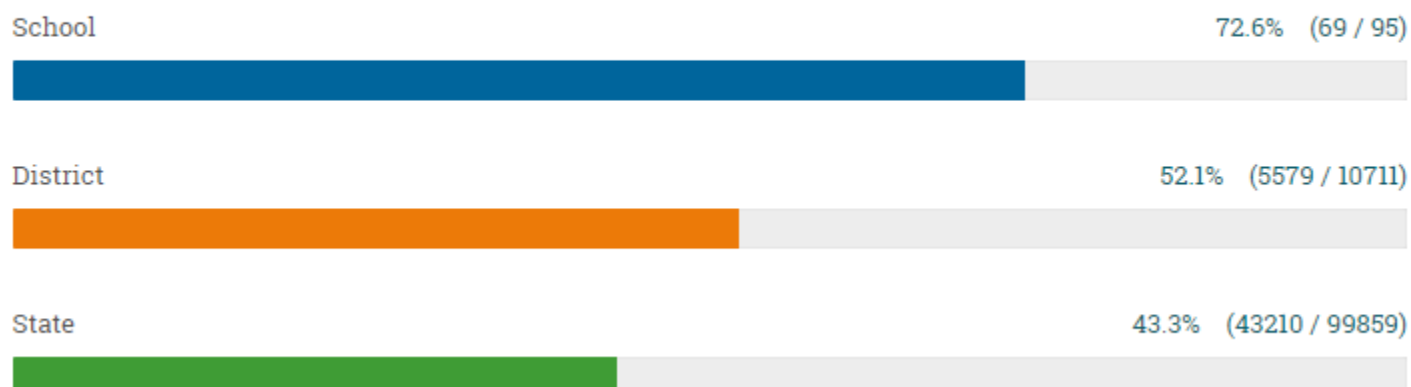
<u>Findings</u>

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

Teacher and Administrator Quality

Data Source: Professional Development Calendar for 2018-2019

PARIS ELEMENTARY
Greenville County Schools

2021-2022 PROFESSIONAL DEVELOPMENT PLAN
Main Emphasis: TE21/Assessments, Planning, Social Emotional Learning

Date	Meeting/Inservice	Contact	Details
8/9/21	Relaunch 2021	Wise	
8/9/21	Procedures for the New Year	Wise	
8/10/21	Rotations: SEL, Media Center, Legal Issues	Groner, Zannini, Wise	
8/25/21	Faculty Meeting	Wise	
8/30/21	Virtual: F&P Benchmarking	Watts	
9/1/21	PLCs: ReThink Ed Training	Groner	
9/1/21	Faculty Council	Wise	
9/8/21	3M Club	Watts/Hever	
9/22/21	On Track training	Gerard/Groner	
9/29/21	Faculty Council	Wise	
10/5/21	Adult SEL Training Series #1 Self Awareness	Groner	
10/6/21	ESOL Training	Evans	
10/6/21	Testing Training: CogAT/Iowa	Hever/Gerard	2nd & Specialists
10/6/21	3M Club	Watts/Hever	
10/20/21	PLCs: Classroom Libraries	Watts/Hever	
10/27/21	Data Analysis & Increasing Rigor (using TE21)	Wise/Hever	
11/3/21	3M Club	Watts/Hever	
11/3/21	Faculty Council	Wise	
11/10/21	PLCs - Data Analysis (3-5)	Hever/Watts/	
11/17/21	Faculty Meeting	Wise	
11/22/21	Rethink Ed SEL data k-5	Groner	
11/30/21	Adult SEL Training Series #2 Self Management	Groner	
12/1/21	3M Club	Watts/Hever	
12/1/21	Testing Training: MAP	Hever/Gerard	1st, 2nd, & Specialists
12/15/21	Faculty Council	Wise	
1/5/22	3M Club	Watts/Hever	
1/12/22	TE21 - Teacher Leaders	Hever/Watts	
1/14/22	Adult SEL Training Series #3 Self Care	Groner	
1/26/22	Faculty Council	Wise	
2/2/22	3M Club	Watts/Hever	
2/9/22	PLCs: TE-21 Data Meetings	Hever/Watts	2nd – 5th Grades
2/18/22	Adult SEL Training Series #4 Social Skills	Groner	
2/23/22	Faculty Council	Wise	
3/2/22	3M Club	Watts/Hever	
3/13/22	PLCs: TE-21 Data Meetings	Hever/Watts	2nd – 5th Grades
3/25/22	Adult SEL Training Series #5 Social Awareness	Groner	
3/30/22	Faculty Council	Wise	

4/6/220	3M Club	Watts/Hever	
4/20/22	Testing Training: SCREADY & SCPASS	Hever/Gerard	3rd – 5th & Specialists
4/27/22	Faculty Council	Wise	
5/4/22	3M Club	Watts/Hever	
5/25/22	Faculty Council	Wise	

Efforts will be made to offer in-services as:

Tech Tuesdays – Differentiated voluntary trainings for Google Apps

PD in Pajamas – Trainings available through webinars

Findings

1. **Professional Development Plan 2021 – 2022**
   The majority of this year was spent with social distancing guidelines in place. Those guidelines prevented many trainings from happening in person. Any professional development that allowed for appropriate social distancing was held in person. We focused on extending our technology integration in addition to revisiting our classroom libraries with a focus on literacy in the classroom with teacher leaders from our Literacy Committee. Other teacher leaders stepped up in our Technology Committee to bring forth new techniques and ideas that were successful in their classrooms for others to implement. Our goal was to raise more teachers up as leaders in our staff.

2. **Professional Development Plan 2020 – 2021**
   Being that learning this year is a hybrid of online and face-to-face learning, we have decided to extend our technology integration and personalized learning throughout this year. We have utilized the district technology specialist as well as our Instructional Coach to provide personalized tutoring in technology integration and instructional technology. Our training extended to uses of Google Meet, more integrated Google Classrooms, and interactive Google apps. We, also, added more digital resources such as RAZ-plus and IXL.

3. **Professional Development Plan 2019 – 2020**
   Our school now has Chromebooks for every student, causing the focus of our professional development to be technology integration and educational technology. We had a district specialist visit once per month with new techniques and strategies to personalize learning. Not only did this technology specialist spend time training in Professional Learning Communities (PLCs), but she then came back and demonstrated these strategies in every grade level. We rotated classes each month so each class was able to have an expert come and demonstrate personalized learning.

4. **Professional Development Plan 2018 – 2019**
   Using our new benchmarking system MasteryConnect allowed us to be able to analyze, track, and use data more effectively. Our professional development was used to fine tune individual, small group, and class instruction. The Professional Learning Communities (PLCs) were instrumental in this effort. Our Instructional Coach has led teachers through the detailed item analysis of question structure and terminology to allow the teachers to hone in specific areas of improvement.   Under

the guidance of our literacy specialist, we are continuing to revisit the essentials of Balanced Literacy in conjunction with the district focus.

5. **Professional Development Plan 2017 – 2018**

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

6. **Professional Development Plan 2016 – 2017**

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

7. **Professional Development Plan 2015 – 2016**

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

8. **Professional Development Plan 2014 – 2015**

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

School Climate Needs Assessment

Data Source: 2021 SCE School Report Card Survey – School Quality

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	22.8	Down from 24.3
Percent of students retained	2.2	Up from 0.1
Principal's/Superintendent's/Director's years at school/district	11	Up from 10
Percent of classrooms with wireless access	100	No change
Percent of students served by 1:1 learning	55	Change from 0
Chronic Absenteeism Rate	0.0	Down from 0.3

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	38	115	51
Percent satisfied with learning environment	94.8%	94.8%	92.0%
Percent satisfied with social and physical environment	89.5%	95.7%	94.1%
Percent satisfied with school-home relations	100.0%	88.6%	84.3%

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

Data Source: 2021 SCE School Report Card Survey – Student Safety

Student Safety

Evaluations By Parents ❓	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	96.1	52
"My child's teachers and school staff prevent or stop bullying at school."	61.5	52

Evaluations By Teachers ❓	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	100.0	20
"The rules for behavior are enforced at my school."	100.0	20

Findings

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

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

Beliefs, missions, and values are communicated at Paris Elementary in a variety of ways including, but not limited to, the following:
- Orientation
- Online class syllabi for all grade levels and special areas, hard copies of same are available for families without internet access
- Paris Elementary School Handbook/Calendar
- Teacher Handbook
- Open House and Family Nights
- Parent/Teacher Conferences
- Weekly folders
- Daily folders
- Notes/emails/phone calls
- School websites
- Classroom websites and newsletters
- Greenville News
- Ink Panther
- Prime Time Paris News

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

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of 4 custodians performs basic cleaning operations in every classroom every day.
Other aspects of the school/district safety program include:
- District safety committee
- Bus evacuation drills
- Fire safety inspections

- Campus supervision

8. Action Plan

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)
- Alternate Assessments – some students have already taken the alternate assessments.

Goal Area 1: Student Achievement   SC READY ELA

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 <u>59.4%</u> in 2016-17 to <u>62.94%</u> 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 <u>0.59%</u> annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **59.4** (2016-17)	**School Projected Elementary 59.99**	60.50	61.17	61.76	62.35	62.94
		School Actual Elementary 63.40	67.9	*waiver*	61.4		

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

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Utilize Mastery Connect data to drive instruction	August - June	Teachers Instructional Coach	$0	N/A	● Lesson Plans ● PD Calendar
2. Implement Balanced Literacy and Lucy Calkins Writing (Literacy Specialist, Literacy Mentors, F&P Conferences, RTI)	August - June	Teachers Literacy Specialist	$0	N/A	● Lesson Plans ● PD Calendar
3. Utilize grade level common formative assessments for ELA academic standards	August - June	Teachers	$0	N/A	● Grade Level Minutes ● Lesson Plans
4. Promote interactive learning with	August - June	Teachers Instructional Coach	$0	N/A	● Grade Level Minutes ● Lesson Plans

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
instructional technology and research/writing collaboration		Media Specialist Literacy Specialist			● PD Calendar
5. Utilize IXL (45/45/30) across grade levels	August - June	Teachers	$0	N/A	● Class Schedules ● Related Arts Schedule ● Lesson Plans

SC READY Math

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 _64.4_ % in 2016-17 to _66.26_% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0.31_ % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **64.4** (2016-17)	**School Projected Elementary** **64.71**	65.02	65.33	65.64	65.95	66.26

		School Actual Elementary 67.50	70.3	*waiver*	58.8		
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary 57**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary 60	63	*waiver*	53		

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMAT ED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Utilize Mastery Connect data to drive instruction	August - June	Teachers Instructional Coach	$0	N/A	● Lesson Plans ● PD Calendar
2. Utilize grade level common formative assessments for math academic standards	August - June	Teachers Literacy Specialist	$0	N/A	● Lesson Plans ● PD Calendar
3. Begin implementation of Math Workshop framework	August - June	Teachers Instructional Coach	$0	N/A	● Grade Level Minutes ● Lesson Plans ● PD Calendar
4. Promote interactive learning with manipulatives and instructional technology	August - June	Teachers Instructional Coach Media Specialist Literacy Specialist	$0	N/A	● Grade Level Minutes ● Lesson Plans ● PD Calendar

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMAT ED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Utilize IXL (45/45/30) across grade levels	August - June	Teachers	$0	N/A	● Class Schedules ● Related Arts Schedule ● Lesson Plans

SCPASS Science

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__% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	74	75	76	77	78
		School Actual Elementary 73	79	*waiver*	72.2		

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	*waiver*	56		

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

Subgroups

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 each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, PIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016 - 17	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	36% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 37.8**	**39.6**	**41.4**	**43.2**	**45**	**46.8**
SC READY ELA SC SDE Website		**School Actual Hispanic 30.0**	45.7	*waiver*	22		
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	45% Meets Expectations and Exceeds Expectations	**School Projected AA 46.4**	**47.8**	**49.2**	**50.6**	**52**	**53.4**
SC READY ELA SC SDE Website		**School Actual AA 53.0**	48.1	*waiver*	42		
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*	31		
SC READY ELA SC SDE Website	26% Meets Expectations and Exceeds Expectations	**School Projected SWD 27.5**	**29**	**30.5**	**32**	**33.5**	**35**
SC READY ELA SC SDE Website		**School Actual SWD 26.0**	24.4	*waiver*	41		
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**	20	*waiver*	19		
SC READY ELA SC SDE Website	15% Meets Expectations and Exceeds Expectations	**School Projected LEP 29.1**	**32.2**	**35.3**	**38.4**	**41.5**	**44.6**
SC READY ELA SC SDE Website		**School Actual LEP 39.0**	40	*waiver*	23		
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	45% Meets Expectations and Exceeds Expectations	**School Projected PIP 45**	**45.4**	**45.8**	**46.2**	**46.6**	**47**
SC READY ELA SC SDE Website		**School Actual PIP 45**	49	*waiver*	24		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual PIP 33**	45	*waiver*	37		
SC READY Math SC SDE Website	45% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 46.4**	**47.8**	**49.2**	**50.6**	**52**	**53.4**
SC READY Math SC SDE Website		**School Actual Hispanic 48.0**	61	*waiver*	26		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic 42**	43	*waiver*	41		
SC READY Math SC SDE Website	43% Meets Expectations and Exceeds Expectations	**School Projected AA 44.5**	**46**	**47.5**	**49**	**50.5**	**52**

SC READY Math SC SDE Website		**School Actual AA 42.0**	41.4	*waiver*	52		
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	36% Meets Expectations and Exceeds Expectations	**School Projected SWD 37.8**	**39.6**	**41.4**	**43.2**	**45**	**46.8**
SC READY Math SC SDE Website		**School Actual SWD 27.0**	33	*waiver*	29		
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	28% Meets Expectations and Exceeds Expectations	**School Projected LEP 30.3**	**32.6**	**34.9**	**37.2**	**39.5**	**41.8**
SC READY Math SC SDE Website		**School Actual LEP 54.0**	56	*waiver*	26		

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	50% Meets Expectations and Exceeds Expectations	School Projected PIP 50	**50.5**	**51**	**51.5**	**52**	**52.5**
SC READY Math SC SDE Website		School Actual PIP 50	54	*waiver*	26		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		District Actual PIP 38	43	*waiver*	38		

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Reading and Writing Workshop	August – June	Teachers	$0	N/A	Lesson Plans Observations

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

Other Tests

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

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

PERFORMANCE GOAL: 5 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):			2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	**School Projected**			Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =
	Meets and Exceeds	**School Actual**	Kindergarten through Grade 5 = 71	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Kindergarten through Grade 5 = 68	Kindergarten through Grade 5 = 62.6	Kindergarten through Grade 5 =

	Norm Reference Measure	School Projected		Kindergarten = Grade 1=	Kindergarten = Grade 1=	Kindergarten = Grade 1=	Kindergarten = Grade 1=
Fastbridge							
	K5 criteria ≥41 accurate sounds per minute (40th percentile) Grade 1 criteria ≥71 accurately read words per minute (40th percentile)	**School Actual**	Kindergarten= 41 Grade 1= 65	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Kindergarten= 55.1 Grade 1= 38.5	Kindergarten= 40 Grade 1= 45	Kindergarten= Grade 1=
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		**Grade 2 – 62% Grade 5 – 56%**	**Grade 2 – 62% Grade 5 – 59%**	**Grade 2 – 62% Grade 5 – 62%**	**Grade 2 – 62% Grade 5 – 66%**
South Carolina MAP Linking Study – February 2018 and July 2020	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**School Actual**	Grade 2 – 60% Grade 5 – 53%	Grade 2 – 49% Grade 5 – 46%	Grade 2 – 44% Grade 5 – *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*	Grade 2 – 49% Grade 5 – *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements*	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**District Projected**		**K – 5 ≥71%**	**K – 5 ≥73%**	**K – 5 ≥75%**	**K – 5 ≥77%**
		District Actual	K – 5 69%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	K – 5 %	K – 5 57%	
Fastbridge Kindergarten and Grade 1	**Norm Reference Measure**	**District Projected**		**5K ≥52% Grade 1 ≥57%**	**5K ≥54% Grade 1 ≥59%**	**5K ≥56% Grade 1 ≥61%**	**5K ≥58% Grade 1 ≥63%**
		District Actual	5K - 50% Grade 1 - 55%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	5K - % Grade 1 - %	5K - 28% Grade 1 - 46%	

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA			Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – February 2018 & July 2020	2018 2nd grade criteria RIT = 190 64nd percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile	District Actual	Grade 2 – 40% Grade 5 – 42%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% Grade 5 – *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements*	Grade 2 – 37% Grade 5 – *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements*	

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

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

Goal Area 2: Teacher and Administrator Quality

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment Report		**School Projected**			**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**
GCS Human Resources Department	Baseline will be established at the end of the 2018-19 school year	**School Actual**		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	
Employment Report	Baseline will be established at the end of the 2018-19 school year	**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 | | **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% | Gender Diversity = 100% Ethnic Diversity = 97% | |

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Interview candidates of diverse genders and ethnicities		Principal			•
2.					•
3.					•

Goal Area 3: School Climate Needs Assessment

School Safety

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	93.1	**School Projected Students 93.1**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 93.1	96.5	*waiver*	96.5		
SDE School Report Card Survey	98.5	**School Projected Teachers 98.5**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 98.5	100	*waiver*	100		
SDE School Report Card Survey	89.9	**School Projected Parents 89.9**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		School Actual Parents 89.9	100	*waiver*	96.1		
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86	89	*waiver*	93		
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97	97	*waiver*	98		
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents 88	89	*waiver*	92		

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

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Routine Lockdown and Partial Lockdown drills	August – June	Principal Teachers	$0	N/A	Observation

Expulsion Rate

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	School Projected 0	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.01	.03	.004		

ACTION PLAN FOR STRATEGY:					EVALUATION
	TIMELINE (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Positive Behavior Intervention program	August – June	Assistant Principal Teachers	$0	N/A	PBIS Calendar PBIS Behavioral Data Charts
2.					
3.					

1.					
2.					
3.					
4.					
5.					

Attendance

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

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

PERFORMANCE GOAL: 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
180th day Attendance Report	**(2016-17) 96**	**School Projected**	**96**	**96**	**96**	**96**	**96**
		School Actual 96	97.17	97.2	95.1		
180th day Attendance Report	**(2016-17) 95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual 95	95	96	92		

1.					
2.					
3.					
4.					
5.					