

Tigerville Elementary School

Diane Jackson, Principal

Greenville County Schools

Dr. W. Burke Royster, Superintendent

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



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Tigerville 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

C. Diane Jackson		March 5, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Lisa Hansen		March 5, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Suzanne Higginbotham		March 5, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 25 Tigerville Elementary School Rd, Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-4600

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal:	C. Diane Jackson
2. Teacher:	Bethany Imms
3. Parent/Guardian:	Jennifer Bartlett
4. Community Member:	Shelly Bishop
5. Paraprofessional:	Jaimie Thorton
6. School Improvement Council Member:	Lisa Hansen
7. Read to Succeed Reading Coach:	Suzanne Higginbotham
8. School Read To Succeed Literacy Leadership Team Lead:	Suzanne Higginbotham
9. School Read To Succeed Literacy Leadership Team Member:	Susan Ward
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	

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.

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Introduction

The strategic planning process at Tigerville involves all members of the faculty and staff. Teams are formed and use data and narrative summaries for each section of the portfolio. These teams collaborate after school to construct rough drafts of their findings, strengths, weaknesses, and next steps. After teams have finalized their research, the entire faculty meets two or three times to refine and conduct a consensus on each teams' findings. After each section has been approved by everyone, the administrative team comes together to finalize the portfolio. Upon the final edits by the administrative team, the final portfolio is presented one final time to the faculty before it is submitted.

Portfolio Teams:

Teams	Curriculum and Planning		Other Curriculum Areas		Instructional Methods, Interventions, and Assessments		School Climate and Culture		Engaging Families and Community	
	Name	Grade Level	Name	Grade Level	Name	Grade Level	Name	Grade Level	Name	Grade Level
	Spindler	3 rd	Imms	Media	Michael	4 th	Homesley	Guid.	Rollison	Admin.
	Ward	IC	Atkins	PE	Belt	2 nd	Southerlin	1st	Biondo	Music
	Upton	4K	S. Smith	Art	Roper	Interm	Lawrence	3 rd	Lewando	Secretary
	Thompson	4 th	Bathom	Speech	M. Smith	Sp.Ed	Mullinnix	5 th		
	Haskell	5K	Milam	5K	Higginbotham	Bal. Lit.	Stover	Clerk		
	Lanahan	2 nd					Morgan	Para		
	Van Patton	1 st			Gilliam	5 th	Cannada	GT		
	Grimm	Para			Alexander	Para				
					Grosso	1 st				
					Jackson	Princ.				

Executive Summary

Needs Assessment:

Student Achievement - Our school uses many data points/sources when it comes to use of our funding, allocations, and instructional planning and delivery. We utilize all employees at the school in order to “reach and teach” all of our students as well as meet their individual needs. The needs of our students are defined not only as deficit areas, but also as areas to grow and capitalize upon through any means necessary. We believe that our intentional instructional planning, use of data, and a true sense of urgency are all key to attaining student achievement, along with student growth and success.

SC READY ELA:

Our SC Ready ELA data shows that in Grade 3, the number of students scoring “Meets and Exceeds” decreased by 19 % from 2019 to 2021. In Grade 4, the number of students scoring “Meets and Exceeds” decreased by 10.6% from 2019 to 2021. The number of students in Grade 5 scoring “Meets and Exceeds” decreased by 5.1% from 2019 to 2021.

When comparing our school’s 2021 scores to those of our district, our students scored 20.2% higher in regards to students scoring “Meets and Exceeds” than the district average. The number of our students scoring “Meets and Exceeds” decreased by 11.9% from 2019 to 2021.

SC READY MATH:

Our SC Ready Math data shows that in Grade 3, the number of students scoring “Meets and Exceeds” decreased by 26.4 % from 2019 to 2021. In Grade 4, the number of students scoring “Meets and Exceeds” decreased by 6.6 % from 2019 to 2021. The number of students in Grade 5 scoring “Meets and Exceeds” decreased by 8.8% from 2019 to 2021.

When comparing our school’s 2021 scores to those of our district, our students scored 20.8% higher in regards to students scoring “Meets and Exceeds” than the district average. The number of our students scoring “Meets and Exceeds” decreased 13.9% from 2019 to 2021.

SC PASS Data:

SC PASS Science administered to our 4th grade students. Our SC PASS Science data shows that in Grade 4, the number of students scoring “Meets Expectations and Exceeds Expectations” decreased by 17.3% from 2019 to 2021. The majority (60.5%) of our students scored in the “Exceeds Expectations” category.

When comparing our school’s 2019 scores to those of our district, our students scored 22.3% higher in regards to students scoring “Meets Expectations and Exceeds Expectations” than the district average.

Teacher and Administrative Quality:

We actively seek qualified candidates with diverse backgrounds each school year in all teaching capacities. Our location in relation to the city of Greenville and our student population often hinders our employment of such candidates. We participate in the district recruitment Shining Stars Events every March with hopes of expanding our diversity. We have been successful in recruiting more male teachers within our building in the last three years.

Tigerville Professional Development 2021-2022

Our professional development plan this year includes a focus on Love and Logic philosophy due to an increase in lack of student motivation and an awareness of negative behaviors that are disrupting instruction. Teachers are participating in a Book Study entitled "Teaching with Love and Logic (Taking Control of the Classroom)" and are assigned readings prior to the monthly faculty meeting. At the meeting, teachers discuss student behaviors within their classroom and how the Love and Logic philosophy is contributing to creating a successful learning environment. Teachers are seeing a decline in disruptive student behaviors which is leading to more instructional time in the classroom.

Date	Topic	Location	Points
10/06	Love and Logic Training (Module1)	Media Center	2
10/20	Love and Logic Training (Module 2) / Phonics Article	Data Room	2
11/10	Love and Logic Training (Module 3)	Media Center	2
12/01	Love and Logic Training (Module 4) /Phonics Article	Media Center	2
01/05	Love and Logic Training (Module 5)	Media Center	2
01/26	Love and Logic Training (Module 6)	Media Center	2
02/02	Love and Logic Training (Module 7) / Phonics Article	Media Center	2
02/23	Love and Logic Training (Module 8)	Media Center	2
03/09	Love and Logic Training (Module 9)	Media Center	2
	Faculty Total Points		18 pts

School Climate: <https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9RSZaWQ9MjMwMTA5MA>

The school report card surveys (2021) indicate that the percentage of teachers, students, and parents who are satisfied with the learning environment is above 91.7%. At least 88% of teachers, students, and parents are satisfied with the social and physical environment. Overall, teachers, students, and parents are at least 77% satisfied with school-home relations. It is noted that parents were the least satisfied with school-home relations.

Significant Challenges:

2021-2022

Our school suffered a decrease in student achievement in all standardized testing areas. Many factors such as student absences, student stamina to attend to a prolonged task, and lack of motivation led to a drop in student performance in our building. Students appeared to be less motivated to perform according to their academic capabilities and have exhibited negative behaviors in the classroom which have impeded academic instruction. This student trend is a residual factor of an E-Learning environment created by COVID.

Teachers continued to struggle with social distancing and COVID protocols within the classroom setting. Virtual students' test scores were absorbed into our data which affected the overall percentage. 3rd grade had the most significant decrease in test scores due to having the largest number of virtual students who tested while 4th and 5th grade test scores only slightly decreased due to their virtual population. Students have exhibited negative behaviors in the classroom which has resulted in a loss of instructional time and impeded scores.

2020-2021

This year has presented many challenges due to the pandemic within our society. Our school completed the last 2 ½ months of the 2019-2020 school year with a shift to virtual learning across all grade levels. This loss of instructional time impeded every student's success within the classroom. The 2020-21 school year commenced with a modified version of E-learning. Students began the school year with a modified schedule of in-person/virtual learning (1 day a week) to (2 days a week). This delivery of instruction presented many problems with students demonstrating and understanding grade level work. Throughout October and November, all students returned to in-person instruction with various safety protocols in place. The safety protocols have restricted teachers in some facets of small group instruction and have hindered their ability grouping in order to close the gap with students who are below grade level. Students have also displayed a lack of stamina and work ethic that directly correlates to the E-Learning situations created throughout this school year.

Phonics Instruction

We have identified a need for phonics-based instruction within the primary grades as a basis for creating grade level readers and writers. We needed to supplement our current reading instruction with intentional phonics-based lessons centered on grade level student expectations. This instruction must align with our Fountas and Pinnell district initiative as well as Project Read Phonics. We have created a plan using all resources for teachers to utilize in the classroom. However, not all teachers in our building have a firm understanding of applied phonics rules. This has led to grade level professional development, meetings, discussions, and the purchase of needed resources to build the phonics foundation. This program will continue to be revised as the teachers grow as learners.

2019-2020

We have observed a deficit in the areas of vocabulary and writing. Through faculty meetings and grade level discussions, it was clear that we needed to begin with our end in mind. We needed to provide our tested grades with a stronger base and scaffolding. We have put an emphasis on increasing student achievement in writing through providing

our teachers with onsite graduate course work through Project Read. We also have dedicated intense support for lesson planning, standards interpretation and modeling with our primary grades to provide a stronger foundation in these two areas.

Significant Awards, Results, or Accomplishments:

Tigerville has seen steady growth in standardized test scores over the past five years. Four years ago, we were recognized as a National Blue Ribbon School. Our SC READY scores gained district and state level attention; but more importantly, demonstrate that our students are achieving and that we are continuing to evolve and meet each students' needs with each school year.

School Profile

School Community:

Tigerville Elementary School, situated in the heart of a small, rural, mountain community, was first built in 1866 as a one-room schoolhouse. The community feels pride and ownership in the school. In fact, before the year 2000, the community rallied together to prevent our school from closing or being converted to a child development center. The school moved from a traditional wooden schoolhouse structure into a bright, cheerful, child-friendly building over a decade ago. Today, the school serves 281 students in four-year-old kindergarten through fifth grade. Currently, we have 58 students with special permission to attend our school. Universal breakfast, a free breakfast/snack program, is available to all of our students. Our poverty index is 51% and we believe this to be relatively inaccurate because our parents are proud and do not complete the free and reduced forms offered.

As a small school, several challenges appear in the way of funding. A low student population equals lower funds in general. Additionally, a smaller school has a smaller PTA and smaller fundraising capabilities. It is not uncommon that our current students represent the fourth generation of Tigerville families to come through our school. While being small presents funding hurdles, it gives the faculty and staff greater opportunities to work with students and invest in the individual child. Each day administration, teachers, and staff members greet each child by name; we are truly a family. While our size can be a weakness, it presents our greatest opportunity.

Within our school, we seek to educate the whole child. Tigerville proudly offers extra curricular activities which support the arts through Art club and the Chorus. Tigerville strives to provide an annual musical for the school community. Students are given the opportunity for leadership roles through the school Safety Patrol and Morning News team. A Running Club is sponsored to prepare students physically. Additionally, a weekly club time is offered for students meeting individualized goals. These clubs reinforce and support the social and emotional well being of our students

Business partnerships are a vital part of support at Tigerville. Our partners include:

North Greenville University	Cliffs Outreach Organization	Glassy Elves
Tyger Baptist Church	Greenville Drive	Clearview Baptist
C & M Grading	Tigerville Fire Department	Nate's
Core 450	Fatz's cafe	Tipsy Taco
Tropical Grill	Twist Salon	Baker Roofing
Mary Kay	Thirty-One	Monat
The Flop Shop	Little Rebel	Main Street Car Wash

Cowart Awards	Barberitos	Greenville Group Realty
Homeside Financial	Mia Lane on Poinsett	Dobson's Hardware
Premier Nail Salon	Lola Sue Candles	Brewster's Ice Cream
Sara Ellen Boutique	Chick-fil-a (Travelers Rest)	

School Personnel:

Our Principal is presently completing her eleventh year at Tigerville Elementary. Our Administrative Assistant is completing her fourth year. We presently have 13 classroom teachers, 1 resource teacher, 1 literacy specialist, 1 Instructional coach, 2 Interventionists, 1 media specialist, 3 related arts teachers, 1 guidance counselor and 3 paraprofessionals. The custodial team is composed of one plant engineer and three other custodians. The cafeteria manager is assisted by two additional staff positions. Tigerville has one attendance clerk, one school secretary, and a nurse. Our average student-classroom teacher ratio is 21:1.

Staff Level of Education:

Education Level	Bachelor's Degree	Bachelor's +18	Master's Degree	Master's+30
# of Teachers	7	1	14	1

Student Population:

Our student attendance rate for the 2021-22 school year was 96.6% (February) and teacher attendance was 96.7%. The percent of Gifted and Talented students is 11.24% of student population.

	3 rd Grade	4 th Grade	5 th Grade
# of Students in Gifted and Talented Program	10	9	6

Present enrollment is 281 students. Demographics are:

	4K	K5	1 st	2 nd	3 rd	4 th	5 th
Male	7	23	17	22	25	22	28
Female	11	22	25	21	18	20	20

Racial/Ethnic Composition:

	American Indian or Alaska Native	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Caucasian	Asian	Two or more races
Percentage	0.4%	1.1 %	4.8%	0.4%	87.5%	0.7%	3.9%

Special Education Services – 14.23% - 40 Students:

	Autism	Developmentally Delayed	Other Health Impaired,	Specific Learning Disability	Speech or Language Impairment
# of Students	3	4	3	14	16

Student retention rate is 0.04%, attendance rate is 95.35% and mobility rate is 16.22%.

School's Major Academic and Behavioral Features/Programs/Initiatives:

Tigerville's core curriculum is multi-faceted. Faculty and staff conversations are data-driven to identify and establish school initiatives. The curricula foundations for all content areas lies first in: the state standards/indicators, the district's breakdown of standards (knows/dos) found in the Pre K-5th grade (Elementary Landing Page) scope and sequence pacing guide, and individual classroom students' needs.

Tigerville's teachers are lifelong learners who strive to keep current on new developments in technology, integration of curriculum, and the utilization of vertical teaming. Tigerville faculty is flexible and forgiving, as well as willing to stop and regroup if that is in the best interest of their students.

In addition to the curricula foundations for all content listed above, Reading/ELA's curriculum is based on the Fountas and Pinnell balanced literacy approach. This approach utilizes small, fluid guided reading groups based on individual student reading levels determined by formal and informal benchmarking, anecdotal notes, and teacher observations. The administrative team and support staff all assist with the implementation of these groups. The Balanced Literacy Specialist provides additional support for Reading. The Instructional Coach shares and models effective ELA strategies with other faculty members. Our school incorporates Project Read components such as phonics, grammar, reading comprehension and writing instruction in all grade levels to further enhance student achievement. Teacher/student-created anchor charts are the foundation of Reading/ELA mini-lessons in our classrooms. These anchor charts serve as a teaching tool not just for that day of instruction, but as a student reference tool throughout the unit and school year.

A schoolwide initiative to improve phonics instruction continues this school year. Kindergarten-fifth grade teachers are using a systematic scope and sequence composed of Fountas and Pinnell and Project Read phonics as a basis for instruction. This instruction is geared towards improving students' reading, writing, and spelling abilities. All grade levels are intentionally providing phonics instruction based on grade level spelling inventories and student needs. This instruction is discussed quarterly and revised as needed throughout the year.

The implementation of a schoolwide Fast Facts initiative seven years ago has extended Math's curricular foundations. This extension was in response to a need for students to master basic computation facts (addition, subtraction, multiplication, division) at each grade level. Each year goal setting takes place through vertical teaming. Each grade "owns" components of the four basic math operations and each grade level builds on the skills from the previous year and allows students opportunities to move beyond that grade level's expectations. At the beginning of each school year, teachers talk about how well-prepared the children are with knowing their basic math facts. Goals have steadily increased in rigor based on student progress each year in surpassing set goals. Our teachers also incorporate daily small, flexible math groups that are formed and served based on the same criteria as the Reading small groups.

Science and Social Studies at Tigerville do not take a back seat to the core Reading/ELA/Math curricula. The curriculum foundations described above apply to both of these disciplines as well. Other extensions of this curriculum include Career Day, Veterans' Day, and numerous community-based food/toy drives that directly correlate with our district's Graduation Plus (G+) College and Career Readiness initiative. The curriculum foundations have further support through the integration of informational and literary text units, novel studies, articles, electronic research, and leveled texts. Interactive notebooking in both Science and Social Studies provides opportunities for our students to respond to the standards and indicators of both disciplines.

Science curriculum foundations are extended and supported through field trips to Greenville's Roper Mountain Science Center, science lab experiences for third, fourth and fifth grades, hands-on experiments, and project-based learning experiences. District science kits provide our teachers and students with experiments, lesson plans, resources and assessments for each unit of study. Gifted and Talented students (grades 3-5) participate in STEM project-based learning experiences that support both the Social Studies and Science curriculums for these grade levels.

Our computer lab teacher incorporates STEM projects into her lessons in grades K5-5th grade. Students are also learning how to type using the Typetastic program.

The foundation of our 4K program focuses on building background knowledge for our students through immersion of language and concepts of print. This immersion takes the form of a print-rich classroom environment and ongoing opportunities for students to explore words through the use of pictures and books. This curriculum focuses on the whole child by further immersing our students in real-world opportunities known as learning centers. Through these centers, students practice how to interact socially while learning academically. This classroom prepares our students with the background knowledge and the stamina needed for progression throughout the grade levels.

The Tigerville school library supports the various curricular needs of students. The total number of items housed in the library is 6,220. The 2022 TitleMap collections analysis showed that the Tigerville Library collection scored exemplary by the *South Carolina Standards for School Library Resource Collections* with an average of 22.54 books per student and an overall collection age is 2011.

Tigerville Elementary wanted to establish a school environment where everyone felt welcomed, respected, and loved. To foster this atmosphere, Tigerville began using the Love and Logic approach to behavior management. The premises of Love and Logic is to establish positive relationships between teachers and students and to shape responsible, agreeable, and accountable students.

Mission, Vision, and Beliefs

Mission: We will provide quality educational experiences tailored to meet the individual needs of students.

Vision: “Where Children Are At The Top!”

Beliefs

The curriculum must be:

- Based on state and district standards
- Developmentally appropriate and adaptive to student needs
- Real World relevant

Instruction must include:

- Current instructional tools and methodology
- A variety of strategies
- Adaptations for meeting individual student needs and learning styles

The assessment must be:

- Reflective to guide future instruction
- Considerate of diverse learning styles
- Varied and developmentally appropriate

The environment must provide:

- Physical and emotional safeness
- A variety of field experiences
- Opportunity for parent and community involvement and support

Data Analysis and Needs Assessment

Tigerville Elementary students' overall performance was lower in all subject areas. Third grade had the largest deficit in the area of student achievement in all subject areas. Third grade also had the largest virtual population in the building whose test scores factored into overall achievement. The effects of quarantining, social distancing, and changing school schedules at the beginning of the year (2019-2020), created a less than ideal learning situation for all students. This factored into the drop in students' achievement level.

As a school, we continue to search for best practices in the area of reading, writing, and math. We have returned to many instructional practices that were in place prior to Covid.

Our overall TDA scores fall at or below the "average" score. At all grade levels, we need to improve in the area of Inquiry. As a school, our weakest strand according to SC READY ELA was in Writing (TDA) "Meaning Context and Craft" strand. According to SC READY Math, our school needs to continue to work in Algebraic Thinking and Operations. In SC PASS Science, our weakest identified strand was "Weather and Climate."

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 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 64 % in 2016-17 to 79 % 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 at a minimum of 3 % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	<u>64</u> % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	<u>67</u>	<u>70</u>	<u>73</u>	<u>75.8</u>	<u>78.8</u>
		School Actual Elementary <u>72</u>	<u>84.1</u>	<i>waiver</i>	<u>72.5</u>		

SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	<i>waiver</i>	52		

ACTION PLAN FOR STRATEGY #1: : Increase rigor and expectations in assessments to improve student literacy and grade level performance for all learners					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
.Utilize CASE Item Question Bank from Mastery Connect to increase the rigor of the DOK level questions (a minimum of 85% DOK 2 and DOK 3) in assessments in grades 1 through 5.	August 2021-June 2022	Teachers	No Cost	N/A	Analysis of common assessments

ACTION PLAN FOR STRATEGY #1: : Increase rigor and expectations in assessments to improve student literacy and grade level performance for all learners					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to implement systematic phonics program/ scope and sequence in grades K-5	August 2021- June 2022	Teachers	No Cost	N/A	Weekly planning meeting minutes, classroom observations, progress monitoring results (spelling inventories), students' writing samples
Continue with reading intervention programs in Kindergarten and Special Education (Reading Horizons) 1st, 2nd, 3rd grade (Voyagers)	August 2021- June 2022	Resource teacher, Literacy Coach, Interventionists	No Cost	N/A	FastBridge, reading benchmarks, and progress monitoring

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 81 % in 2016-17 to 91 % in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	81 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	83	85	87	76.8	79.8
		School Actual Elementary 73.8	87.7	<i>waiver</i>	73.8		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>	53		

ACTION PLAN FOR STRATEGY #1: Increase rigor and expectations in assessments to improve math computations and grade level performance for all learners					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Utilize CASE Item Question Bank from Mastery Connect to increase the rigor of the DOK level questions (a minimum of 85% DOK 2 and DOK 3) in assessments in grades 1 through 5.	August 2021- June 2022	Teachers	No Cost	N/A	Assessments, item analysis results, lesson plans, classroom observations
2. Use formative and summative data to form math small groups that address individual student needs.	August 2021- June 2022	Teachers	No Cost	N/A	Assessment data results, lesson plans, classroom observations, formative data
3. Continue with a school-wide approach to mastering math facts.	August 2021- June 2022	Teachers	No Cost	N/A	Fast fact goal bulletin board, classroom observations
4. Math Intervention (Bridges) implemented in Kindergarten - 2 nd grade	August 2021- June 2022	Interventionists	No Cost	N/A	Assessment data, Teacher Observations, progress monitoring,

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase at a minimum of 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	88	90	91	78.6	81.6
		School Actual Elementary 75.6	91.7	<i>waiver</i>	75.6		
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		
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ACTION PLAN FOR STRATEGY #1. Increase rigor and expectations using Science Lab experiments and assessments to maximize grade level performance for all learners					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create higher level standards-based questions using Mastery Connect	August 2021- June 2022	Teachers	No Cost	N/A	MasteryConnect reports, lesson plans, classroom observations
2. Integrate Science Lab/ Gizmo experiments that support instruction in the classroom instruction	August 2021- June 2022	Teachers	\$240	District funds	Teacher observations, Science lab notes, test data
3. Create STEM Lab Lessons that support Science instruction	August 2021- June 2022	Teachers	\$1,000	District funds	Lesson plans, classroom observations

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	75% Meets Expectations and Exceeds Expectations	School Projected Hispanic	78	81	84	62	65
SC READY ELA SC SDE Website		School Actual Hispanic	75	waiver	57		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48

SC READY ELA SC SDE Website		District Actual Hispanic 34	40	waiver	36		
SC READY ELA SC SDE Website	50 % Meets Expectations and Exceeds Expectations	School Projected AA 50	53	57	60	38.3	43.3
SC READY ELA SC SDE Website		School Actual AA 6	50	waiver	33.3		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	waiver	28		
SC READY ELA SC SDE Website	54 % Meets Expectations and Exceeds Expectations	School Projected SWD	57	60	63	24.4	31.4

SC READY ELA SC SDE Website		School Actual SWD 23	54	waiver	17.4		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	waiver	19		
SC READY ELA SC SDE Website	33 % Meets Expectations and Exceeds Expectations	School Projected LEP	36	39	41	38.3	43.3
SC READY ELA SC SDE Website		School Actual LEP 6	33	waiver	33.3		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47

SC READY ELA SC SDE Website		District Actual LEP 33	44	waiver	32		
SC READY ELA SC SDE Website	32 % Meets Expectations and Exceeds Expectations	School Projected PIP	77	80	83	56.6	61.6
SC READY ELA SC SDE Website		School Actual PIP 62	74	waiver	51.6		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	waiver	37		
SC READY Math SC SDE Website	50 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	53	56	59	74	77

SC READY Math SC SDE Website		School Actual Hispanic	50	waiver	71.4		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	waiver	41		
SC READY Math SC SDE Website	50 % Meets Expectations and Exceeds Expectations	School Projected AA	53	56	59	38.3	43.3
SC READY Math SC SDE Website		School Actual AA 6	50	waiver	33.3		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39

SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>	25		
SC READY Math SC SDE Website	52 % Meets Expectations and Exceeds Expectations	School Projected SWD	55	58	61	33.1	40.1
SC READY Math SC SDE Website		School Actual SWD 23	52	<i>waiver</i>	26.1		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>	24		
SC READY Math SC SDE Website	67 % Meets Expectations and Exceeds Expectations	School Projected LEP	70	73	76	69.7	72.7

SC READY Math SC SDE Website		School Actual LEP 6	67	waiver	66.7		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	waiver	40		
SC READY Math SC SDE Website	80 % Meets Expectations and Exceeds Expectations	School Projected PIP	83	87	90	65.9	68.9
SC READY Math SC SDE Website		School Actual PIP 62	80	waiver	62.9		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48

SC READY Math SC SDE Website		District Actual PIP 38	43	waiver	38		
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ACTION PLAN FOR STRATEGY #1 Increase learning opportunities that provide support for identified students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide early morning classroom enrichment	August 2021- June 2022	Teachers	No Cost	N/A	Classroom observations
2. Provide after school tutorial for ELA and math	August 2021- June 2022	Teachers as needed	\$3000	Flex allocation funds	Attendance records, pre- and post-assessment
3. Provide intervention to students in ELA and Math in grades 3 rd -5 th	August 2021- June 2022	Literacy Specialist/ Interventionist	No cost	N/A	Assessment data results, progress monitoring
4. Provide Summer Bridge Intervention in ELA and Math for struggling students	June 2022- July 2022	Teachers/ Literacy Specialist/ Interventionist		District	Assessment data results, progress monitoring
4. Utilize Dreambox for differentiated instruction	August 2021- June 2022	Teachers	N/A	State	Student Progress in Program

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 Referenced Measure	School Projected		Kindergarten through Grade 5 = 70%	Kindergarten through Grade 5 = 70%	Kindergarten through Grade 5 = 75%	Kindergarten through Grade 5 = 80%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 84%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Kindergarten through Grade 5 = 70%		
FastBridge Kindergarten and Grade 1	Norm Referenced Measure	School Projected		Kindergarten = 80% Grade 1 = 91%	Kindergarten = 70 Grade 1 = 80%	Kindergarten = 73 Grade 1 = 83%	Kindergarten = 76 Grade 1 = 86%

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten = 63% Grade 1 = 85%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten = 60% Grade 1 = 38%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 41% Grade 5 – 46%	Grade 2 – 49 % Grade 5 – N/A%	Grade 2 – 53 % Grade 5 – 59%	Grade 2 – 50 % Grade 5 – 62%
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 38% Grade 5 – 43%	Grade 2 – 46 % Grade 5 – 56%	Grade 2 – 53% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Referenced Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	K-5 65%		

FastBridge Kindergarten and Grade 1	Norm Referenced Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	5K – 28% Grade 1 – 46 %		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile 2020 2 nd grade criteria RIT = 188 72 nd percentile 5 th grade criteria RIT = 227 65 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 33% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize a vocabulary focus in K5-2 nd grade (Making Words)	August 2021- June 2022	Teachers	No Cost	N/A	Lesson plans and classroom observations
2. Create higher level standards-based questions using Mastery Connect	August 2021- June 2022	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations
3. Utilize IXL program target specific skill/standards	August 2021- June 2022	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations
4. Increase variety of books in classroom libraries	December 2021 - June 2022	Teachers	N/A	District	Student Checkout System in Classrooms

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity yes Ethnic Diversity = /no	Gender Diversity yes Ethnic Diversity = /no	Gender Diversity yes Ethnic Diversity = /no	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	Gender Diversity 100= % Ethnic Diversity = 97%	

ACTION PLAN FOR STRATEGY #1: Recruit diverse highly skilled teachers					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Actively recruit diverse teachers at Shining Stars event	March 2022	Administration	No Cost	N/A	

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	97	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Students 39	96.8	<i>waiver</i>	100		
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 25	100	<i>waiver</i>	100		
SC SDE School Report Card Survey	89	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 45	96.8	<i>waiver</i>	91.1		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Students 86	89	<i>waiver</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>	98		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>	92		

ACTION PLAN FOR STRATEGY #1: Create a safe school environment for all participants while on school grounds.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Ensure the Ignore the Door policy is followed	July 2019-June 2022	All staff and students	No Cost	N/A	Observations
2. Frequent walks through the building by administrators	August 2019-June 2022	Administrators	No Cost	N/A	Observations
3. Ensure all guests and visitors have badges	August 2019-June 2022	All staff	No Cost	N/A	Observation
4. SRO officer to patrol school grounds	August 2020-June 2022	SRO officer	No Cost	N/A - district	Observations

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		
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Annual Expulsion Rate

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

ACTION PLAN FOR STRATEGY #1: Utilize Teaching with Love and Logic to create a safe school environment and positively impact student behavior					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Employ Love and Logic	August 2019-June 2022	All Staff	No Cost	N/A	Discipline Reports

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	X	X	X	X	X

		School Actual x	x	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	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

ACTION PLAN FOR STRATEGY #1: Foster a safe caring school environment using positive student recognition					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Recognize a Student of the Week in each classroom published in the classroom newsletter					
2. Highlight students on the Morning News Program					
3. Recognize student effort and achievement through awards programs					

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) 95	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 180	96.19	97.07	95.35		
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Make daily contact with absent students	August 2021-June 2022	Attendance clerk	No Cost	N/A	Attendance log
2. Recognize class (weekly) with highest daily attendance	August 2021-2022	Diane Jackson	No Cost	N/A	Bulletin board /Tigertail news
3. Provide weekly treat to class with highest daily attendance	August 2021-2022	Diane Jackson	\$400	CRO funds	Bulletin board recognition

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

PERFORMANCE GOAL 6: The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x
		School Actual Afraid – % Lonely – % Angry – %	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	<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>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5

		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	<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>
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					