

# **Taylors Elementary School**

---

*“Empowering Leaders for Today and Tomorrow”*



## **School Portfolio**

**Guided Self-Study Report utilizing Cognia and SC SDE Protocols  
Scope of Action Plan: 2018-2019 through 2022-2023**

Annual Update for 2022

Kindergarten – Fifth Grade

Heather Dye, Principal

809 Reid School Road ~ Taylors, SC 29687 Phone: 864-355-7450

Web Site: [www.greenville.k12.sc.us/taylorse/](http://www.greenville.k12.sc.us/taylorse/)

**The School District of Greenville County**

Dr. Burke Royster, Superintendent

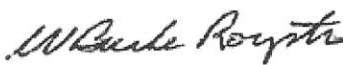
**SCHOOL RENEWAL PLAN COVER PAGE****SCHOOL NAME:** Taylors Elementary**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)****SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (one year)****Required Signature Page**

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.

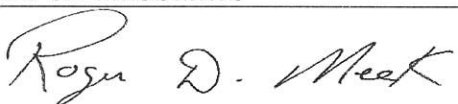
**SUPERINTENDENT**

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


**PRINCIPAL**

|                  |   |        |
|------------------|---|--------|
| Mrs. Heather Dye |  | 3/8/22 |
| PRINTED NAME     | SIGNATURE   | DATE   |

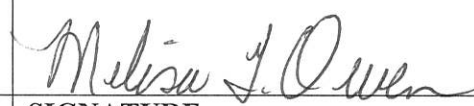
**CHAIRPERSON, BOARD OF TRUSTEES**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

|                     |   |        |
|---------------------|---|--------|
| Mrs. Sarah Williams |  | 3/8/22 |
| PRINTED NAME        | SIGNATURE   | DATE   |

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

|                  |   |         |
|------------------|---|---------|
| Mrs. Melisa Owen |  | 3-14-22 |
| PRINTED NAME     | SIGNATURE   | DATE    |

**SCHOOL ADDRESS:** 809 Reid School Road, Taylors, SC 29687**SCHOOL TELEPHONE:** (864) 355-7450**PRINCIPAL E-MAIL ADDRESS:** hdye@greenville.k12.sc.us

**SCHOOL ADDRESS:** 809 Reid School Road, Taylors, SC 29687

**SCHOOL TELEPHONE:** (864) 355-7450

**PRINCIPAL E-MAIL ADDRESS:** [hdye@greenville.k12.sc.us](mailto:hdye@greenville.k12.sc.us)

## Stakeholder Involvement for School Renewal

| Position  | Name             |
|---|------------------|
| 1. Principal  | Heather Dye      |
| 2. Teacher  | Carly Hudson     |
| 3. Parent/Guardian  | Christin Pulliam |
| 4. Community Member                                       | Susan Easterling |
| 5. Paraprofessional                                       | Elaine Boykin    |
| 6. School Improvement Council Member                      | Sarah Williams   |
| 7. Read to Succeed Reading Coach                          | Lisa Owen        |
| 8. School Read To Succeed Literacy Leadership Team Lead   | Lisa Owen        |
| 9. School Read To Succeed Literacy Leadership Team Member | Gretchen Pruden  |

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

School Literacy Leadership Team for Read to Succeed – Lisa Owen, Heather Dye, Terri Wheeler-Hawkins, Monica Brackett, Anne Smeaton, Anne Wilson, Jeannie Ramsey, Gretchen Pruden, Lori Wright

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

### **Early Childhood Development and Academic Assistance Act (Act 135) Assurances**

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

**X** **Academic Assistance, PreK–3**

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

**X** **Academic Assistance, Grades 4–12**

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

**X** **Parent Involvement**

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

**X** **Staff Development**

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

**X** **Technology**

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

**X** **Innovation**

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

**X** **Collaboration**

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

**X** **Developmental Screening**

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

**X   Half-Day Child Development**

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

**X   Developmentally Appropriate Curriculum for PreK–3**

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

**X   Parenting and Family Literacy**

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

**X   Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

**X   Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

# Table of Contents

|             |  |           |
|-------------|--|-----------|
| <b>I.</b>   | <b>INTRODUCTION</b>  | <b>7</b>  |
| <b>II.</b>  | <b>EXECUTIVE SUMMARY</b>   | <b>9</b>  |
|             | ❖ Needs assessment for student achievement                                     |           |
|             | ❖ Needs assessment for teacher and administrator quality                       |           |
|             | ❖ Needs assessment for school climate  |           |
|             | ❖ Significant challenges from past 3 years                                     |           |
|             | ❖ Significant awards, results, or accomplishments from past 3 year             |           |
| <b>III.</b> | <b>SCHOOL PROFILE</b>  | <b>11</b> |
|             | ❖ Brief description of School Community  |           |
|             | ❖ Brief description of school personnel data                                   |           |
|             | ❖ Brief description of student population data                                 |           |
|             | ❖ Brief description of academic and behavioral features/ programs/ initiatives |           |
| <b>IV.</b>  | <b>MISSION, VISION, and BELIEFS</b>  | <b>20</b> |
| <b>V.</b>   | <b>DATA ANALYSIS and NEEDS ASSESSMENT</b>                                      | <b>22</b> |
|             | ❖ Student achievement  |           |
|             | ❖ Teacher and administrator quality  |           |
|             | ❖ School climate   |           |
| <b>VI.</b>  | <b>SCHOOL ACTION PLAN</b>  | <b>40</b> |
|             | ❖ Performance Goals (5 years)  |           |
|             | ❖ Annual Objectives  |           |
|             | ❖ Strategies Actions   |           |

# Introduction

## PURPOSE

The purpose of the self-study is twofold:

- ❖ To **improve the effectiveness** of Taylors Elementary School
- ❖ To **provide assurance to the public regarding the educational quality of our school** by obtaining reaffirmation of our accreditation from AdvancED

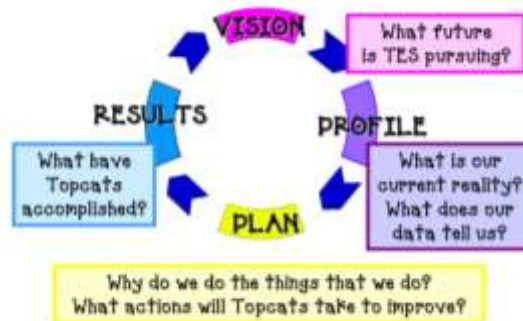
Our School Strategic Plan was developed to document changes and progress our school has made while working to continuously improve everything we do. This document provides an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our plan describes our school and includes actual evidence of our work. It describes who we are, our school vision, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. This document describes how we build and utilize our plan for the purpose of increasing student learning—our ultimate goal.

## OVERVIEW OF THE SELF-STUDY PROCESS and STAKEHOLDER INVOLVEMENT

The principal and other members of the School Leadership Team remain central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process in its entirety. This committee meets monthly and serves as the decision-making authority on reports, policies and procedures. All stakeholders, including staff, PTA Executive Board and School Improvement Council (SIC) have roles and responsibilities. Representatives from this team serve as resource persons and provide support and input for all stakeholders at PTA Executive Board meetings and SIC meetings.

Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community.



Knowing how essential this process is to our continuing success, stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in a comprehensive editing process and taking part in the kinds of discussions that the self-study process is designed to facilitate. As a result of our shared experiences, we continue to learn how best to add value to the lives of our students and enrich our community. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!



## **School Portfolio Team Members, Roles, and Committees**

### **Executive Summary**

Heather Dye- Principal  
Terri Wheeler-Hawkins – Assistant Principal  
Monica Brackett- Instructional Coach

### **School Profile**

Heather Dye- Principal  
Monica Brackett- Instructional Coach  
Terri Wheeler-Hawkins- Assistant Principal  
Betsy Crowe- Resource Teacher  
Carly Hudson- Teacher  
Sara Duncan- Teacher  
Melissa Munoz- Attendance Clerk  
Chrissy Faasse- Music Teacher  
Anna Claire Butler- Guidance Counselor

### **Mission/Vision/Beliefs**

Heather Dye- Principal  
Terri Wheeler-Hawkins- Assistant Principal  
Monica Brackett- Instructional Coach

### **Data Analysis/Needs Assessment**

Heather Dye- Principal  
Terri Wheeler-Hawkins- Assistant Principal  
Monica Brackett- Instructional Coach  
All Classroom Teachers

### **Action Plan**

Heather Dye- Principal  
Terri Wheeler-Hawkins- Assistant Principal  
Monica Brackett- Instructional Coach  
All Classroom Teachers

### **Professional Development Plan**

Heather Dye- Principal  
Monica Brackett- Instructional Coach  
Terri Wheeler-Hawkins- Assistant Principal  
All Classroom Teachers

# Executive Summary

The Executive Summary looks at student achievement data, teacher and administrator quality data, school climate data, significant school challenges, and significant awards, results or accomplishments over the past three years.

## Student Achievement Findings

Academic goals are the foundation for the delivery of instruction within the classroom. At Taylors Elementary, we take the necessary steps to ensure that all students are learning at their potential. After careful review of our demographic data, survey results, and student achievement data, an effective strategic plan for students achievement, including goals and objectives, was created. TE 21 Benchmark data is carefully analyzed for gains in reading, math, and science. Staff development activities, which include the Framework for Balanced Literacy, The Leader in Me implementation, and our continual development for effective PLC's, are all focused on meeting students' various academic needs.

- ❖ Student attendance remains steady at around 95.6%.
- ❖ All test scores were on a continual increase until Covid impacted the 20-21 results.
- ❖ 57.8% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2018-2019 with an increase from 55% during 2017-2018.
- ❖ 55% of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2018-2019 with a significant increase from 47.3% during 2017-2018.
- ❖ 78.5% of fourth grade students met and/or exceeded standard on SC PASS Science during 2018-2019 with a significant increase from 64.2% during 2017-2018.
- ❖ 86.1% of fifth grade students met and/or exceeded standard on SC PASS Social Studies during 2018-2019 with a significant increase from 73.8% during 2017-2018.
- ❖ Our enrollment increased greatly this year as most virtual students from last year returned to brick and mortar and we saw an increase in our ML students. Our ethnicity enrollment remains steady for all subgroups. Over the last five years the FARMS student numbers also remain steady.
- ❖ Our special program numbers, Special Education and English Second Language students have increased since last year. Our Gifted and Talented population has remained consistent.
- ❖ Two 2nd grade students qualified for the Charles Towne Center

## Steps for Continuous Improvement

- ❖ Continue to examine and monitor student progress and results as identified through standardized testing and TE 21 Mastery Connect Benchmarking
- ❖ Continue to work extensively with our Special Education team to create a strong model for delivery of services including inclusive services. Continue to work with Special Education District Support Team to implement curriculum to meet the individual needs of all special education students.
- ❖ Continue to support Literacy Mentors and grow Learning Labs
- ❖ Continued training and implementation of the primary and intermediate Framework for Balanced Literacy, including Fountas & Pinnell benchmarking with fidelity.
- ❖ Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices and the continued use of effective instructional strategies in the classroom.
- ❖ Utilize district support staff to support planning

- ❖ A plan for purposeful, differentiated and meaningful staff development.

### **Summarized Finding for Teacher and Administrator Quality**

- ❖ 100% of Taylors Elementary administration and staff are highly qualified
- ❖ The average teacher attendance has consistently been above state requirements.
- ❖ The Leadership Team with input from the staff has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program.
- ❖ Two district trained Literacy Mentors
- ❖ Professional development focus is in the area of Balanced Literacy – Language and Word Study and Reader’s Workshop

### **Needs Assessment for Teacher and Administrator Quality**

- ❖ Continue to fund a computer lab instructor through local funds
- ❖ Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities
- ❖ Provide training in the SAMR method
- ❖ Continue to provide training in the area of Balanced Literacy

### **Significant School Challenges**

- ❖ COVID shut down of schools in March 2020 impacted many program implementations as well as impacted student learning. Transitioning to Elearning overnight had significant impacts on students, teachers, and other educational personnel.
- ❖ Over the last five years Taylors Elementary has experienced several changes in leadership positions. We have had three different Assistant Principals.
- ❖ Higher need for students to receive Mental Health Services; as a result, Taylors Elementary employs a full-time Mental Health Counselor, however, this position has changed three times in five years. The current caseload qualifies for a 2<sup>nd</sup> full-time Mental Health Counselor.
- ❖ Many two working parent families have difficult time attending school events or being actively involved in their child’s education.
- ❖ Achievement Gap between disabled and non-disabled in ELA and Math

### **Significant Awards, Results, Accomplishments**

- ❖ Leader in Me Lighthouse School
- ❖ RAMP (Recognized ASCA Model Program) Award
- ❖ South Carolina First Steps Triple P Practitioner of the Year
- ❖ Two Top 10 District Teachers of the Year
- ❖ Four Discovery Educator Lead Learners
- ❖ Four Google Certified Educators who serve as Adjunct Trainers in our school and across GCS
- ❖ SeeSaw Ambassador
- ❖ One teacher participating in the LEAD Institute for GCS Schools
- ❖ Six Teacher ADEPT Evaluators on Staff for GCS
- ❖ Three National Board Certified Educators
- ❖ South Carolina Green Steps School

- ❖ Safe Kids School Award Winner
- ❖ PTA OAK Leaf Award – Recognition of Membership
- ❖ PEP Literacy Grant Recipient
- ❖ Golden Apple Winners
- ❖ State Level Geography Bee participant
- ❖ Healthy Schools Live Well School
- ❖ SC Honors Choir member
- ❖ Terrific Kids
- ❖ Three teachers selected as South Carolina Life Changers
- ❖ Multiple Donor's Choose teacher winners
- ❖ PTA Awarded \$20,000 Kaboom and Dr. Pepper Playground Grant

## **Taylor's Elementary School Profile**

Taylor's Elementary is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. Our mission – Empowering Leaders Today and Tomorrow- promoted within our learning community by teachers who are committed to student-centered instruction and the individual needs of each student. Our vision is to provide a safe, caring educational environment where students strive to reach their fullest potential as lifelong learners and responsible leaders.

Taylor's Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylor's Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year.

We serve a culturally diverse populations of students: Vietnamese, Arabic, Chinese, Egyptian, Ukrainian, and Spanish speakers. As an Inclusive Based and Satellite Autism school, students with individual education plans are carefully monitored by the coordinated efforts of the special education teachers and classroom teachers. Teachers maximize learning for all students, providing personalized learning for both challenge and support. Response to Intervention (RTI) is designed to address struggling readers in Kindergarten through second grade.

In a concentrated effort to develop world class skills, we offer a variety of after school and enrichment programs designed to enhance the academic and social skills of students. As an official Leader In Me school, we focus on school-wide leadership skills and equip our students with the success skills needed to excel in school and beyond our K-12 structure. Students also have ample opportunities to participate in groups such as, Art, Chorus, Green Team, Student Ambassadors, Girls on the Run and a Boys Run Hard Group. All students have Chromebooks to take home to assist in their learning. Personalized learning is a continued goal to meet the needs of all learners at Taylor's Elementary.

As a National RAMP (Recognized ASCA Model Program) our school counseling department provides a comprehensive model program. Additionally, this department has partnered with Greenville Mentoring to train mentors and pair them with students who need additional support. The Watch DOGS (Dads of Great

Students) program provides positive male role models who volunteer to assist in overall school operations. Also, we have combined our Life Savers framework with the Seven Habits of Leader In Me to reinforce good citizenship by outlining the school's expectations for good behavior and the consequences for disregarding them. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention. Finally, we partner with Greenville County Mental Health to provide a full time Mental Health Counselor housed within our school to serve our students and families of Taylors Elementary.

Raising student achievement is our primary goal. We are utilizing PLCs and data teams to create common assessments and use data to drive instruction. We continue to grow in the area of Balanced Literacy as a means to support and accelerate every child at Taylors Elementary School with the addition of two literacy mentors to continue on-site training. Literacy team has provided after school literacy training and sponsored a Family Reading Day: One Author, One School. Each student will go home with 10 free books to prevent a summer slide in reading ability.

Ultimately, our goal in continuous improvement is for children to understand what is expected and to be able to chart their own growth. Children are setting goals and reflecting on their academic improvement. We believe that, as children understand where they are headed academically, they will become empowered to work towards goals. As we enter our fourth year as a Leader In Me school, students are using data notebooks for WIGS (Wildly Important Goals) to track academic and personal achievements.

One initiative to address struggling kindergarteners and first through third graders is the addition of Response to Intervention (RTI). We identify students at risk for poor learning outcomes, provide research-based interventions and monitor student progress. During the 2021-22 school year students in grades K-3 were served by two RTI reading teachers and a literacy coach. Benchmark scores drastically improved with the interventions. With three certified Special Education Resource teachers, we provide both inclusion and resource services to students identified with learning disabilities and/or special needs. We also have four self-contained classrooms who serve students who are mainstreamed to the maximum ability of each learner.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and sharing ideas with colleagues at faculty meetings and in-services. Summer Academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers also attend the Upstate Technology Conference to learn new ideas, and fulfill technology proficiency requirements.

Quality teacher leadership is nurtured and encouraged at our school. Our design of staff development includes the structure of our Wednesdays. Our Faculty Council and Committees meets on the first Wednesday of each month to guide decision making for our school and serve as an advisory team to our administration. From the transformation of traditional teacher meetings to FBI Meetings, Focus on Better Instruction, teachers lead with best practices and presentations from our professional book study. The third Wednesday allows PLC's to create, design and analyze assessment for student learning. Actions Teams meet on the final Wednesday for discussion of student leadership and next steps of implementation.

Our school counseling department has partnered with Greenville Mentoring to provide training to interested mentors and currently paired twelve volunteers to students who benefit from this support. Additionally, our Watch DOGS (Dads of Great Students) program continues to grow and encourage positive male role models to spend a day volunteering in overall school operations for the day. This year we have been fortunate enough to have a full time mental health counselor placed in our building 5 days a weeks to provide services to students and families through Greenville County Mental Health.

In a concentrated effort to make “every minute count” at Taylors, we participate in the Universal Breakfast Program, providing a free, healthy, and nutritious breakfast to all students. Additionally, we have formed some early morning peer-mentoring groups, and opened our computer lab for students to enhance their mathematical skills with the Compass Learning program in grades second through fifth. We have several after school programs for enrichment: Art, Chorus, Green Team, and Student Lighthouse. We have also partnered with the Greenville Hospital System and have five trained Girls on the Run (GOTR) Coaches and twenty-four girls who have joined the GOTR program. These girls will culminate their participation with a 5K Run in May. Run Hard is a boys running group serving eighteen boys in 2<sup>nd</sup>-5<sup>th</sup> grade. There are two coding/robotics clubs that meet after school. One club is for grades 2-3, and the other is for grades 4-5. These groups meet twice a month.

Taylors Elementary is fortunate to have a strong partnership with our PTA. In the 17-18 year, our PTA wrote and received a \$20K Kaboom and Dr. Pepper Playground Grant. Additionally, four members participated in the national PTA Conference. To further promote academic success, PTA events are curriculum-based. Past PTA honors include SC PTA Outstanding Unit of the Year, SC PTA Principal of the Year, SC PTA Support Staff of the Year, and SC PTA Enrichment Programs of the Year. The current PTA is eager to regain the recognitions. In addition, School Improvement Council (SIC) takes an active interest in the everyday workings of the school. Parental involvement is encouraged and celebrated with many opportunities to participate in school life. The SIC is working to enhance the Watchdog Program in order to encourage positive male role model participation within the school.

To facilitate academic motivation, we have now created “Wig Wednesdays”. Students are visited by Goal Patrol to celebrate academic growth as indicated by their WIG goals.

A language proficiency assessment is administered in the Spring to ELL students in kindergarten through fifth grade. Students take four sub test in reading, writing, listening, and speaking. The combined scores give each student a language proficiency level for use by the ESOL and classroom teacher to ensure students are receiving accommodations as needed. Students are also provided a reading curriculum program called Lexia to help meet students where they are. In addition, students new to the country are provided access to the Rosetta Stone program to assist with language acquisition.

Since the inception of state testing, teaching standards through rigorous instruction is a priority. Strategies for addressing higher level thinking skills are embedded throughout school-wide Professional Development to promote critical thinking, problem-solving, and evaluation. Additionally, substitutes are provided for teachers quarterly to analyze TE21 Data and use results to guide daily instruction. These results provide data with a strong correlation to student performance on SC Ready ELA/Math and SC PASS Science. As a means to provide extra incentive, rubrics were designed for students and teachers to evaluate effort on the TE21 Benchmarks. We also had a student led Academic Pep Rally for test motivation in May. Alternative assessment techniques are embedded throughout the curriculum. Teachers incorporate scoring guides for evaluation purposes. Rubrics are utilized to guide students through activities and projects, as well as to assess their work. Fountas and Pinnell Benchmarks are given to all grade levels to assess reading levels, areas of strength, and specific areas of weakness. Early childhood grades, K5-3<sup>rd</sup>, use FastBridge, a district literacy assessment that allows for monitoring of student growth. Data teams utilize formative assessment to guide and direct the instructional delivery and academic achievement of all students. Teams meet after school to create common assessments, analyze the results, and devise a plan to achieve and excel student mastery of learning standards.

Although we are delighted with the progress we have made in recent years, we are eager to meet the challenges of the future, especially in the areas of increased student achievement and technology. Our faculty

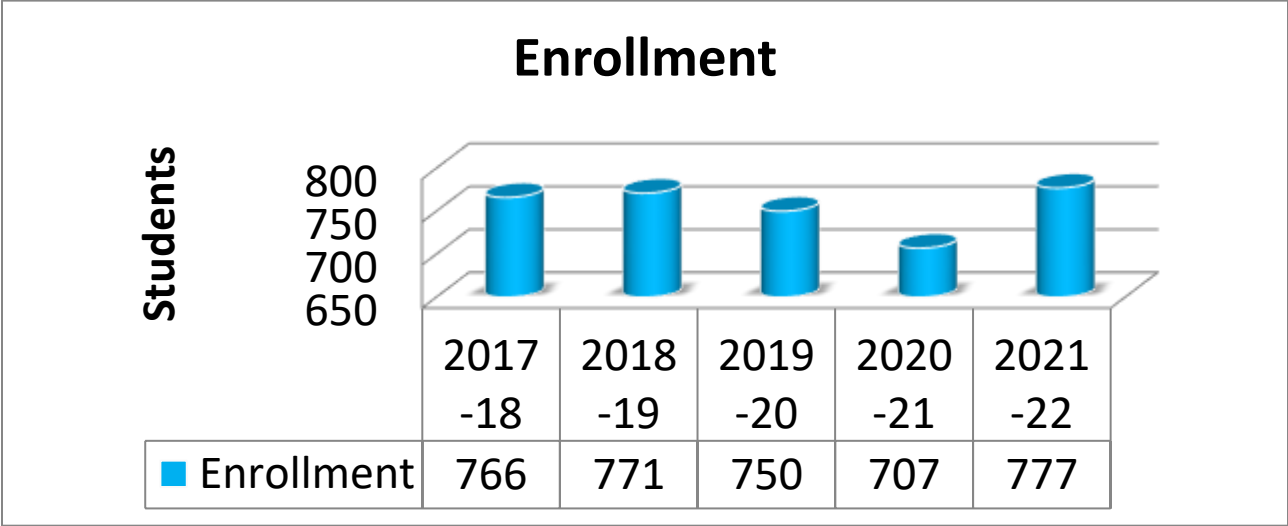
is excited about the wonderful possibilities that lie before us in the years to come. As a Leader In Me school, our community has embraced the belief that all students are leaders and prepared to meet the Profile of SC Graduate. It is a time of growth and commitment to “Empower Leaders for Today and Tomorrow”. Greatness starts here!

### Demographic Discussion of the School Community

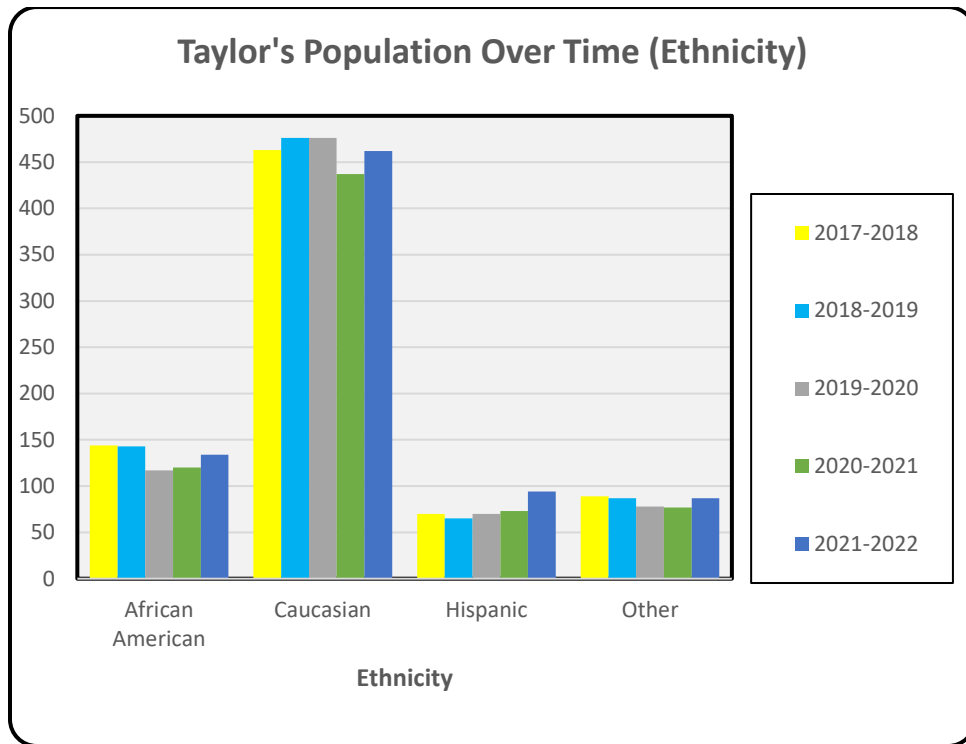
Taylors Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylors Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year. The walls are multi-faceted and windows face various directions. The architectural design is symbolic of the learning community within: a many-faceted instructional program for diverse student needs, solid academic offerings, students of many nationalities viewing the world through different windows of opportunity, and a supportive school climate.

We serve a culturally diverse population of students: Vietnamese, Arabic, Chinese, Greek, Egyptian, Ukrainian, and Spanish speakers. As an Inclusive Based and Satellite Autism school, students with individual education plans are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Teachers maximize learning for all students, providing personalized learning for challenge and support. Response to Intervention (RTI) is designed to address struggling readers in Kindergarten through second grade.

In efforts to close the achievement gap, our school has designed special programs to meet these needs: For example, selected 4<sup>th</sup> and 5<sup>th</sup> grade students mentor Kindergarten and 1<sup>st</sup> grade students Monday through Thursday on letter recognition, letter sounds and sight words, and our master schedule reflects the push for an Inclusion Based instructional program.



Demographics  
2017-2022

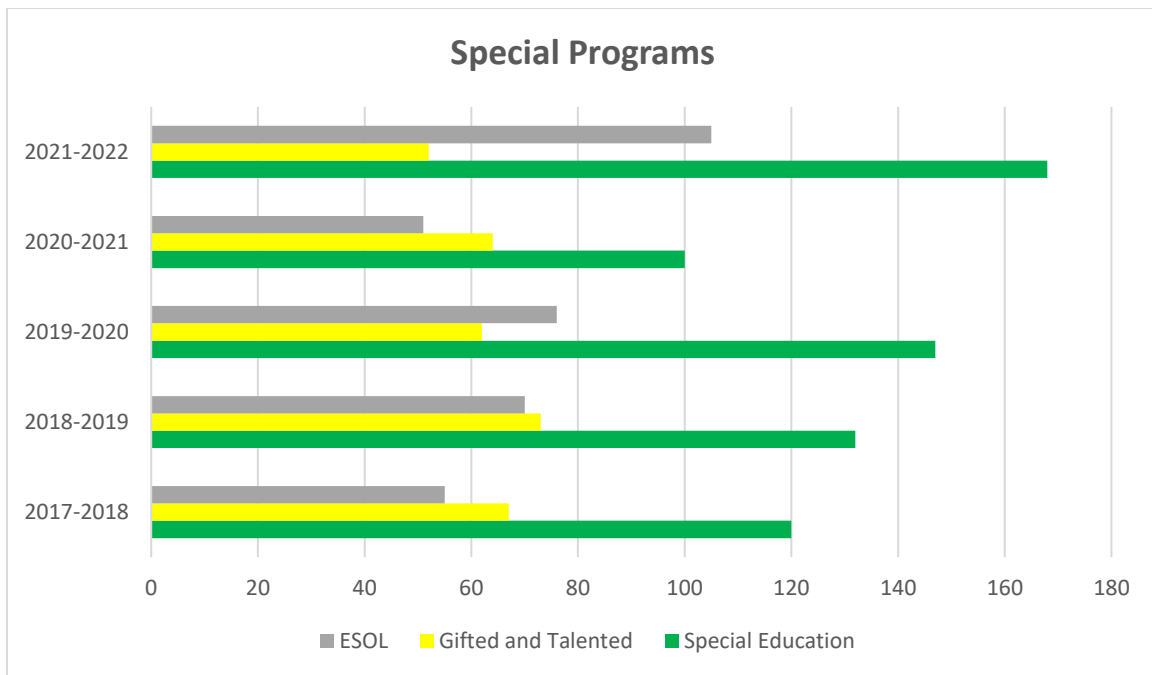


Our enrollment has stayed steady over the last 5 years. Our ethnicity enrollment also remains steady for all subgroups. Over the last five years the FARMS student numbers also remain constant. Of the 45% FARMS, 85% of those students receive Free Lunch and only 15% receive Reduced Lunch Status.

**FARMS Population 2014-2019**

|          | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|----------|-----------|-----------|-----------|-----------|-----------|
| FARMS    | 54.0%     | 52.0%     | 51.0%     | 48.0%     | 45.0%     |
| Full Pay | 46.0%     | 48.0%     | 49.0%     | 52.0%     | 55.0%     |





Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained steady over the last three years.

#### Average Daily Student Attendance

| School Year | Student Attendance |
|-------------|--------------------|
| 2016-2017   | 96.0%              |
| 2017-2018   | 96.0%              |
| 2018-2019   | 95.5%              |
| 2019-2020   | 95.4%              |
| 2020-2021   | 95.5%              |

Attendance Data provided by SDE School Report Card. Student attendance has stayed consistent the last couple of years.

#### Summary of School Leadership, Administrative Structures and Partnerships

Administration sets high expectations for students and staff. Teachers are monitored for the implementation of state standards to ensure quality education for all children. Mrs. Dye is in her first year as principal at Taylors Elementary. In fall of 2017, Mrs. Terri Wheeler-Hawkins joined the Taylors Elementary as Assistant Principal. This is her third year as the Assistant Principal of Taylors Elementary but has brought with her a solid record as an experienced Assistant Principal and Counselor for Greenville County Schools.

Parents serve as volunteers and provide services to help enhance and enrich the learning environment. Programs where businesses contribute time and materials include the American Heart Association (Jump Rope for Heart), Kiwanis Club (Terrific Kids), Crisis Response Training (Safe and Drug Free Schools), Chick-Fil-A (Top Cat Accolades), and Family Dentistry Health (Crystal Apple). Currently, we are sponsoring an active WatchDOGS program (Dads of Great Students) to provide positive male role models to all students. Additionally, we have regular trained mentors from Upstate Mentor who meet weekly with assigned students and provide a one on one mentoring relationship.

### **Analysis and Narrative of School Personnel Data**

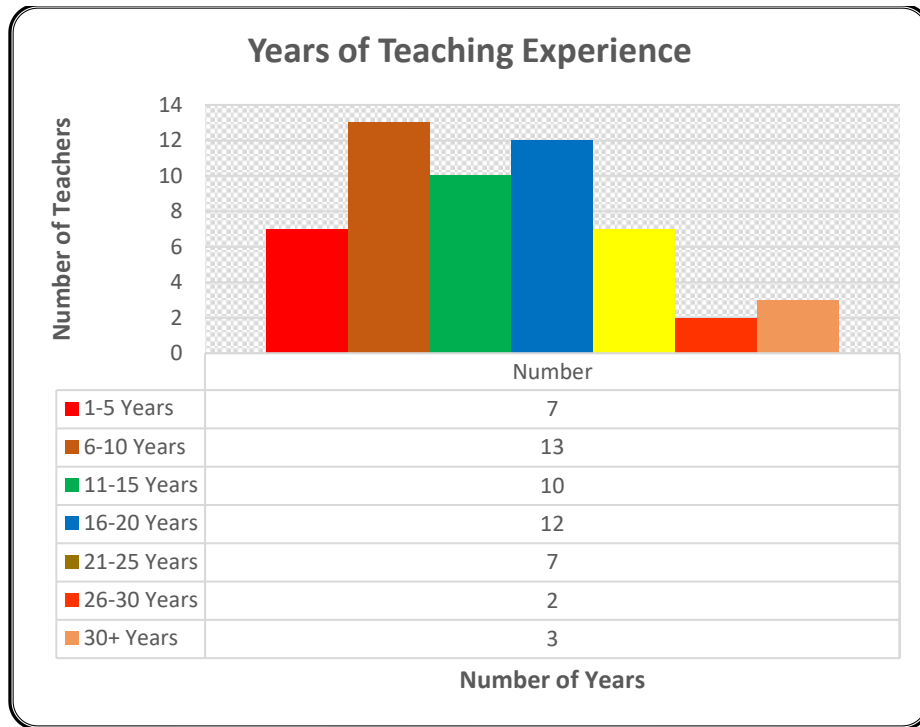
The Taylors staff shares high expectations for student success. Taylors boasts a certified staff of 58 for the 2020-2021 school year. This staff includes administrators, classroom teachers, a library media specialist, three related arts teachers, three part-time related arts teachers, two RTI teachers, a literacy coach, a part-time gifted and talented teacher, a full-time school counselor position, a part-time school counselors, two administrators, fourteen paraprofessionals, a media clerk, a full-time speech pathologist, a part-time speech pathologist, an ESOL part-time teacher and an instructional coach. Three full-time resource teachers serve students in kindergarten through fifth grade through both pull out and inclusion services. We have two multi-categorical classes and two ED classes with one teacher and two paraprofessionals address the needs of a targeted population. We also have a full time Behavior Interventionist staff member to assist students assigned and as needed. Support personnel available to assist with students needs include district psychologists, curriculum coordinators, speech and language pathologists and technology specialists. Additional personnel include the school nurse, a receptionist, an attendance clerk, a secretary, a plant engineer, four custodians, and a cafeteria manager and six food and nutritional service workers.

Taylors' staff has had consistent attendance over the last five years. Each year, we have met the attendance requirements for AYP.

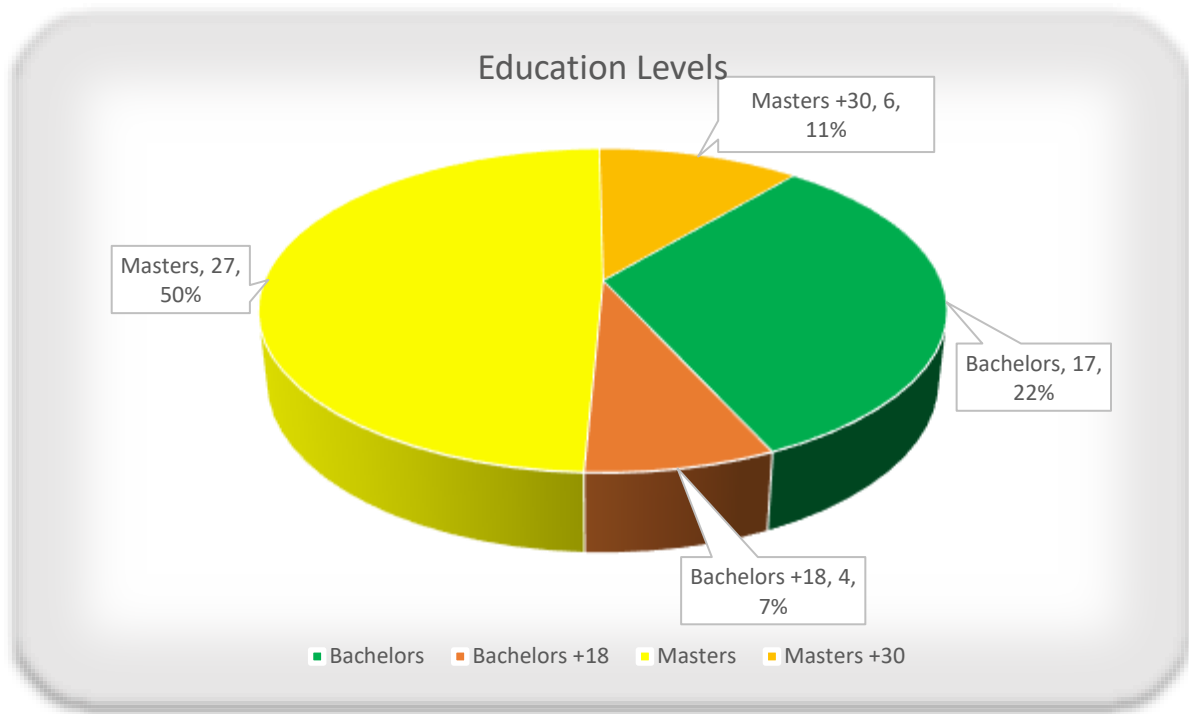
| School Year | Teacher Attendance |
|-------------|--------------------|
| 2014-2015   | 94.6%              |
| 2015-2016   | 95.0%              |
| 2016-2017   | 94.6%              |
| 2017-2018   | 97.4%              |
| 2018-2019   | 94.1%              |
| 2019-2020   | 95.2%              |

## Certified Staff Experience 2020-2021

The teaching experience of the certified staff ranges from one year to forty-one years with the majority of the experience in the 1-20 year range (54 teachers). The years of experience spent specifically at Taylors Elementary range from one year to 38 years. The greatest number of the certified staff at Taylors has been at the school for 1-10 years.



This certified staff at Taylors is not only extremely educated, but they have diverse interests as well. All of the regular classroom teachers are certified in Early Childhood or Elementary Education, with many certified in both. Our administrators are certified as classroom teachers and spent many years teaching. Four of the staff are Nationally Board Certified. Elementary Guidance and Counseling degrees are held by five of our staff. Other certifications held by staff members are: Gifted and Talented, Speech, Special Education LD, Special Education EMD, Library Science, Physical Education, Criminal Justice, Forensic Science, Biology, Art, Music, Health Science, English as a Second Language, Elementary Principal/Administrator/Supervisor, Reading, and Communication Disorders.



Our certification percentages almost mirror the experience percentages with 35% of the staff with a Bachelor's degree and 65% of the staff with a Master's degree and above.

The current positions held at Taylors Elementary in brick and mortar are:

- |   |   |
|---|---|
| 1 – Principal                                 | 1- Behavioral Interventionist Support     |
| 1 – Assistant Principal                       | 5- 5K Teachers and 5 – 5K Assistants      |
| 1 – Instructional Coach                       | 2 – Multi-Cat Teachers and – 3 Assistants |
| 1.6 – Guidance Counselors                     | 2 – ED Teachers and – 4 Assistants        |
| 1 – Challenge Teacher                         | 7 – Grade 1 Teachers and 1 Assistant      |
| 4.2 – Related Arts Teacher (1.4 of each area) | 6 – Grade 2 Teachers                      |
| 1 – Secretary                                 | 5 – Grade 3 Teachers                      |
| 1 – Attendance Clerk                          | 5 – Grade 4 Teachers                      |
| 1 – Office Clerk                              | 4 – Grade 5 Teachers and 2 Assistants     |
| 1 – Nurse                                     | 3 – LD/Resource Teachers                  |
| 1 – Media Specialist                          | 2 – Speech Therapists                     |
| 1 – Media Clerk                               | 0.8 – ESOL Teacher                        |
|   | 1 – Literacy Specialist                   |
|   | 2 - RTI                                   |

# MISSION, VISION, VALUES AND BELIEFS

## **AdvancED Accreditation Standard 1: Vision and Purpose**

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

### **Mission Statement**

Empowering Leaders Today and Tomorrow

### **Vision Statement**

Our vision is to provide a safe, caring educational environment where students strive to reach their fullest potential as lifelong learners and responsible leaders.

### **Belief Statements: We believe...**

- ❖ That every student is a leader.
- ❖ Each child's education program is a shared responsibility.
- ❖ In a student centered program that focuses on the total child.
- ❖ Real world connections inspire our students to achieve their personal best.
- ❖ Students should synergize and collaborate to be effective members within our community and beyond.

**AdvancED Accreditation Standard 3: Teaching and Learning** A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

The following are the curriculum, instruction, assessment, and environmental factors that we value and that justify our shared vision and support effective learning for our students:

**Curriculum:** Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity. Students are afforded opportunities to engage in learning and assessment out of school with community members.

### **Curriculum must include:**

- Research-based models
- Have relevance to everyday life experiences
- Addressing the standards
- Incorporating cross-curricular experiences
- High expectations for all students
- A balanced approach

**Instruction:** Teaching must be varied and creative to meet the individual needs of students.

**Instruction must include:**

- Alignment of school vision with instructional focus
- Guided discovery/active inquiry
- Student-centered approaches
- Research-based models
- Innovative teaching and challenging programs
- Connections to real-life situations and prior knowledge
- Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns, keeping journals)
- Opportunities for students to decide performance criteria and methods

**Assessment:** Assessments are methods used to better understand the current knowledge that a student possesses. Assessments can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

**Assessment must:**

- ❖ Address diverse learning styles and respect multiple cultures
- ❖ Guide classroom instruction
- ❖ Be content appropriate and linked to academic learning content
- ❖ Varied and continuous
- ❖ Utilized by teachers to build new information based on student strengths
- ❖ Provide opportunities for students to engage in self-assessment
- ❖ Provide prompt feedback

**Environment:** Our school provides a nurturing environment committed to achieving excellence. We share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.

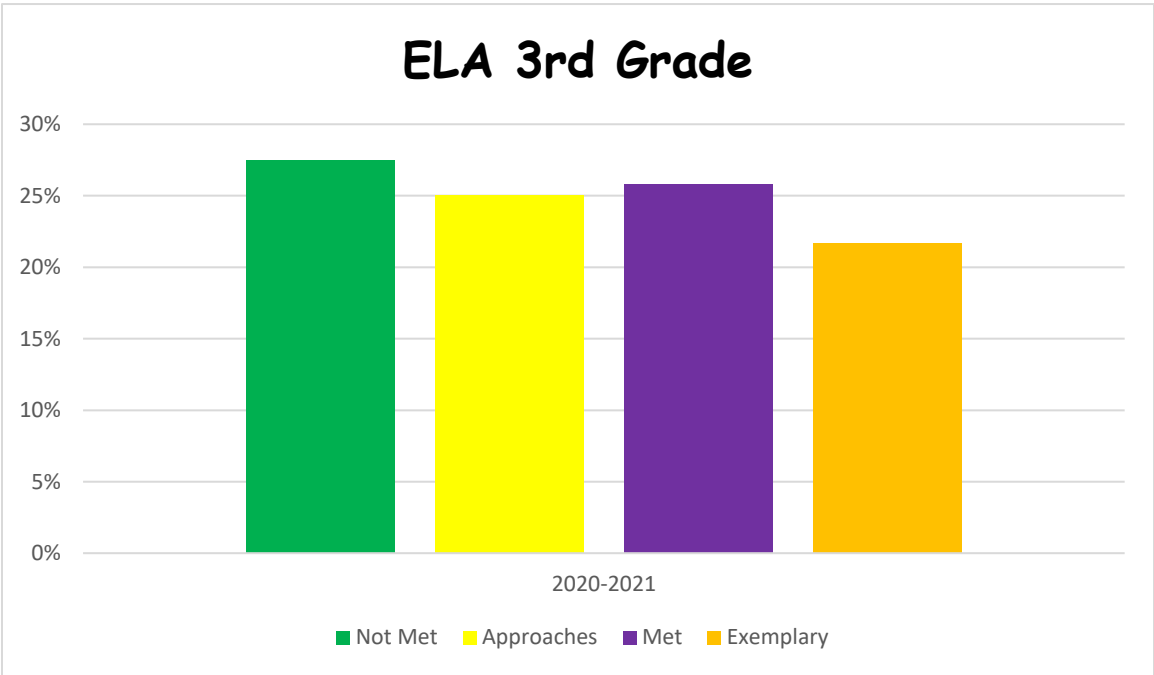
**Environment must include:**

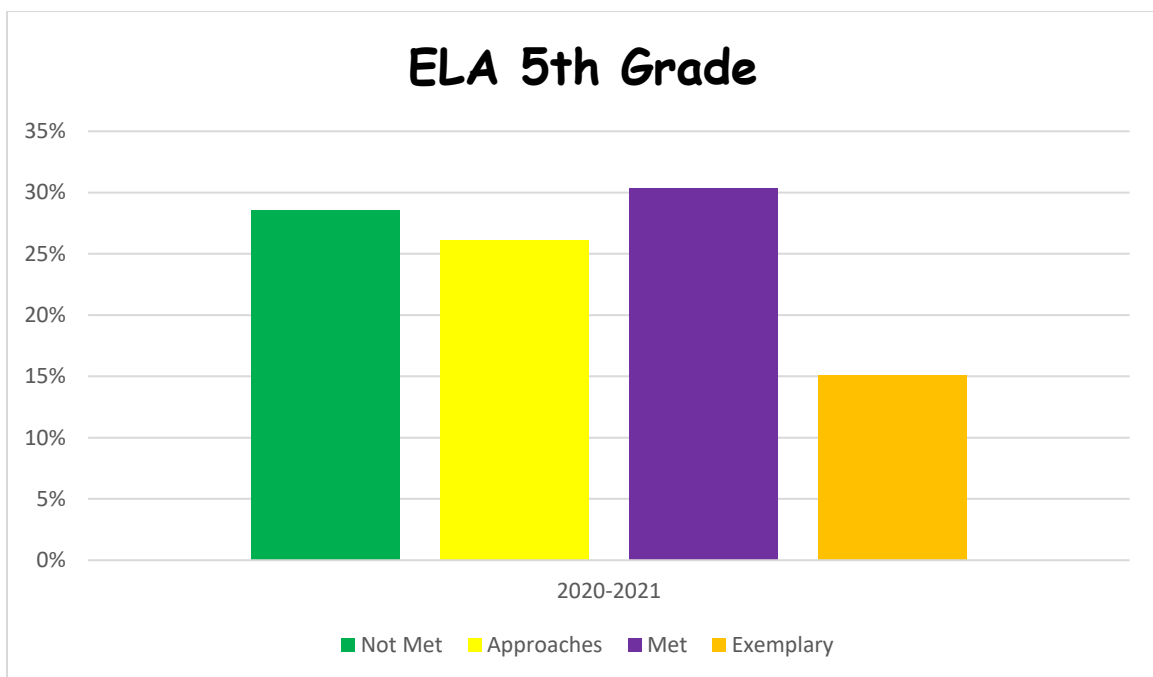
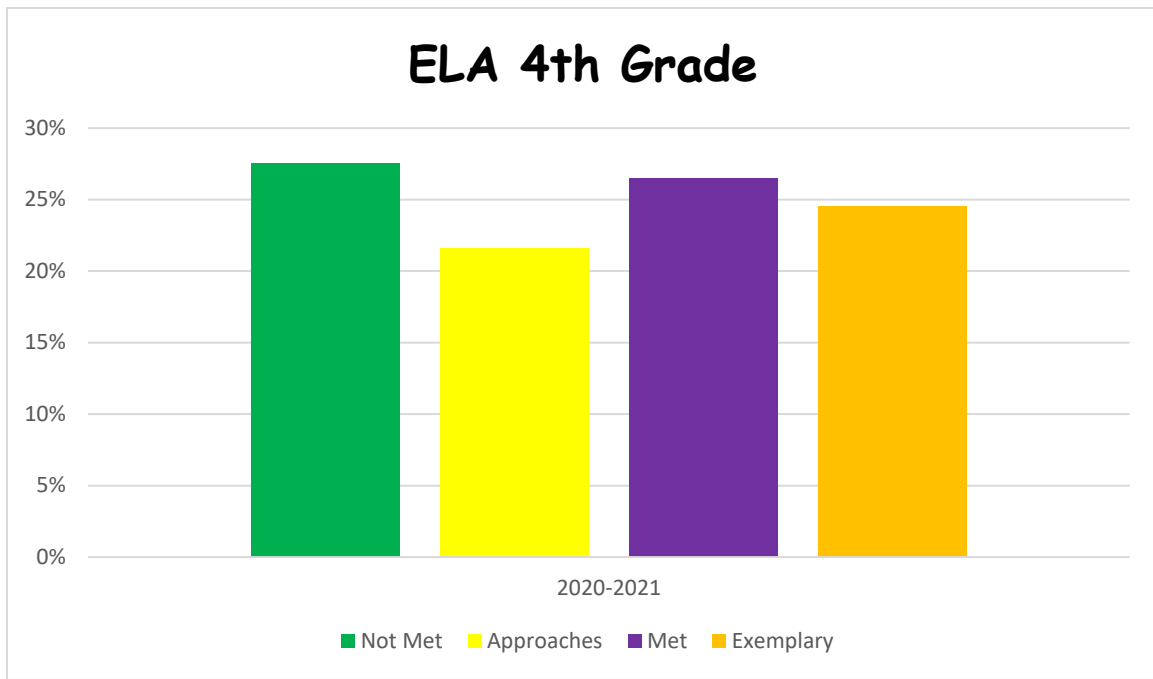
- ❖ An exceptional staff that works and shares as a collaborative team
- ❖ A parental community that feels valued as full participants in their child's education
- ❖ Leadership that is supportive, encouraging, and fosters positive changes
- ❖ Meaningful learning experiences for all stakeholders
- ❖ An atmosphere that supports each student's academic, personal, and social growth
- ❖ A safe, healthy, stimulating, motivating learning environment
- ❖ Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- ❖ Increase the use of parents utilizing the parent backpack by 5% each year.

# Data Analysis and Needs Assessment

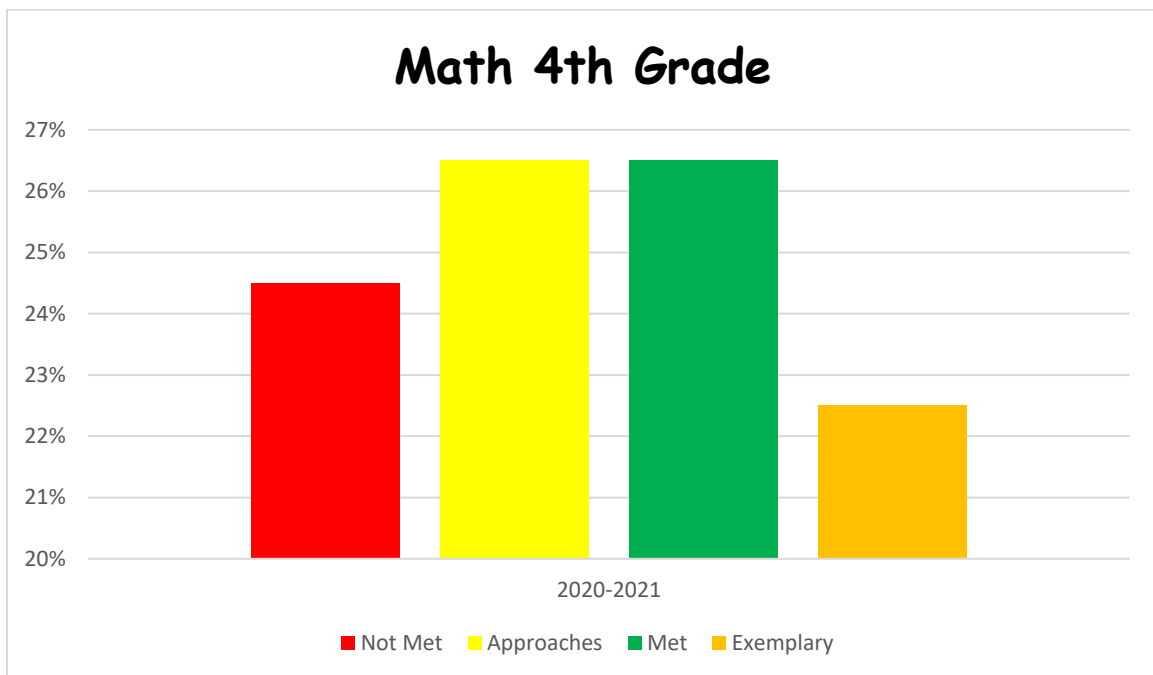
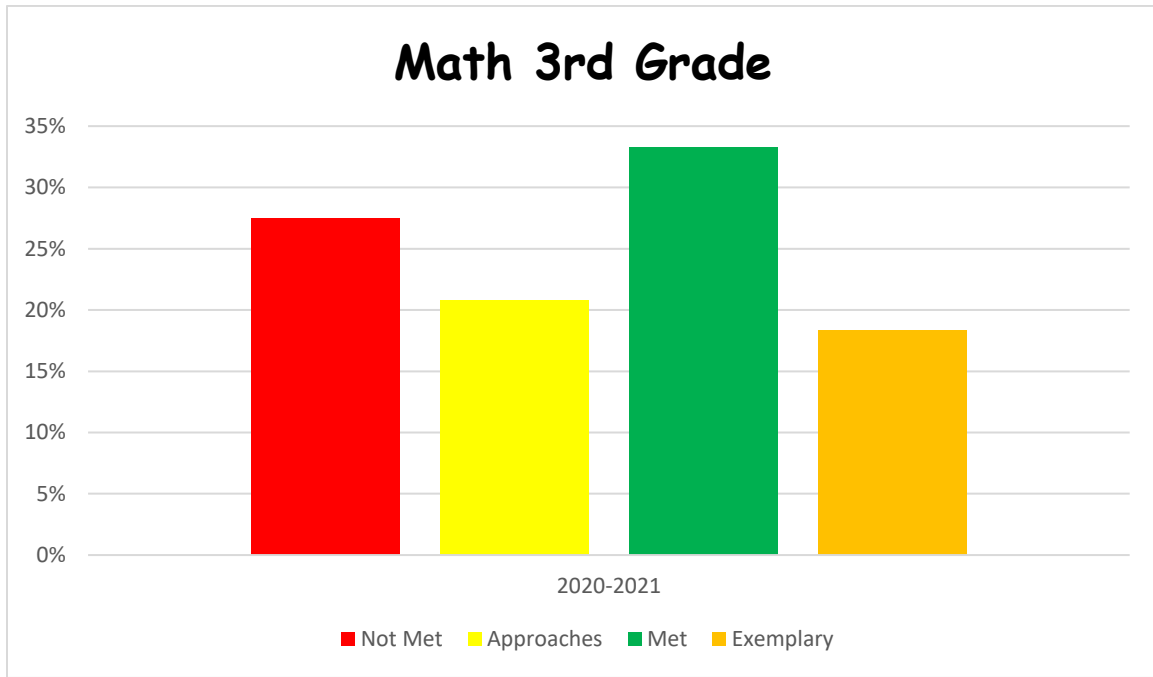
## Student Achievement Needs Assessment

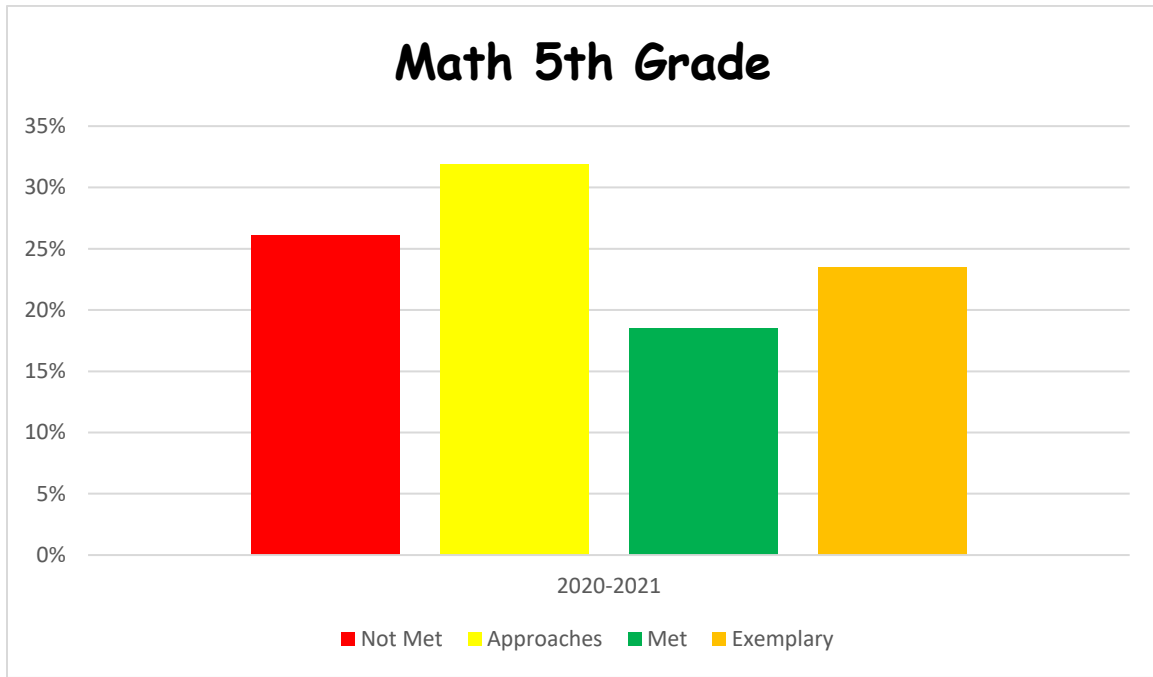
### SC Ready Results



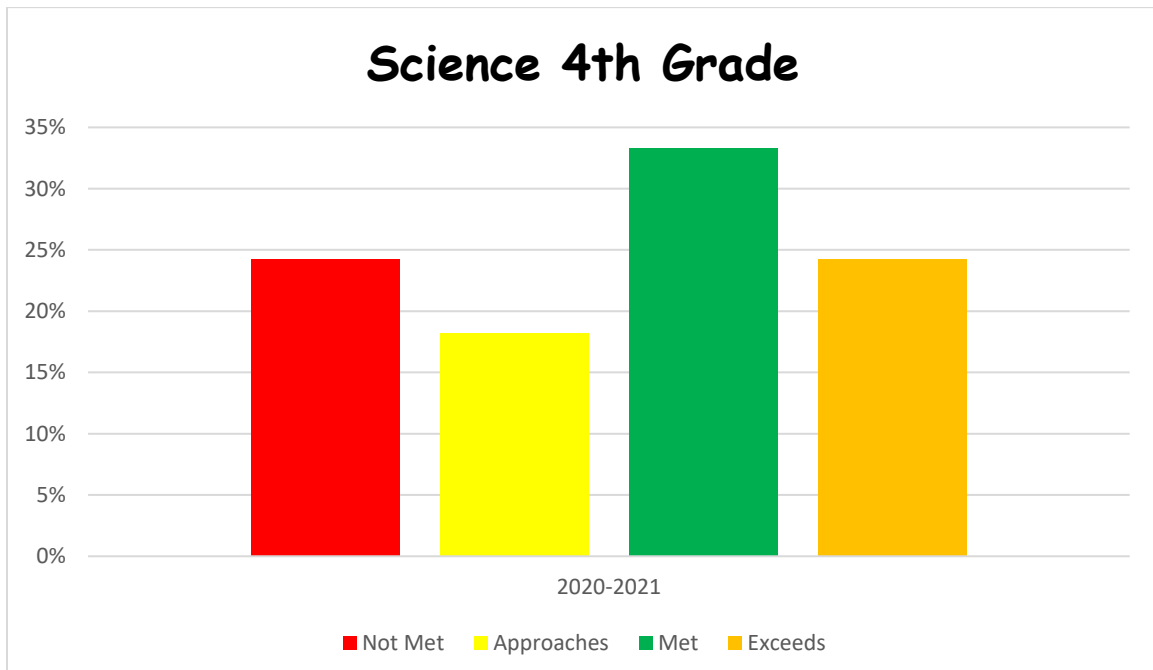








## Palmetto Assessment of State Standards Results



| ELA                   | Strengths                   | Areas of Growth |
|-----------------------|-----------------------------|-----------------|
| 3 <sup>rd</sup> Grade | Reading: Informational Text | Writing         |
| 4 <sup>th</sup> Grade | Reading: Informational Text | Writing         |
| 5 <sup>th</sup> Grade | Reading: Informational Text | Writing         |

| Math                  | Strengths                  | Areas of Growth     |
|-----------------------|----------------------------|---------------------|
| 3 <sup>rd</sup> Grade | Number Sense/Fractions     | Geometry            |
| 4 <sup>th</sup> Grade | Number Sense/ Base Tens    | Fractions/ Geometry |
| 5 <sup>th</sup> Grade | Measurement/ Data Analysis | Fractions/ Geometry |

| Science               | Strengths                            | Areas of Growth |
|-----------------------|--------------------------------------|-----------------|
| 4 <sup>th</sup> Grade | Characteristics/ Growth of Organisms | Light and Sound |

### **Strategies to Increase Student Learning**

Teachers at Taylors Elementary School keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered through learning labs, school based learning, and PD offered by our district and through a nearby university, in addition to attending conferences.

We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. Small groups have helped meet individual needs in reading and math.

To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. At each grade level, teachers work together as a team and function as a Professional Learning Community. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Vertical Teams, Grade Level Teams and data analysis promote a collaboration and platform for professional growth and learning.

### **Using Student Achievement Data**

We have systematically tried to use data to inform our decisions about instructional programs. The new teacher evaluation instrument, PAS-T, promotes student achievement data in the decision-making process. As part of teacher evaluation process, teachers develop Student Learning Objectives using baseline data and set learning target goals. A beginning, mid year and final conference is held with administration to review student achievement and create support in attaining the learning goals

For example:

- Procedures in place have allowed us to track student achievement by grade level and class.
- The use of the strategic plan process and the PAS-T evaluation system has helped us implement more effective methods of tracking student achievement.
- District created benchmarks using TE21 are used three times a year to monitor student mastery of standards and to adjust teaching strategies
- Fastbridge is being used to progress monitor kindergartners and first graders in targeted areas.
- Fountas and Pinnell reading benchmarks are being used to measure reading growth across the grades
- Math Benchmarks are being utilized to measure growth in mathematical concepts.

### **Student Support Systems**

Recognizing that some students need support in addition to what is available in the classroom; Taylors Elementary School has worked with the district to provide a variety of special services.

- We have three full-time resource teachers who work with students with identified learning differences and gaps in achievement. We also have four self-contained class for students with more pronounced identified learning differences.
- Two RTI specialists pull small groups of students in first and second grades for reading support.
- A Gifted and Talented teacher pulls students that qualify based on the required minutes of service. She also has started an Enrichment program this year in grades 2-5 for students who have partially qualified for the GT program.
- When a teacher believes that a student has special needs that require attention, the student is referred to the school's OnTrack team. The team is to determine student needs and to align them with resources that are available through the school, district, or community.
- An ESOL teacher is committed to providing language support to students new to the English language and in assisting families with school communications. Students have been provided access to the Lexia and Rosetta Stone program to help support the reading curriculum.
- A speech and language pathologist serve students with identified language deficits.
- An extended-day program enriches and extends the school day curriculum.
- Taylors Elementary provides a sensory room and break areas designed for sensory breaks and interventions for students to address social and emotional needs.

### **Summary of Progress**

We have a clear path for increasing student achievement. We know how to implement content and performance standards in our classrooms. The implementation of Profession Learning Communities (PLC) and common formative assessments have assisted in improving our efforts to align instruction with standards. We are utilizing RTI in kindergarten through second grade to help students become better readers. We are providing broadened inquiry based instruction in the classrooms including balanced literacy, and created partnerships with local agencies to support student and family needs. We have also learned to disaggregate student achievement results more effectively and analyze our school processes.

### **Next Steps**

Our work is quite focused and there is broad buy-in by our stakeholders in the school community of our vision. Our goal is to implement the vision throughout the school and in every classroom.

To accomplish this, we plan to:

- Continue the implementation of The Leader in Me program
- Examine student assessment data regularly, as a whole faculty and in vertical teams
- Increase teacher/student conferencing regarding student achievement; have students develop annual individual goals, two academic and one behavior
- Collect authentic assessment data for use in action research
- Share our classroom successes and Best Practices, so that every child in the school will benefit from each teacher's talents
- Consider findings from data analysis in lesson planning/ use of data teams
- Benchmarking using the Fountas and Pinnell Assessment kits
- Implement with fidelity the Fountas and Pinnell Word Study kits in K5-2<sup>nd</sup> grade

### **ACHIEVEMENT GAPS AND ROOT CAUSES**

We continue to look at our data to ensure the best instruction for all our students. Recognizing a gap exists between disabled and non-disabled students as well as other small groups, we have restructured the scheduling of our school day to more effectively address the needs of our struggling learners. Our hope is to receive credit in all subgroups as measured on the state report card. We are looking forward to next year with scheduling and placement of students with special needs. The teachers are more familiar with inclusive practices and we hope to see gains.

Analysis of school-wide data is used to target areas in our commitment to close the achievement gap. When examining the curriculum, the need for differentiated instruction and strong curriculum alignment with standards may be factors. It is also important to note that SC has identified a large number of standards to be addressed, especially in third grade, fourth grade and fifth grade.

## School Climate Needs Assessment

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Survey responses are recorded in the chart.

Results indicate that the respondents are satisfied with Taylors Elementary.

|  | Teachers | Students | Parents |
|--|----------|----------|---------|
| Number of surveys returned                             | 18       | 17       | 40      |
| Percent satisfied with learning environment            | 88.9%    | 100%     | 84.6%   |
| Percent satisfied with social and physical environment | 88.9%    | 100%     | 94.9%   |
| Percent satisfied with school-home relations           | 94.4%    | 94.1%    | 67.5%   |

### SDE School Report Card

<https://ed.sc.gov/data/report-cards/>

According to our parent survey from the 2019 school report card, 92.1% of our parents indicated satisfaction with school-home relations, which was an increase in our percentage concerning our school climate. We will continue to implement strategies to improve our school-home relations with our parents and the community.

The SC SDE Surveys are administered each spring. Responses indicate we are on the right track to continuous improvement. Although the age level of students who participated in the survey (10-11 year olds) needs to be taken into consideration when weighing responses, student responses were very positive. Certain responses can be expected from this age level.

After a careful review of this survey and other inventories the following conclusions reflect patterns and trends evident from the input of stakeholders:

- Although a high percentage of parents rated the school in a positive manner, a stronger level of parental involvement, both in the home and at the school level, needs to be targeted.
- In-school suspension and The Leader in Me initiative are two strategies we are using to address discipline concerns.

- District-created curriculum maps have kept our school community focused on moving all students forward.
- Web sites provide parents with current information, but perhaps there needs to be more training on how to access that information.
- Also, incentives for families to attend curriculum night need to be incorporated.
- Training on how to access the Parent/ Student Backpack may need to be included in targeting our home/school relations.
- Expectations were considered at a high level by parents, teachers and students.

## Teacher and Administrator Quality

|   | Our School | Change from Last Year |
|---|------------|-----------------------|
| Total Number of Teachers  | 39         | Down from 48          |
| <u>Teacher attendance rate</u>  | 94.2       | N/A                   |
| Average teacher salary  | \$52,912   | Up from \$52,284      |
| Percent of teachers returning from previous year - current year       | 75.6       | Down from 87.8        |
| Percent of teachers returning from previous year - three year average | 84.7       | Down from 90.3        |
| Percent of teacher vacancies for more than 9 weeks                    | 0.0        | No change             |
| <u>Prime instructional time</u>                                       | 89.2       | N/A                   |
| <u>Student-teacher ratio in core subjects</u>                         | 29.2 to 1  | N/A                   |
| Percent of inexperienced teachers teaching in core classes            | 4.2        | Down from 6.1         |
| Number of inexperienced teachers teaching in core classes             | 1          | Down from 2           |

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

**INDUCTION:** First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year. The Instructional Coach and Administration at Pelham Road meets regularly Induction Contract teachers to ensure both growth and success in the profession.

**ANNUAL:** Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator,



an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers 23 in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook. Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards

Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources. Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. The district requires each teacher to participate in a minimum of 24 hours per year. At the school level, we provide teachers with a minimum of 12 of those hours.

## Development Calendar

**August**

ILT- Mondays @ 8:30

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, & RA - Monday Grade Level PLC'sK5, 4<sup>th</sup>, & 5<sup>th</sup> – Thursday Grade Level PLC's

|         |  |  |               |
|---------|--|--|---------------|
| Aug. 5  |  | Faculty Council Retreat                | Dye, WH       |
| Aug. 6  |  | Welcome to Taylors Teacher Orientation | Dye, WH       |
| Aug. 16 |  | TLIM Lighthouse Retreat                | Faasse, Weeks |
| Aug. 18 |  | Faculty Council                        | Dye, WH       |
| Aug. 20 |  | District Literacy PD                   | Owen          |
| Aug. 25 |  | TLIM Action Teams                      |               |

**September**

ILT- Mondays @ 8:30

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, & RA - Monday Grade Level PLC'sK5, 4<sup>th</sup>, & 5<sup>th</sup> – Thursday Grade Level PLC's

|          |  |   |              |
|----------|--|---|--------------|
| Sept. 3  |  | District Literacy PD                        | Owen         |
| Sept. 7  |  | MAP PD                                      | Brackett     |
| Sept. 8  |  | Faculty Council                             | Dye, WH      |
| Sept. 15 |  | FBI (Focus on Better Instruction) Meeting   | Dye, WH, Kay |
| Sept. 22 |  | TLIM Action Teams                           |              |
| Sept. 23 |  | District level COGAT/ Iowa Testing Training | WH, Brackett |

**October**

ILT- Mondays @ 8:30

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, & RA - Monday Grade Level PLC'sK5, 4<sup>th</sup>, & 5<sup>th</sup> – Thursday Grade Level PLC's

|        |            |   |              |
|--------|------------|---|--------------|
| Oct. 1 |            | District Literacy PD                                | Owen         |
| Oct. 4 | 2:45-until | 2nd Grade/Small Group COGAT & IOWA testing Training | WH, Brackett |

|   |             |   |                    |
|---|-------------|---|--------------------|
| Oct. 5  | 3:15-4:15   | TechMex Tuesday                           | Trusty             |
| Oct. 6  | 2:45-until  | TLIM Lighthouse                           | Faasse, Weeks      |
| Oct. 13   | 3:15-4:15   | FBI (Focus on Better Instruction) Meeting | Dye, WH            |
| Oct. 20   |             | Faculty Council                           | Dye, WH            |
| Oct. 26   | 2:45-until  | TLIM Coaching Day                         | Dye, Spinks        |
| Oct. 27   | 2:45-until  | TLIM Action Teams                         |                    |
| <b>November</b><br>ILT- Mondays @ 8:30<br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , & RA - Monday Grade Level PLC's<br>K5, 4 <sup>th</sup> , & 5 <sup>th</sup> – Thursday Grade Level PLC's |             |   |                    |
| Nov. 2  | 2:45-until  | TechMex Tuesday                           | Trusty             |
| Nov. 3  | 3:00- until | TLIM Adult Lighthouse                     | Faasse, Weeks      |
| Nov. 10   | 3:00-4:15   | FBI (Focus on Better Instruction) Meeting | Dye, WH            |
| Nov. 15   |             | District Math IC Support PD               | Burdette, Brackett |
| Nov. 15   | 3:00-until  | Mentor, Buddy, Mentee Meeting             | Dye, WH, Brackett  |
| Nov. 17   | 3:00-4:15   | Faculty Council                           | Dye, WH            |
| Nov. 18   | 2:45-until  | Generations PD- team building             | McCall             |
| Nov. 30   | 2:45-until  | TLIM Lighthouse Meeting                   | Faasse, Weeks      |
| <b>December</b><br>ILT- Mondays @ 8:30<br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , & RA - Monday Grade Level PLC's<br>K5, 4 <sup>th</sup> , & 5 <sup>th</sup> – Thursday Grade Level PLC's |             |   |                    |
| Dec. 8  | 2:45-until  | FBI (Focus on Better Instruction) Meeting | Dye, WH            |
| Dec. 10   |             | District Literacy PD                      | Owen               |
|   |             |   |                    |
| <b>January</b><br>ILT- Mondays @ 8:30<br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , & RA - Monday Grade Level PLC's<br>K5, 4 <sup>th</sup> , & 5 <sup>th</sup> – Thursday Grade Level PLC's  |             |   |                    |
| Jan. 4  | 3:00-4:15   | TLIM Lighthouse                           | Faasse, Weeks      |

|   |             |  |                    |
|---|-------------|--|--------------------|
| Jan. 4  | 2:45-until  | TechMex Tuesday  | Trusty             |
| Jan. 10   |             | TLIM Coaching Day  | Spinks             |
| Jan. 11   | 3:00- until | Tlim Lighthouse  | Faasse, Weeks      |
| Jan. 12   |             | FBI (Focus on Better Instruction) Meeting                      | Dye, WH            |
| Jan. 14   | 3:00-until  | Mentor, Buddy, Mentee PD                                       | Dye, WH            |
| Jan. 19   | 3:15-4:15   | Faculty Council  | Dye, WH            |
| Jan. 24   |             | District Math IC Support PD                                    | Burdette, Brackett |
| Jan. 25   |             | District Literacy PD   | Owen               |
| Jan. 26   |             | TLIM Action Teams  |                    |
| <b>February</b><br>ILT- Mondays @ 8:30<br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , & RA - Monday Grade Level PLC's<br>K5, 4 <sup>th</sup> , & 5 <sup>th</sup> – Thursday Grade Level PLC's |             |  |                    |
| Feb. 1  | 2:45-until  | TechMex Tuesday  | Trusty             |
| Feb. 1  |             | TLIM Lighthouse  | Faasse, Weeks      |
| Feb. 4  |             | Woodland TLIM training   | Dye, Faasse, Weeks |
| Feb. 9  | 3:00- until | FBI (Focus on Better Instruction) Meeting: Guided Reading Kits | Dye, WH, Brackett  |
| Feb. 11   |             | District Literacy PD   | Owen               |
| Feb. 15   | 3:00-4:15   | TLIM Lighthouse  | Faasse, Weeks      |
| Feb. 16   | 3:00-until  | Faculty Council  | Dye, WH            |
| Feb. 23   | 3:00- until | TLIM Action Teams  |                    |
| Feb. 24   | 3:00- until | Mentor, Buddy, Mentee Meeting                                  | Dye, WH, Brackett  |
| Feb. 25   |             | DreamBox Seminar   | Brackett           |
| <b>March</b><br>ILT- Mondays @ 8:30<br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , & RA - Monday Grade Level PLC's<br>K5, 4 <sup>th</sup> , & 5 <sup>th</sup> – Thursday Grade Level PLC's    |             |  |                    |
| March 1   | 2:45-until  | TLIM Lighthouse  | Faasse, Weeks      |

|  |             |   |                    |
|--|-------------|---|--------------------|
| March 3  |             | TLIM Coaching Day                         | Spinks             |
| March 8  | 3:00-4:15   | TechMex Tuesday                           | Trusty             |
| March 9  | 2:45-until  | FBI (Focus on Better Instruction) Meeting | Dye, WH            |
| March 16   | 3:00-4:15   | Faculty Council                           | Dye, WH            |
| March 30   | 3:00-until  | TLIM Action Team                          |                    |
| March 31   |             | District Science PD- new standards        | Dell'Oso, Brackett |
| <b>April</b><br>ILT- Mondays @ 8:30<br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , & RA - Monday Grade Level PLC's<br>K5, 4 <sup>th</sup> , & 5 <sup>th</sup> – Thursday Grade Level PLC's |             |   |                    |
| April 4  |             | District Math IC Support PD               | Burdette, Brackett |
| April 5  | 3:00-until  | TLIM Lighthouse                           | Faasse, Weeks      |
| April 11   | 3:00-until  | Mentor, Buddy, Mentee Meeting             | Dye, WH, Brackett  |
| April 13   | 3:00-until  | FBI (Focus on Better Instruction) Meeting | Dye, WH            |
| April 19   |             | District Science PD- new standards        | Dell'Oso, Brackett |
| April 20   |             | TLIM Coaching Day                         | Spinks             |
| April 20   | 3:00- until | Faculty Council                           | Dye, WH            |
| April 29   |             | District Literacy PD                      | Owen               |
| <b>May</b><br>ILT- Mondays @ 8:30<br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , & RA - Monday Grade Level PLC's<br>K5, 4 <sup>th</sup> , & 5 <sup>th</sup> – Thursday Grade Level PLC's   |             |   |                    |
| May 3  | 3:00-until  | TechMex Tuesday                           | Rhodes, WH         |
| May 3  | 3:00-until  | TLIM Lighthouse                           | Dye, WH            |
| May 11   | 3:00-until  | Lighthouse Team Meeting                   | Faasse, Weeks      |
| May 18   | 3:00-until  | Faculty Council                           | Dye, WH            |
| May 25   | 3:00-until  | TLIM Action Teams                         |                    |

The school focus will be The Leader in Me Training and Implementation of Year Five.

Additionally, our focus in literacy will be on-going and sustained support in the area of Shared and Interactive Reading as part of our balanced literacy curriculum. The district has provided resources to help teachers implement this with fidelity.

The Writing Strategies, by Jennifer Serravello, will be an on-going professional book study to facilitate writing instruction for all students. Continued support in the area of Interactive Notebooking will be sustained and developed in the areas of science, math and social studies.

Common Formative assessments and data teams will be followed in professional learning communities. Common formative assessments will continue in the areas of math, English/Language Arts and social studies.

Learning labs for reading strategies will be utilized and led by our Literacy Mentors on shared reading.

Support for Induction and New to Taylors teachers will be scheduled quarterly and throughout the year with assigned school mentors.

Continued support for inquiry based learning in the areas of science and mathematics will be provided.

TechMex Tuesdays will be implemented to offer differentiated technology PD by staff and students of Taylors. Topics will include: Stop-Motion Animation, 2 Minute Tech Tips, Less Bored with Choice Boards, Flipping Out with Flippity, Silhouette in the Classroom, and Canva Creativity.

#### **Impact of COVID-19:**

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

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

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

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

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

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

**PERFORMANCE GOAL 1:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 45% in 2016-17 to 60% 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 3% annually.

| DATA SOURCE(s):                                       | 2016-17   | 2017-18   | 2018-19    | 2019-20       | 2020-21    | 2021-22    | 2022-23    |
|---|---|---|------------|---------------|------------|------------|------------|
| SC READY ELA<br>SDE website and School<br>Report Card | 45% Meets<br>Expectations and<br>Exceeds<br>Expectations<br>(2016-17) | <b>School Projected<br/>Elementary</b>          | <b>48%</b> | <b>51%</b>    | <b>54%</b> | <b>57%</b> | <b>60%</b> |
|   |   | <b>School Actual<br/>Elementary<br/>47%</b>     | <b>55%</b> | <i>waiver</i> | 48         |            |            |
| SC READY ELA<br>SDE website and School<br>Report Card | 49% Meets<br>Expectations and<br>Exceeds<br>Expectations<br>(2016-17) | <b>District Projected<br/>Elementary<br/>52</b> | <b>52</b>  | <b>55</b>     | <b>58</b>  | <b>61</b>  | <b>64</b>  |
|   |   | <b>District Actual<br/>Elementary<br/>52</b>    | <b>58</b>  | <i>waiver</i> | 52         |            |            |

| ACTION PLAN FOR STRATEGY #1:   |                                   |  |                                  |                               | EVALUATION   |
|--|-----------------------------------|--|----------------------------------|-------------------------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE   | ESTIMATED COST                   | FUNDING SOURCE                | INDICATORS OF IMPLEMENTATION   |
| 1. Effectively use formative assessments to inform instruction at a rigorous level                 | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach  | \$3600                           | District PD<br>Local PD       | Mastery Connect usage data (benchmarks and formative).<br>Teacher Observation Data<br>SLO Data |
| 2. Disaggregate test data to determine strengths and needs in instruction                          | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach  | None                             | None                          | Charts<br>Graphs<br>Meeting Minutes  |
| 3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach  | None                             | None                          | Grade Level Minutes<br>Faculty Council Minutes<br>Leadership Team Minutes                      |
| 4. Provide additional instructional support to students in grades K-3 through the RTI program      | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach<br>Literacy Coach<br>RTI Teachers (2.0)<br>Challenge | 2.9 Certified Teaching Positions | District Funded               | Quarterly RTI reports  |
| 5. Recognize academic achievement in students attaining WIG (Wildly                                | 2018-2023                         | Administrators<br>Teachers   | \$1000                           | Local Student Incentive Funds | Records of WIGS<br>Order forms   |



|  |           |                         |       |               |  |
|--|-----------|-------------------------|-------|---------------|--|
| Important Goals) in Reading  |           | Lighthouse Team         |       |               |  |
| 6. Entire school will participate in a One School, One Book interactive read-aloud | 2018-2023 | Administrators Teachers | \$900 | General Funds | Literacy Team Minutes<br>Grade Level Participation |

**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 49% in 2016-17 to 67% in 2022-23.

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

| DATA SOURCE(s):  | 2016-17   | 2017-18   | 2018-19 | 2019-20       | 2020-21 | 2021-22 | 2022-23 |
|--|---|---|---------|---------------|---------|---------|---------|
| SC READY Math<br>SDE website and School<br>Report Card | 49 % Meets<br>Expectations and<br>Exceeds Expectations<br>(2016-17) | <b>School<br/>Projected<br/>Elementary</b>          | 55%     | 58%           | 61%     | 64%     | 67%     |
|  |   | <b>School Actual<br/>Elementary<br/>55%</b>         | 58%     | <i>waiver</i> | 48      |         |         |
| SC READY Math<br>SDE website and School<br>Report Card | 54% Meets<br>Expectations and<br>Exceeds Expectations<br>(2016-17)  | <b>District<br/>Projected<br/>Elementary<br/>57</b> | 62      | 64            | 66      | 68      | 69      |
|  |   | <b>District Actual<br/>Elementary<br/>60</b>        | 63      | <i>waiver</i> | 53      |         |         |

| ACTION PLAN FOR STRATEGY #1:   |                                   |   |                |                             | EVALUATION   |
|--|-----------------------------------|---|----------------|-----------------------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                                    | ESTIMATED COST | FUNDING SOURCE              | INDICATORS OF IMPLEMENTATION   |
| 1. Effectively use formative assessments to inform instruction at a rigorous level                 | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach     | \$3600         | District PD<br>Local PD     | Mastery Connect usage data (benchmarks and formative).<br>Teacher Observation Data; SLO Data |
| 2. Disaggregate test data to determine strengths and needs in instruction                          | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach     | None           | None                        | Charts<br>Graphs<br>Meeting Minutes  |
| 3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach     | None           | None                        | Grade Level Minutes<br>Faculty Council Minutes<br>Leadership Team Minutes                    |
| 4. Provide continued professional development in math best practices                               | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach     | \$1600         | District PD<br>Local PD     | Lesson Plans<br>Observations<br>Session Attendance   |
| 5. Recognize academic achievement in students attaining WIG (Wildly Important Goals) in Math       | 2018-2023                         | Administrators<br>Teachers<br>Lighthouse Team         | \$1000         | Students<br>Incentive Funds | Record of student's WIGS<br>Order forms  |
| 6. Provide curriculum support for DreamBox   | 2018-2023                         | Administrators<br>Teachers<br>Computer Lab Specialist | \$1000         | Local Funds                 | DreamBox reports   |

|  |
|--|
| <b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other |
| <b>PERFORMANCE GOAL 3:</b> 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.   |
| <b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.  |

| DATA SOURCE(s):                                   |  | 2017-18                       | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|--|-------------------------------|---------|---------|---------|---------|---------|
| SCPASS Science SDE website and School Report Card | Baseline will be established in 2017-18 Grade 4 only | School Projected Elementary   | 67%     | 70%     | 73%     | 76%     | 79%     |
|   |  | School Actual Elementary 64%  | 79%     | waiver  | 58      |         |         |
| SCPASS Science SDE website and School Report Card | Baseline will be established in 2017-18 Grade 4 only | District Projected Elementary | 63      | 66      | 69      | 72      | 75      |
|   |  | District Actual Elementary 60 | 64      | waiver  | 56      |         |         |

| ACTION PLAN FOR STRATEGY #1:   |                                   |   |                |                         | EVALUATION   |
|--|-----------------------------------|---|----------------|-------------------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                                | ESTIMATED COST | FUNDING SOURCE          | INDICATORS OF IMPLEMENTATION   |
| 1. Effectively use formative assessments to inform instruction at a rigorous level | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach | \$3600         | District PD<br>Local PD | Mastery Connect usage data (benchmarks and formative).<br>Teacher Observation Data; SLO Data |

|  |           |   |         |                              |   |
|--|-----------|---|---------|------------------------------|---|
| 2. Disaggregate test data to determine strengths and needs in instruction                          | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach                                   | None    | None                         | Charts<br>Graphs<br>Meeting Minutes                                       |
| 3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach                                   | None    | None                         | Grade Level Minutes<br>Faculty Council Minutes<br>Leadership Team Minutes |
| 4. Utilize Gizmos program in grades 3-5 as learning tool.  | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach<br>Science<br>Academic Specialist | \$3,500 | District<br>Science<br>Funds | Lesson Plans<br>Observations<br>Session Attendance in Training Webinar    |

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

**PERFORMANCE GOAL 4:** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

| DATA SOURCE(s):                   | 2016-17   | 2017-18                                       | 2018-19    | 2019-20       | 2020-21    | 2021-22    | 2022-23    |
|-----------------------------------|---|---|------------|---------------|------------|------------|------------|
| SC READY ELA<br>SC SDE<br>Website | 35% Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected<br/>Hispanic</b>          | <b>36%</b> | <b>39%</b>    | <b>42%</b> | <b>45%</b> | <b>48%</b> |
| SC READY ELA<br>SC SDE<br>Website |   | <b>School Actual<br/>Hispanic<br/>33%</b>     | <b>38%</b> | <i>waiver</i> | 38         |            |            |
| SC READY ELA<br>SC SDE<br>Website | 33% Meets<br>Expectations and<br>Exceeds Expectations | <b>District Projected<br/>Hispanic<br/>36</b> | <b>36</b>  | <b>39</b>     | <b>42</b>  | <b>45</b>  | <b>48</b>  |

|                                   |  |  |            |               |            |            |            |
|-----------------------------------|--|--|------------|---------------|------------|------------|------------|
| SC READY ELA<br>SC SDE<br>Website |  | <b>District Actual<br/>Hispanic</b><br><br>34  | <b>40</b>  | <i>waiver</i> | 36         |            |            |
| SC READY ELA<br>SC SDE<br>Website | 22 % Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected AA</b>                     | <b>30%</b> | <b>33%</b>    | <b>36%</b> | <b>39%</b> | <b>42%</b> |
| SC READY ELA<br>SC SDE<br>Website |  | <b>School Actual AA</b><br>30%                 | <b>39%</b> | <i>waiver</i> | 30         |            |            |
| SC READY ELA<br>SC SDE<br>Website | 22% Meets<br>Expectations and<br>Exceeds Expectations  | <b>District Projected AA</b><br><b>25</b>      | <b>25</b>  | <b>28</b>     | <b>31</b>  | <b>34</b>  | <b>37</b>  |
| SC READY ELA<br>SC SDE<br>Website |  | <b>District Actual AA</b><br>25                | <b>31</b>  | <i>waiver</i> | 28         |            |            |
| SC READY ELA<br>SC SDE<br>Website | 12 % Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected<br/>SWD</b>                | <b>13%</b> | <b>16%</b>    | <b>19%</b> | <b>22%</b> | <b>25%</b> |
| SC READY ELA<br>SC SDE<br>Website |  | <b>School Actual SWD</b><br>25%                | <b>31%</b> | <i>waiver</i> | 11         |            |            |
| SC READY ELA<br>SC SDE<br>Website | 11% Meets<br>Expectations and<br>Exceeds Expectations  | <b>District Projected<br/>SWD</b><br><b>14</b> | <b>14</b>  | <b>17</b>     | <b>20</b>  | <b>23</b>  | <b>26</b>  |
| SC READY ELA<br>SC SDE<br>Website |  | <b>District Actual SWD</b><br>12               | <b>21</b>  | <i>waiver</i> | 19         |            |            |
| SC READY ELA<br>SC SDE<br>Website | 22 % Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected LEP</b>                    | <b>31%</b> | <b>34%</b>    | <b>37%</b> | <b>40%</b> | <b>43%</b> |

|                                       |  |  |            |               |            |            |            |
|---------------------------------------|--|--|------------|---------------|------------|------------|------------|
| SC READY ELA<br>SC SDE<br>Website     |  | <b>School Actual LEP</b><br>31%              | <b>21%</b> | <i>waiver</i> | 24         |            |            |
| SC READY ELA<br>SC SDE<br>Website     | 32% Meets<br>Expectations and<br>Exceeds Expectations  | <b>District Projected<br/>LEP</b><br>35      | <b>35</b>  | <b>38</b>     | <b>41</b>  | <b>44</b>  | <b>47</b>  |
| SC READY ELA<br>SC SDE<br>Website     |  | <b>District Actual LEP</b><br>33             | <b>44</b>  | <i>waiver</i> | 32         |            |            |
| SC READY ELA<br>SC SDE<br>Website     | 38 % Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected PIP</b>                  | <b>41%</b> | <b>44%</b>    | <b>47%</b> | <b>50%</b> | <b>53%</b> |
| SC READY ELA<br>SC SDE<br>Website     |  | <b>School Actual PIP</b><br>38%              | <b>46%</b> | <i>waiver</i> | 40         |            |            |
| SC READY ELA<br>SC SDE<br>Website     | 35% Meets<br>Expectations and<br>Exceeds Expectations  | <b>District Projected PIP</b><br>38          | <b>38</b>  | <b>41</b>     | <b>44</b>  | <b>47</b>  | <b>50</b>  |
| SC READY ELA<br>SC SDE<br>Website     |  | <b>District Actual PIP</b><br>33             | <b>45</b>  | <i>waiver</i> | 37         |            |            |
| SC READY<br>Math<br>SC SDE<br>Website | 42 % Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected<br/>Hispanic</b><br>45%  | 45%        | 48%           | 51%        | 54%        | 57%        |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>School Actual<br/>Hispanic</b><br>48%     | 48%        | <i>waiver</i> | 27         |            |            |
| SC READY<br>Math<br>SC SDE<br>Website | 36% Meets<br>Expectations and<br>Exceeds Expectations  | <b>District Projected<br/>Hispanic</b><br>39 | <b>39</b>  | <b>42</b>     | <b>45</b>  | <b>48</b>  | <b>51</b>  |

|                                       |  |   |           |               |           |           |           |
|---------------------------------------|--|---|-----------|---------------|-----------|-----------|-----------|
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>District Actual<br/>Hispanic<br/><br/>42</b> | <b>43</b> | <i>waiver</i> | 41        |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | 27 % Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected AA<br/>30%</b>              | 30%       | 33%           | 36%       | 39%       | 42%       |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>School Actual AA<br/>36%</b>                 | 47%       | <i>waiver</i> | 25        |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | 24% Meets<br>Expectations and<br>Exceeds Expectations  | <b>District Projected AA<br/>27</b>             | <b>27</b> | <b>30</b>     | <b>33</b> | <b>36</b> | <b>39</b> |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>District Actual AA<br/>28</b>                | <b>30</b> | <i>waiver</i> | 25        |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | 17 % Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected<br/>SWD<br/>22%</b>         | 22%       | 25%           | 28%       | 31%       | 34%       |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>School Actual SWD<br/>24%</b>                | 31%       | <i>waiver</i> | 17        |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | 15% Meets<br>Expectations and<br>Exceeds Expectations  | <b>District Projected<br/>SWD<br/>18</b>        | <b>18</b> | <b>21</b>     | <b>24</b> | <b>27</b> | <b>30</b> |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>District Actual SWD<br/>16</b>               | <b>20</b> | <i>waiver</i> | 24        |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | 30 % Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected LEP<br/>40%</b>             | 40%       | 43%           | 46%       | 49%       | 52%       |

|                                       |   |   |           |               |           |           |           |
|---------------------------------------|---|---|-----------|---------------|-----------|-----------|-----------|
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>School Actual LEP</b><br>42%         | 46%       | <i>waiver</i> | 24        |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | 37% Meets<br>Expectations and<br>Exceeds Expectations | <b>District Projected<br/>LEP</b><br>40 | <b>40</b> | <b>43</b>     | <b>46</b> | <b>49</b> | <b>52</b> |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>District Actual LEP</b><br>42        | 46        | <i>waiver</i> | 40        |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | x % Meets<br>Expectations and<br>Exceeds Expectations | <b>School Projected PIP</b>             | 48%       | 51%           | 54%       | 57%       | 60%       |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>School Actual PIP</b><br>48%         | 47%       | <i>waiver</i> | 38        |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | 33% Meets<br>Expectations and<br>Exceeds Expectations | <b>District Projected PIP</b><br>36     | <b>36</b> | <b>39</b>     | <b>42</b> | <b>45</b> | <b>48</b> |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>District Actual PIP</b><br>38        | 43        | <i>waiver</i> | 38        |           |           |

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |   |   |                           |                           | <b>EVALUATION</b>   |
|--|---|---|---------------------------|---------------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and<br>End Dates) | <b>PERSON<br/>RESPONSIBLE</b>               | <b>ESTIMATED<br/>COST</b> | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b>   |
| 1. Provide support for<br>implementing data driven<br>reflective conversations to<br>improve teaching practice | 2018-2023                                   | Administrators<br>Teachers<br>Instructional | None                      | None                      | Evidence of data driven<br>conversations from<br>district and school<br>meetings (Principal<br>meetings, Principal/IC |



|   |           |  |       |          |   |
|---|-----------|--|-------|----------|---|
| (district, school, and individual data)                         |           | Coach ESOL<br>Literacy Coach   |       |          | meetings, faculty & grade level meetings/PLCs, specialized PD)  |
| 2. Implement Professional Learning Community support in schools | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach ESOL<br>Literacy Coach                         | None  | None     | Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds. |
| 3. Provide strategy and content support for teachers            | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach ESOL<br>Literacy Coach                         | None  | None     | District and school-based professional development offerings that provide best practice strategies and content to teachers      |
| 4. Personalized Learning for targeted Learning Groups           | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach ESOL<br>Literacy Coach<br>Computer Lab Manager | None  | None     | Lesson Plans<br>IEPs and 504s<br>ESOL plans<br>Early Morning Academic Groups  |
| 5. Utilize the Rosetta Stone and Lexia program in classrooms    | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach<br>ESOL teacher                                | None  | None     | Lexia data of usage<br>Rosetta data of usage  |
| 6. Faculty Book Study on Social Equality                        | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach  | \$600 | PD Funds | Google Classroom participation in key point discussions   |

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

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

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

| DATA SOURCE(s):                                  |   | 2017-18                 | 2018-19                            | 2019-20  | 2020-21   | 2021-22                           | 2022-23                           |
|--|---|-------------------------|------------------------------------|--|---|-----------------------------------|-----------------------------------|
| Fountas and Pinnell Kindergarten through Grade 5 | Criterion Reference Measure   | <b>School Projected</b> |                                    | Kindergarten through Grade 5 =74%  | Kindergarten through Grade 5 =76%   | Kindergarten through Grade 5 =78% | Kindergarten through Grade 5 =80% |
|  | Meets and Exceeds   | <b>School Actual</b>    | Kindergarten through Grade 5 =71%  | <i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i> | Kindergarten through Grade 5 =59%   |                                   |                                   |
| FastBridge Kindergarten and Grade 1              | Norm Reference Measure  | <b>School Projected</b> |                                    | Kindergarten =43% Grade 1 =55%   | Kindergarten =45% Grade 1 =57%  | Kindergarten =47% Grade 1 =59%    | Kindergarten =49% Grade 1 =61%    |
|  | K5 criteria<br>41 or more accurate sounds per minute (40 <sup>th</sup> percentile)<br>Grade 1 criteria<br>71 or more accurately read words per minute (40 <sup>th</sup> percentile) | <b>School Actual</b>    | Kindergarten =41% Grade 1 =53%     | <i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i> | Kindergarten =38% Grade 1 =56%  |                                   |                                   |
| MAP Winter Reading                               | % students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA  | <b>School Projected</b> |                                    | Grade 2 – 38 %<br>Grade 5 – 34 %   | Grade 2 – 38%<br>Grade 5 – 34 %   | Grade 2 – 38%<br>Grade 5 – 34 %   | Grade 2 – 38%<br>Grade 5 – 34 %   |
| South Carolina MAP Linking Study – February 2018 | 2 <sup>nd</sup> grade criteria<br>RIT = 190<br>64 <sup>th</sup> percentile<br>5 <sup>th</sup> grade criteria<br>RIT = 217<br>68 <sup>th</sup> percentile                            | <b>School Actual</b>    | Grade 2 – 34.3%<br>Grade 5 – 40.5% | Grade 2 – 33 %<br>Grade 5 – 38%  | Grade 2 – 29%<br>5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act |                                   |                                   |

|  |   |                           |                                |  |   |   |  |
|--|---|---------------------------|--------------------------------|--|---|---|--|
|  |   |                           |                                |  | 142 testing requirements.   |   |  |
| Fountas and Pinnell Kindergarten through Grade 5 | Criterion Reference Measure   | <b>District Projected</b> |                                | K-5<br>71% or above  | K-5<br>73% or above   | K-5<br>75% or above   | K-5<br>77% or above                              |
|  |   | <b>District Actual</b>    | K-5<br>69%                     | <i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i> | K-5<br>57%  |   |  |
| FastBridge Kindergarten and Grade 1              | Norm Reference Measure  | <b>District Projected</b> |                                | 5K – 52% or above<br>Grade 1 – 57% or above  | 5K – 54% or above<br>Grade 1 – 59% or above   | 5K – 56% or above<br>Grade 1 – 61% or above   | 5K – 58% or above<br>Grade 1 – 63% or above      |
|  | K5 criteria<br>41 or more accurate sounds per minute (40 <sup>th</sup> percentile)<br>Grade 1 criteria<br>71 or more accurately read words per minute (40 <sup>th</sup> percentile) | <b>District Actual</b>    | 5K – 50%<br>Grade 1 – 55%      | <i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i> | 5K – 28 %<br>Grade 1 – 46%  |   |  |
| MAP Winter Reading                               | % students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA  | <b>District Projected</b> |                                | Grade 2 – 36% or above<br>Grade 5 – 32% or above   | Grade 2 – 36% or above<br>Grade 5 – 32% or above  | Grade 2 – 36% or above<br>Grade 5 – 32% or above  | Grade 2 – 36% or above<br>Grade 5 – 32% or above |
| South Carolina MAP Linking Study – February 2018 | 2 <sup>nd</sup> grade criteria<br>RIT = 190<br>64 <sup>th</sup> percentile<br>5 <sup>th</sup> grade criteria<br>RIT = 217<br>68 <sup>th</sup> percentile                            | <b>District Actual</b>    | Grade 2 – 38%<br>Grade 5 – 39% | Grade 2 – 38%<br>Grade 5 – 41%   | Grade 2 – 37 %<br><i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</i> | Grade 2 – %<br><i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements</i> |  |

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

| ACTION PLAN FOR STRATEGY #1:  |                                   |   |                |                | EVALUATION  |
|---|-----------------------------------|---|----------------|----------------|---|
| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE  | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION  |
| 1. Implement Balanced Literacy with fidelity across all classrooms.   | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach<br>Literacy Coach<br>Literacy Mentors | None           | None           | Observations, anecdotal notes, and lesson plans<br>Instructional Observations and Instructional Rounds<br>Increased number of students reading on grade level by 3 <sup>rd</sup> grade  |
| 2. Implementation of district training and support provided utilizing the framework for explicit and consistent instruction in language and word study (phonics and phonological awareness) | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach<br>Literacy Coach<br>Literacy Mentors | None           | None           | Observations, anecdotal notes, and lesson plans<br>Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments  |
| 3. Implement a framework for common planning within school to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.     | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach<br>Literacy Coach<br>Literacy Mentors | None           | None           | Collaborative planning, data analysis, unit planning, protected planning times<br><br>Evidence of Common Planning reflected in school schedule<br><br>Evidence of common planning through instructional rounds and classroom observations |
| 4. Coach teachers in instructional best practice using the district coaching framework  | 2018-2023                         | Administrators<br>Teachers<br>Instructional Coach<br>Literacy Coach                     | None           | None           | Consistent implementation of coaching events during a coaching cycle with   |

|   |           |   |          |      |  |
|---|-----------|---|----------|------|--|
|   |           | Literacy Mentors  |          |      | grade level teams and reflective practices   |
| 5. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach<br>Literacy Coach<br>Literacy Mentors | None     | None | Documentation of ongoing instructional rounds including implications for instructional growth  |
| 6. Support comprehension and effective communication through intentional planning and authentic use of vocabulary                                     | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach<br>Literacy Coach<br>Literacy Mentors | None     | None | Classroom evidence of content vocabulary usage; lesson plans; assessments; classwork work as indicated by classroom observation and Instructional Rounds   |
| 7. Provide intentional support for consistently scheduled, sustained independent reading.   | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach<br>Literacy Coach<br>Literacy Mentors | None     | None | Classroom libraries offer a wide selection of text that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrated progress toward their reading goal(s). |
| 8. Provide clear teacher-directed materials for guided reading groups   | 2018-2023 | Administrators<br>Teachers<br>Instructional Coach<br>Literacy Coach                     | \$18,000 | Flex | Fountas and Pinnell Guided reading kits (K, 3, & 5) to be purchased  |

**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.

| <b>DATA SOURCE(s):</b>         |                                   | <b>2017-18</b>   | <b>2018-19</b>                                   | <b>2019-20</b>   | <b>2020-21</b>   | <b>2021-22</b>   | <b>2022-23</b>   |
|--------------------------------|-----------------------------------|--|--|--|--|--|--|
| Employment report              |                                   | <b>School Projected</b>  |  |  | <b>Gender Diversity = Increase or Maintain<br/>Ethnic Diversity = Increase or Maintain</b> | <b>Gender Diversity = Increase or Maintain<br/>Ethnic Diversity = Increase or Maintain</b> | <b>Gender Diversity = Increase or Maintain<br/>Ethnic Diversity = Increase or Maintain</b> |
| GCS Human Resources Department | Baseline established in 2019-2020 | <b>School Actual</b>   |  | Gender Diversity = yes/no<br>Ethnic Diversity = yes/no | Gender Diversity = yes<br>Ethnic Diversity = yes   |  |  |
| Employment report              |                                   | <b>District Projected</b>  | Gender Diversity = 92%<br>Ethnic Diversity = 92% | Gender Diversity = 94%<br>Ethnic Diversity = 94%       | Gender Diversity = 96%<br>Ethnic Diversity = 96%   | Gender Diversity = 98%<br>Ethnic Diversity = 98%   | Gender Diversity = 100%<br>Ethnic Diversity = 100%   |
| GCS Human Resources Department | Baseline established in 2017-2018 | <b>District Actual</b><br><br>Gender Diversity = 99%<br>Ethnic Diversity = 90% | Gender Diversity = 96%<br>Ethnic Diversity = 91% | Gender Diversity = 99%<br>Ethnic Diversity = 96%       |  |  |  |

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |   |  |                       |                       | <b>EVALUATION</b>                   |
|--|---|--|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>  | <b>TIMELINE<br/>(Start and End Dates)</b> | <b>PERSON RESPONSIBLE</b>              | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Create a plan to advocate within our counseling programs to encourage teaching as a profession. | 2018-2023                                 | Administration<br><br>Counseling Dept. | None                  | None                  | Career Day Roster                   |

|  |           |  |      |      |               |
|--|-----------|--|------|------|---------------|
| 2. Utilize diverse staff for teacher recruitment | 2018-2023 |  | None | None | Shining Stars |
|--|-----------|--|------|------|---------------|

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

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

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

| DATA SOURCE(s):                  | 2016-17 | 2017-18                         | 2018-19 | 2019-20       | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|---------|---------------------------------|---------|---------------|---------|---------|---------|
| SC SDE School Report Card Survey | 92.4%   | School Projected Students       | ≥ 90    | ≥ 90          | ≥ 90    | ≥ 90    | ≥ 90    |
|                                  |         | School Actual Students<br>92%   | 91%     | <i>waiver</i> | 100%    |         |         |
| SC SDE School Report Card Survey | 97.5%   | School Projected Teachers       | ≥ 90    | ≥ 90          | ≥ 90    | ≥ 90    | ≥ 90    |
|                                  |         | School Actual Teachers<br>97.9% | 100%    | <i>waiver</i> | 100%    |         |         |
| SC SDE School Report Card Survey | 93.9%   | School Projected Parents        | ≥ 90    | ≥ 90          | ≥ 90    | ≥ 90    | ≥ 90    |

|                                     |           |  |             |               |             |             |             |
|-------------------------------------|-----------|--|-------------|---------------|-------------|-------------|-------------|
|                                     |           | <b>School Actual<br/>Parents<br/>87.1%</b> | 94.9%       | <i>waiver</i> | 94.9%       |             |             |
| SC SDE School Report<br>Card Survey | <b>92</b> | <b>District Projected<br/>Students</b>     | <b>≥ 90</b> | <b>≥ 90</b>   | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                     |           | <b>District Actual<br/>Students<br/>86</b> | <b>89</b>   | <i>waiver</i> | 93          |             |             |
| SC SDE School Report<br>Card Survey | <b>98</b> | <b>District Projected<br/>Teachers</b>     | <b>≥ 90</b> | <b>≥ 90</b>   | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                     |           | <b>District Actual<br/>Teachers<br/>97</b> | <b>97</b>   | <i>waiver</i> | 98          |             |             |
| SC SDE School Report<br>Card Survey | <b>91</b> | <b>District<br/>Projected Parents</b>      | <b>≥ 90</b> | <b>≥ 90</b>   | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                     |           | <b>District Actual<br/>Parents<br/>88</b>  | <b>89</b>   | <i>waiver</i> | 92          |             |             |

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |   |                               |                            |                           | <b>EVALUATION</b>   |
|---|---|-------------------------------|----------------------------|---------------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE<br/>(Start and<br/>End Dates)</b> | <b>PERSON<br/>RESPONSIBLE</b> | <b>ESTIMAT<br/>ED COST</b> | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b>   |
| 1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location. | 2018-2023                                     | Administrators<br>Teachers    | None                       | None                      | Newsletters, Social Media Posts, SIC, Weekly Principal Phone Calls, Remind Texts, and PTA Agendas |



|  |           |   |                    |  |  |
|--|-----------|---|--------------------|--|--|
| 2. Participate in the Upstate Safe Kids/ Live Well Program   | 2018-2023 | Administration<br>Teachers<br>PE Team                                 | None               | None                                   | Safe Schools Application                       |
| 3. Continued use of the Level I and Level II background checks.  | 2018-2023 | Front Office Staff<br>Administration                                  | None               | None                                   | Volunteer checks completed                     |
| 4. Train staff to be first responders  | 2018-2023 | Administration<br>Certified Staff<br>Classified Staff                 | None               | District<br>Funded                     | List of first responders                       |
| 5. Post school-wide rules in hallways/ common areas/ classrooms  | 2018-2023 | Administration<br>School Counselors<br>Lighthouse Team                | \$100 for printing | PTA<br>Local<br>Funds                  | Posted rules                                   |
| 6. Require staff to complete district safety videos by target date   | 2018-2023 | Administration<br>Nurse   | None               | None                                   | Certificates of completion                     |
| 7. Adhere to the district's safety policies/ plan  | 2018-2023 | Administration<br>Teachers  | None               | None                                   | Safety Plan                                    |
| 8. Provide various safety programs to students (Internet safety, fire safety, walking to school safety, bike safety) | 2018-2023 | Administration<br>Instructional Coach<br>School Counselors<br>PE Team | None               | None                                   | Program description and schedule               |
| 9. Provide a Safety Patrol program for fourth & fifth grade students   | 2018-2023 | Administration<br>Safety Patrol<br>Committee                          | \$200              | PTA<br>Local<br>Funds                  | List of Patrol<br>Picture of Group             |
| 10. Provide a Leader in Me CASEL approved program schoolwide to promote a positive school climate                    | 2018-2023 | Administration  | \$28,000           | Local<br>Funds<br>Business<br>Partners | Program Description<br>List of PD Participants |

**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)<br>0%  | School<br>Projected       | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |
| GCS Expulsion Report |                  | School Actual<br>0%       | 0%      | 0%      | 0%      |         |         |
|                      | (2016-17)<br>0.7 | District<br>Projected     | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |
| GCS Expulsion Report |                  | District<br>Actual<br>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)<br>0%  | School<br>Projected       | ≤ .07   | ≤ .07   | ≤ .07   | ≤ .07   | ≤ .07   |
| GCS Expulsion Report |                  | School<br>Actual<br>0%    | 0%      | 0%      | 0%      |         |         |
|                      | (2016-17)<br>.04 | District<br>Projected     | ≤ .07   | ≤ .07   | ≤ .07   | ≤ .07   | ≤ .07   |
| GCS Expulsion Report |                  | District<br>Actual<br>.04 | .10     | .03     | .004    |         |         |

| ACTION PLAN FOR STRATEGY #1:  |                                   |                                     |                |                | EVALUATION  |
|---|-----------------------------------|-------------------------------------|----------------|----------------|---|
| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                  | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION                        |
| 1. Provide access to trained mental health counselor.   | 2018-2023                         | Administration                      | None           | None           | Number of students served in mental health capacity |
| 2. Educate students, teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention. | 2018-2023                         | Administration<br>School Counselors | None           | None           | Training implemented                                |

|  |           |   |       |      |                               |
|--|-----------|---|-------|------|-------------------------------|
| 3. Develop mentor programs to help elementary students who are struggling to adjust. | 2018-2023 | Administration<br>School Counselors<br>Behavioral Interventionist | \$250 | None | Schools have program in place |
|--|-----------|---|-------|------|-------------------------------|

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

**PERFORMANCE GOAL 4:** The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the Cognia Culture and Climate Survey.

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

| DATA SOURCE(s):                         |                                 | 2017-18                      | 2018-19 | 2019-20 | 2020-21   | 2021-22                                      | 2022-23                                      |
|---|---------------------------------|------------------------------|---------|---------|---|--|--|
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | <b>School Projected</b>      | 90%     | 90%     | 90%   | 90%  | 90%  |
|   |                                 | <b>School Actual</b><br>x    | 96%     | x       | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. | Note: Cognia surveys have been discontinued. | Note: Cognia surveys have been discontinued. |
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | <b>District Projected</b>    | 90      | 90      | 90  | 90   | 90   |
|   |                                 | <b>District Actual</b><br>89 | 90      | 92      | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. | Note: Cognia surveys have been discontinued. | Note: Cognia surveys have been discontinued. |

|                                     |                   |
|-------------------------------------|-------------------|
| <b>ACTION PLAN FOR STRATEGY #1:</b> | <b>EVALUATION</b> |
|-------------------------------------|-------------------|

| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE   | ESTIMATED COST | FUNDING SOURCE                   | INDICATORS OF IMPLEMENTATION  |
|--|-----------------------------------|--|----------------|----------------------------------|---|
| 1. Expand mentoring program for students                               | 2018-2023                         | Administration<br>School Counselors                          | None           | None                             | Students assigned to an adult at the school   |
| 2. Build school leadership and embed 7 Habits as a Leader in Me School | 2018-2023                         | Administration<br>Lighthouse Team<br>Student Lighthouse Team | \$28,000       | Local Funds<br>Business Partners | Leader in Me Rubric, Leader in Me Coach, Student Clubs                                    |
| 3. Continue to grow the Watch DOGS (Dads of Great Students) program    | 2018-2023                         | Administration<br>School Counselors                          | \$500          | Local Funds                      | Number of male volunteers, Surveys completed by Watch DOGS, Watch DOG Event participation |

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

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

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

| DATA SOURCE(s):                         | AVERAGE BASELINE | 2017-18                       | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|------------------|-------------------------------|---------|---------|---------|---------|---------|
|   | (2016-17)<br>96% | <b>School Projected</b>       | 96%     | 96%     | 96%     | 96%     | 96%     |
| 180 <sup>th</sup> day Attendance Report |                  | <b>School Actual</b><br>96.1% | 95.4%   | 96.7%   | 95%     |         |         |

|   |                 |                       |    |    |    |    |    |
|---|-----------------|-----------------------|----|----|----|----|----|
|   | (2016-17)<br>95 | District Projected    | 95 | 95 | 95 | 95 | 95 |
| 180 <sup>th</sup> day Attendance Report |                 | District Actual<br>95 | 95 | 96 | 92 |    |    |

| ACTION PLAN FOR STRATEGY #1:   |                                   |   |                    |                                 | EVALUATION  |
|--|-----------------------------------|---|--------------------|---------------------------------|---|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                                      | ESTIMATE D COST    | FUNDING SOURCE                  | INDICATORS OF IMPLEMENTATION                      |
| 1. Track student attendance  | 2018-2023                         | Administration<br><br>Teachers<br><br>Students          | \$2,400            | Local-<br>Leader in<br>Me Funds | Student data notebooks tracking WIGS              |
| 2. Recognize at-risk students and discuss interventions in admin meetings    | 2018-2023                         | Administration<br>School Counselors                     | None               | None                            | GCSOURCE –On Track, EWRS, Intervention Connection |
| 3. Recognize on a quarterly basis students with 5 or less unexcused absences | 2018-2023                         | Administration<br>Attendance Clerk<br>School Counselors | \$100 certificates | Local Funds                     | List of recognized 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 6:** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

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

| DATA SOURCE(s):                         |                                 | 2017-18   | 2018-19  | 2019-20  | 2020-21   | 2021-22   | 2022-23   |
|---|---------------------------------|---|--|--|---|---|---|
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | <b>School Projected</b>   | <b>Afraid ≤ 3<br/>Lonely ≤ 10<br/>Angry ≤ 10</b>   | <b>Afraid ≤ 3<br/>Lonely ≤ 9<br/>Angry ≤ 9</b>   | <b>Afraid ≤ 3<br/>Lonely ≤ 8<br/>Angry ≤ 8</b>      | <b>Afraid ≤ 2<br/>Lonely ≤ 7<br/>Angry ≤ 7</b>      | <b>Afraid ≤ 2<br/>Lonely ≤ 7<br/>Angry ≤ 6</b>      |
|   |                                 | School Actual<br>Afraid – 3 %<br>Lonely – 11%<br>Angry – 11%        | Afraid ≤ 2%<br>Lonely ≤ 7%<br>Angry ≤ 6%           | <i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i> | <i>Note: Cognia surveys have been discontinued.</i> | <i>Note: Cognia surveys have been discontinued.</i> | <i>Note: Cognia surveys have been discontinued.</i> |
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | <b>District Projected</b>   | <b>Afraid ≤ 5<br/>Lonely ≤ 9<br/>Angry ≤ 7</b>     | <b>Afraid ≤ 5<br/>Lonely ≤ 9<br/>Angry ≤ 7</b>   | <b>Afraid ≤ 5<br/>Lonely ≤ 8<br/>Angry ≤ 6</b>      | <b>Afraid ≤ 5<br/>Lonely ≤ 8<br/>Angry ≤ 6</b>      | <b>Afraid ≤ 5<br/>Lonely ≤ 7<br/>Angry ≤ 5</b>      |
|   |                                 | <b>District Actual</b><br>Afraid – 5%<br>Lonely – 10%<br>Angry – 8% | <b>Afraid – 5%<br/>Lonely – 10%<br/>Angry – 8%</b> | <i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i> | <i>Note: Cognia surveys have been discontinued.</i> | <i>Note: Cognia surveys have been discontinued.</i> | <i>Note: Cognia surveys have been discontinued.</i> |

| ACTION PLAN FOR STRATEGY #1:   |                                   |  |                 |                                  | EVALUATION   |
|--|-----------------------------------|--|-----------------|----------------------------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE   | ESTIMATE D COST | FUNDING SOURCE                   | INDICATORS OF IMPLEMENTATION                                 |
| 1. Expand mentoring program for students                               | 2018-2023                         | Administration<br>School Counselors                          | None            | None                             | Students assigned to an adult at the school                  |
| 2. Build school leadership and embed 7 Habits as a Leader in Me School | 2018-2023                         | Administration<br>Lighthouse Team<br>Student Lighthouse Team | \$28,000        | Local Funds<br>Business Partners | Leader in Me Rubric,<br>Leader in Me Coach,<br>Student Clubs |

|   |           |  |       |             |   |
|---|-----------|--|-------|-------------|---|
| 3. Continue to grow the Watch DOGS (Dads of Great Students) program | 2018-2023 | Administration<br>School Counselors                    | \$500 | Local Funds | Number of male volunteers, Surveys completed by Watch DOGS, Watch DOG Event participation |
| 4. Provide a “Girls on the Run” program for 2nd- 5th grade girls    | 2018-2023 | Administration<br>Teachers<br>Girls on the Run Coaches | \$100 | None        | List of students participating  |
| 5. Provide a “Run Hard” program for 2nd-5th grade boys              | 2018-2023 | Administration<br>Teachers<br>Run Hard Coaches         | \$100 | None        | List of students participating  |