



STERLING SCHOOL

Strategic Plan & School Portfolio

STRATEGIC PLAN

Dr. Josh Patterson, Principal

Greenville County Schools

Dr. W. Burke Royster, Superintendent

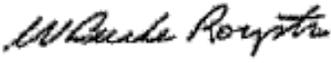
SCHOOL RENEWAL PLAN COVER PAGE**SCHOOL NAME:** Sterling School**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023** *(five years)***SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023** *(one year)***Required Signature Page**

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

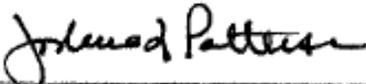
Assurances for the School Renewal Plans

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

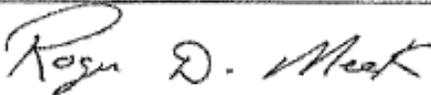
SUPERINTENDENT

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

PRINCIPAL

Dr. Josh Patterson		3/14/22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Lindsay A. Metcalf		3/11/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Deborah Foulkes		3-14-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 99 John McCarroll Way Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-4480

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL _____	Dr. Josh Patterson _____
2. TEACHER _____	Ebony Nye _____
3. PARENT/GUARDIAN _____	Catherine Shumacher _____
4. COMMUNITY MEMBER _____	Rakenya Lewers _____
5. SCHOOL IMPROVEMENT COUNCIL _____	Julie Cain-Cwynar _____
6. Read to Succeed Reading Coach _____	Kim Marchbanks _____
7. School Read to Succeed Literacy Leadership Team Lead _____	Deborah Foulkes _____
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
** Must include the School Read to Succeed Literacy Leadership Team.	

<u>POSITION</u>	<u>NAME</u>
Counselor _____	Chameka Duncan _____
Counselor _____	Casey Noble _____
Assistant Principal _____	Jeremy Murphy _____
Instructional Coach _____	Deborah Foulkes _____
_____	_____
_____	_____

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

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

Sterling School is home to two programs: Sterling elementary, serving 381 students 4K-5th grades, and the Charles Townes Center, a select program for 444 highly gifted students (grades 3-8). The programs operate within a single school and will be guided by unified beliefs, vision, and mission.

The School Improvement Council (SIC) and teaching staff have worked this year to identify key areas in which Sterling School should spend time and energy advancing itself over the next five years. Teachers worked in grade level teams based on the following grade levels: early childhood, elementary and middle school. The teachers and School Improvement Council reviewed test scores data, COGNIA survey data and completed the Cognia self-assessment. The data and charts were reviewed and compiled in the current Strategic Plan.

Over several sessions the SIC developed a list of items indicative of the current culture, as well as the culture that we want to see develop and flourish at Sterling School. This list of items fit into two key focuses: experiential learning and inclusivity.

Executive Summary

Student Achievement

Needs Assessment:

Students in the Sterling Program come to us from diverse backgrounds, cultures, and situations.

Challenges we face include building the foundational skills and fundamental knowledge required to close the achievement gap between our students from poverty and our students from higher socioeconomic backgrounds. Specifically, Sterling School needs to:

- Improve student achievement across minority subgroups
- Target instruction at foundational literacy and math skills
- Increase performance in all core content areas as determined by school goals

Teacher and Administrator Quality

Needs Assessment:

Both the Sterling and Charles Townes Center Programs require highly trained faculty and support staff to meet the needs of our students. Highly gifted students require high levels of social and emotional support as well as a very rigorous, challenging, and personalized academic environment. Students from poverty require high levels of social and emotional support, intensive academic support, and a personalized academic environment. To meet these diverse needs, Sterling School must:

- Provide differentiated professional development to faculty and staff
- Use innovative practices to identify and meet the social-emotional and academic needs of all students
- Collaborate across grade levels and programs to best serve each child and family
- Continuously use benchmarks and other formative assessment data to inform instruction and tailor PD to meet the instructional needs of our faculty

Climate

Needs Assessment:

Surveys of students, parents, and staff indicate general approval of the education that students at Sterling School receive. However, data relating to student discipline indicates that more work needs to be done to help our students learn how to navigate peer relationships and we need to improve communication and collaboration between school and home. Specifically, Sterling School will:

- Utilize trauma-informed practices
- Continue training faculty and staff on responsive classrooms
- Integrate soft-skills and character education into content areas when appropriate
- Build upon the advisory curriculum for middle school students

- Streamline communication between school, PTA, and home
- Increase opportunities to partner with families and community organizations
- Continuously assess and address potential safety concerns

Challenges:

- Maintaining a unified school across both programs with such diverse populations and needs.
- Providing the instructional support required to promote success for all students, especially our struggling learners.
- Continuously improving instructional practices and remaining innovative in meeting the academic needs for all of our students, especially our highly gifted learners.

Accomplishments:

During the past three years, Sterling School has made significant progress. Professional development funds and school resources have been spent with school goals and objectives as key criteria. The school staff, PTA and School Improvement Council has been involved in the review and assessment of the Strategic Plan. We continue to make progress in addressing deficiencies and needs by implementing the Gifted Program and successfully developing the Sterling Elementary Program in grades 4K- 5.

- 21 U.S. News & World Report Best Elementary School AND a Best Middle School (#1 in State)
- 2021 William “Bill” T. Wylie VALUED Lives Award for School Excellence in Diversity
- 2021 Sylvia Palmer Sustainable Educator Award
- 2020 Greenville County Schools First Year Teacher of the Year, Nicole Benvenuto
- 2020 South Carolina PTA Elementary Administrator of the Year, Dr. Josh Patterson
- 2020 United Way of Greenville Community Award
- 2019 Upstate Parent Magazine’s “10 Educators Who Make A Difference”, Ebony Nye
- 2019 South Carolina ASCD Whole Child Award School
- 2019 South Carolina Band Directors Association (SCBDA) Outstanding Performance Award
- 2018 Niche.com #1 Public Elementary School in Greenville County with the best teachers
- LiveWell Healthy School Award: 2013, 2014, 2018
- 2018 Virginia Hamilton Essay Honor Award, Sara Newell
- 2019 & 2017 Greenville County Schools Battle of the Books Champion
- 2019 Black History Quiz Bowl Champions
- 2018-2021 Elementary Jr. Beta Convention State Winners
- 2018-2021 Middle School Jr. Beta State Convention Winners
- Math Counts – State Champions: 2014, 2015, 2017, 2019
- Math Counts – Upstate Champions: 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018
- Junior Beta Club National Quiz Bowl Team Champions: 2015, 2016, 2017, 2018
- 2016 Greenville County Science Teacher of the Year, Connie Gordon
- Top Ten Teacher of the Year: Jennifer Johnston (2009), Linda Reynolds (2011), Sara Newell (2012)
- 15 Faculty National Board Certified Faculty
- 28 Faculty Gifted and Talented Endorsed
- Presenters at NAGC, ASCD, NCTE, SCASA, ACTFL, & SCFLTA
- SmartARTS Integration Emphasis

School Profile

Sterling School is home to two programs: Sterling Elementary, serving 381 students 4K-5th grades, and the Charles Townes Center, a select program for 444 highly gifted students (grades 3-8). The programs operate within a single school and will be guided by unified beliefs, vision, and mission, but with differentiated methods for meeting that vision and accomplishing the mission.

The uniqueness of each program is based in large part on the manner in which we modify the content, process, product, and learning environment in order to meet the specific needs of each child. Skills related to student collaboration and teamwork are delivered by means of “hands-on, inquiry-based instruction, integration of the arts, and intense focus on research and utilization of technology. Resources are shared between programs and all students are offered opportunities to engage, challenge, and learn from each other in a manner that will be culturally/personally affirming and academically rich. We create a sense of community where each individual knows that he or she is respected and valued.

The programs take advantage of the opportunity to experience education at its highest level. By participating in a joint endeavor, all members of Sterling School will deepen their understanding of issues, which influence our community and country and will gain perspective regarding the diversity that characterizes our world. Additionally, there are frequent opportunities for students to contribute to the exchange of ideas and knowledge within and beyond their learning community. Beyond the academic statistics, it is the hope of the parents and community that all students will learn how to be leaders of their own lives and will reach their true potential.

Sterling School is helping all students develop the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. Our school’s collective success is the result of a dedicated staff partnered with supportive families and community members, working diligently to provide opportunities that enable our students to achieve their fullest potential and prepare them for tomorrow’s world.

Sterling School seeks to provide a robust academic experience through differentiated, student-centered instruction. We encourage an emphasis of the 4 C’s (critical thinking, creativity, collaboration, and communication) that includes a personalized approach to teaching and learning. Sterling provides a unique, innovative instructional program that includes guided practice, project based learning, STEM, 1:1 laptop initiative, and the integration of the arts.

In our ongoing efforts to develop the “Whole Child,” we are working to strengthen our school’s Social Emotional Learning (SEL) framework. We partner with Mentor Upstate to provide identified students with meaningful, positive one-on-one relationships. In supporting students who may be exposed to chronic stress and trauma, our faculty receives training provided by the Compassionate Schools network. Several local community partners also support our ongoing training, including the Julie Valentine Center, Mental Fitness, and the Greenville County Police Department. An advisory program was implemented in our middle school, providing opportunities for students to interact with each other, discuss relevant topics, set goals, and support each other through the challenges of middle school life.

At Sterling, we are living out our mission by preparing students for “tomorrow’s world.” We believe everyone must share the educational responsibility of preparing our students.

Faculty & Staff:

Dr. Josh Patterson brings 16 years of experience in public education and has just completed his first year as principal of Sterling School. The leadership team also consists of Jeremy Murphy, assistant principal, with 12 years of experience including 2 years at Sterling School, and Antrina Miller, administrative assistant, with 17 years of experience is entering her first year at Sterling.

Sterling School is home to 56 highly qualified teachers as determined by the South Carolina State Board of Education. Of those, 25% have obtained national board certification in their respective areas, 40% have earned their gifted and talented endorsement, and 52.1% have earned advanced degrees.

Sterling School also has 3 guidance counselors, one guidance clerk, one data clerk, and one receptionist, as well as 1 bookkeeper, 1 instructional coach, 1 literacy specialist, and 1 program director.

Sterling School serves two main populations, one is an urban population consisting primarily of families from the Nicholtown Community of Greenville. The second population consists of highly gifted students from urban, suburban, and rural areas of the county. As a result, our demographics are complex, but the aggregate consists of 825 students, 32% of whom qualify for free or reduced lunch, 8% are served under IDEA as students with special needs, and 53% are identified as being gifted and talented. Our average daily attendance last year was 96.29%.

Sterling's primary academic focus is on personalized learning that challenges and meets the needs of all students. The faculty and staff accomplish this by providing instruction through balanced literacy, guided math, technology integration, and differentiated instruction based on the individual needs of each student. Additionally, Sterling is a member of OnTrack Greenville and is working to meet both the social-emotional and academic needs of its students through initiatives such as PBIS, MTSS, Compassionate Schools, and Trauma-Informed Classrooms. These initiatives are spearheaded by members of the school leadership team, instructional team, and various grade level and content area leaders.

Mission, Vision, and Beliefs

Sterling School seeks to create an environment in which each student receives a personalized educational experience that allows them to explore their world, be enriched, and allow them to excel both academically and emotionally as they prepare for the next challenge they face at school and in life.

At Sterling, we believe a successful learner is not one "whose achievement is measured solely by academic tests" but rather as one "who is knowledgeable, emotionally and physically healthy, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond formal schooling." (The Learning Compact, 2007, pg.4).

This effort is achieved through a whole child approach. The five tenets that encompass the framework are based on Abraham Maslow's Hierarchy of Needs. Maslow arranged his needs into a hierarchy to illustrate the foundational requirement of one need in order to successfully strive and obtain the next. Reflecting Maslow's hierarchy, ASCD's Whole Child tenets are arranged in a hierarchy: Healthy, Safe, Engaged, Supported, and Challenged. If the child is not healthy, then how can that child be expected to be engaged or challenged in classroom activities? If the child does not feel physically or emotionally safe, then how can that child truly be expected to think freely, collaborate with others, and explore their boundaries? While one tenet does not need to be perfected before working on the others, there is still an underlying understanding that an imperfect previous tenet will hamper further growth and progress.

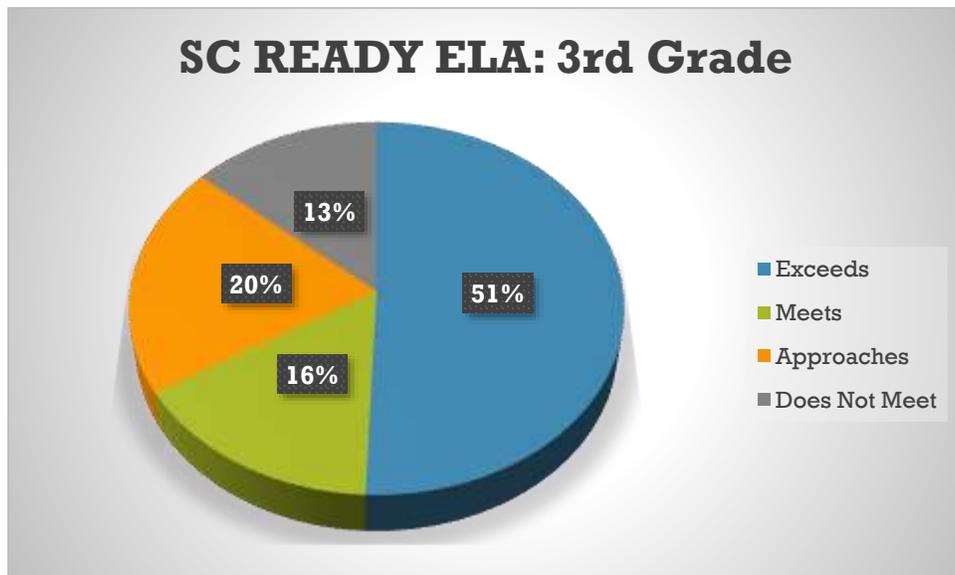
We ensure the actualization of the tenets through a rigorous, inquiry-based curriculum that is data-informed and personalized to our students' varying needs. Our school is focused in providing tailored instruction through a framework of guided practice, project/inquiry based learning, and blended instruction (to support our school's 1:1 initiative). Teachers also receive training/support around best practices in social emotional learning: advisory for middle school, trauma-informed training/practice, and Positive Behavior Interventions & Supports (PBIS).

Our school strives to meet the current needs of students while successfully preparing students for life beyond high school. Implementing a whole child approach to education and ensuring that every child is safe, healthy, supported, engaged, and challenged must be more than rhetoric. Research and common

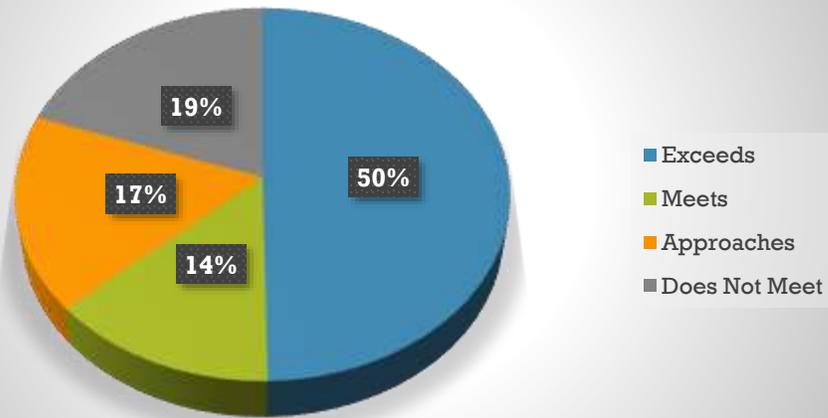
sense support the advancement of student’s social, emotional, and academic development. Thus, bringing the vision of Whole Child into reality requires the active support of all stakeholders.

Data Analysis and Needs Assessment

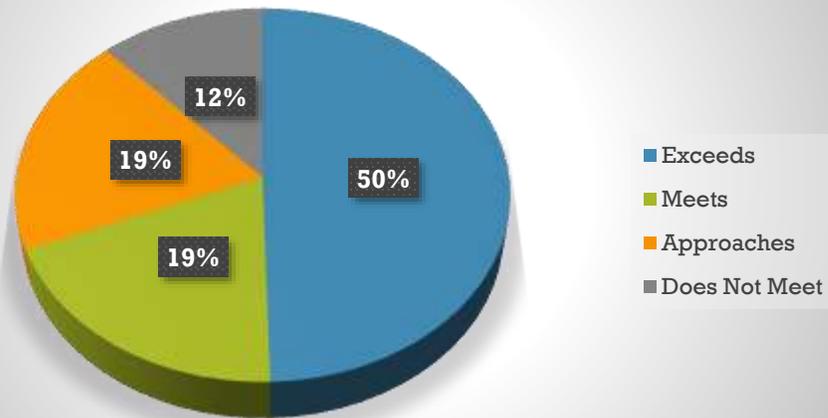
SC READY ELA



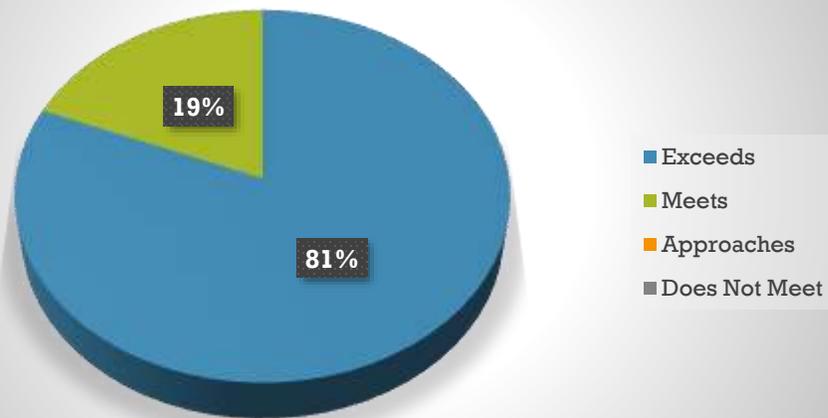
SC READY ELA: 4th Grade



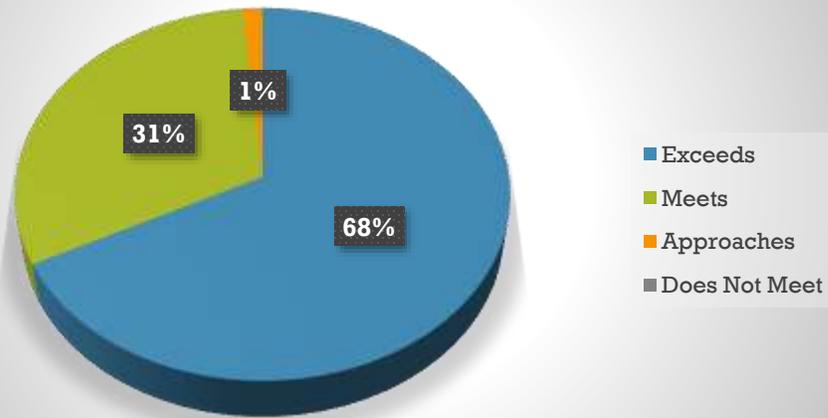
SC READY ELA: 5th Grade



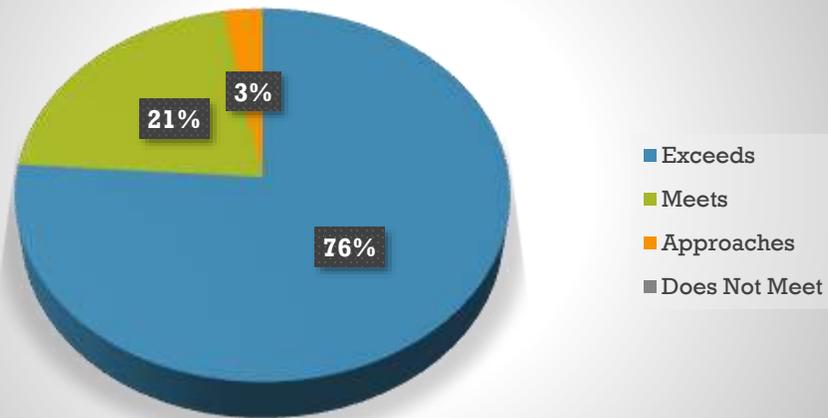
SC READY ELA: 6th Grade



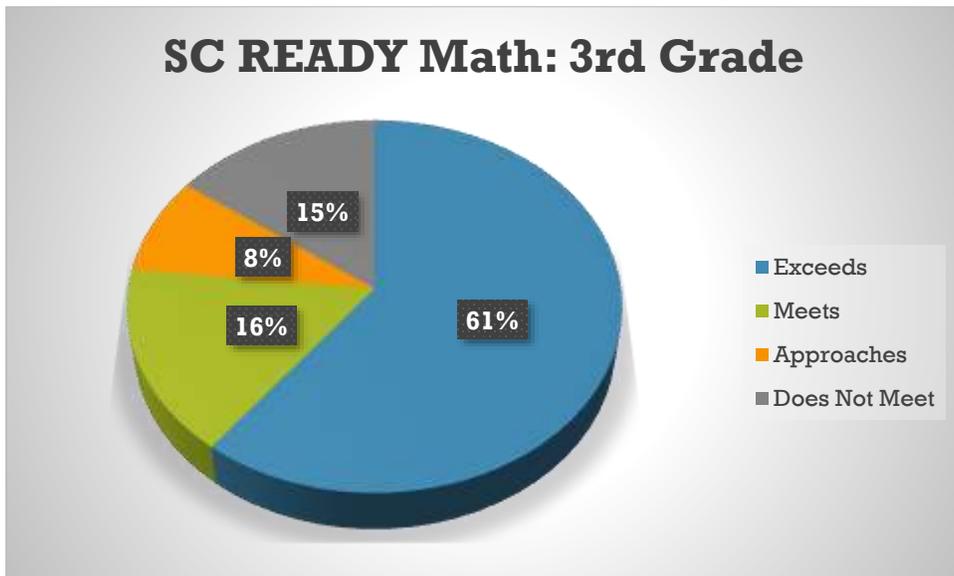
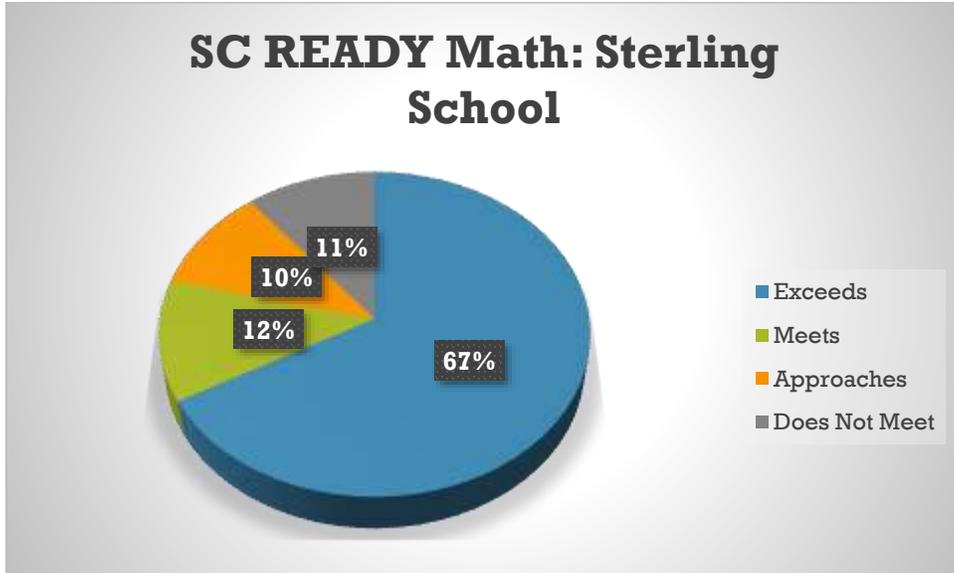
SC READY ELA: 7th Grade

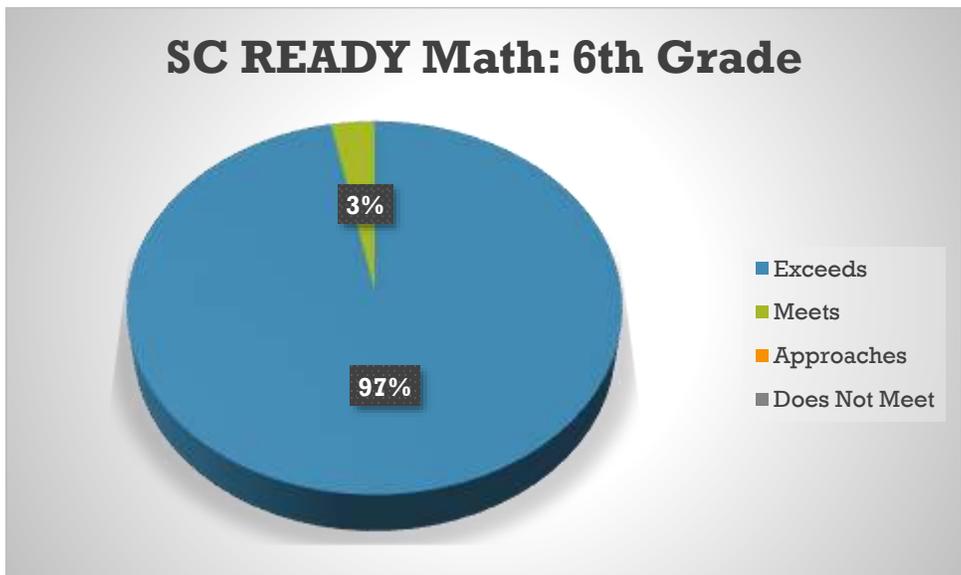
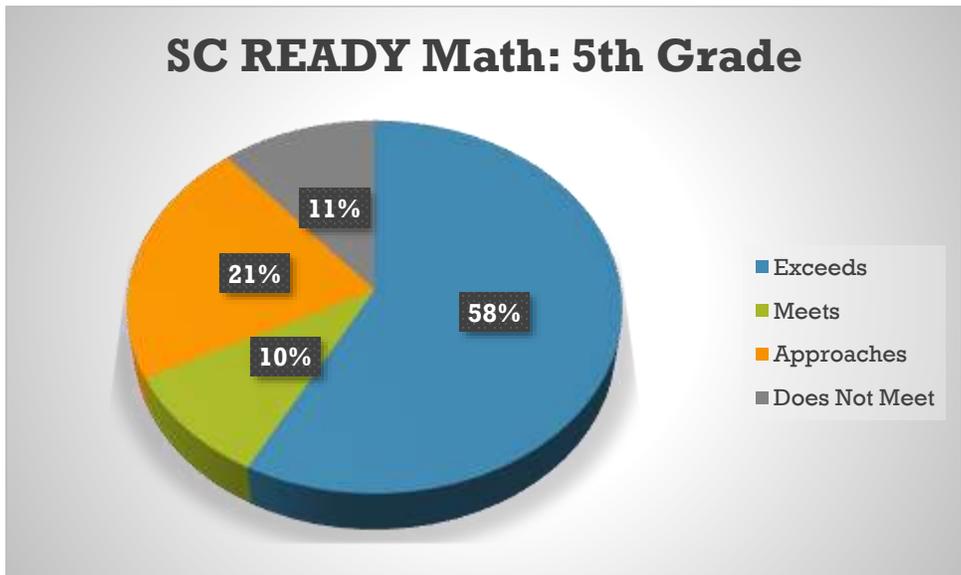
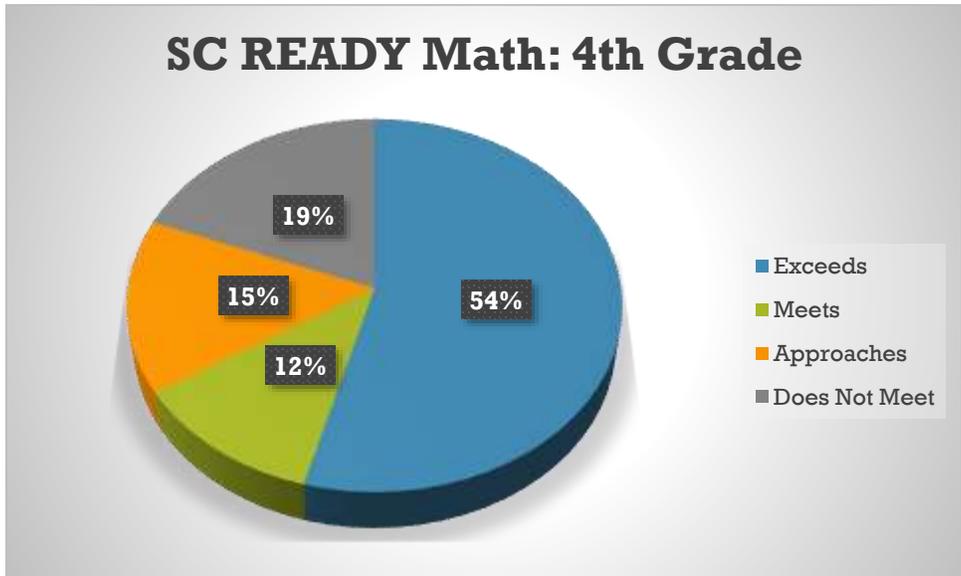


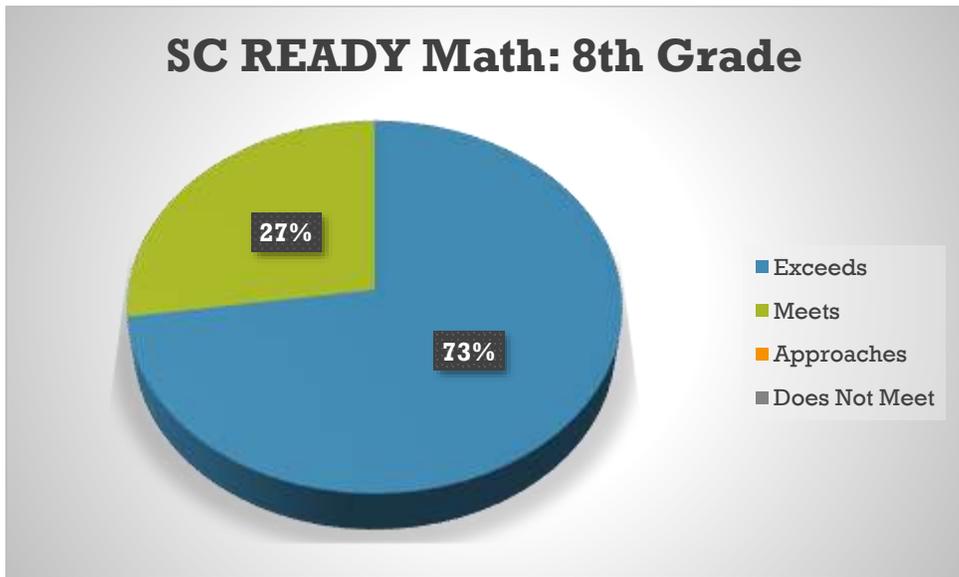
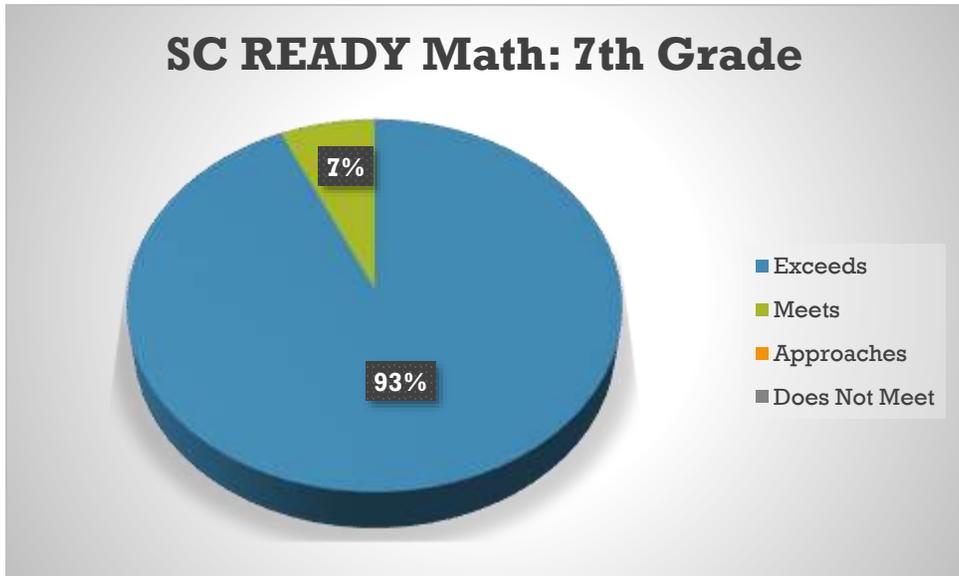
SC READY ELA: 8th Grade



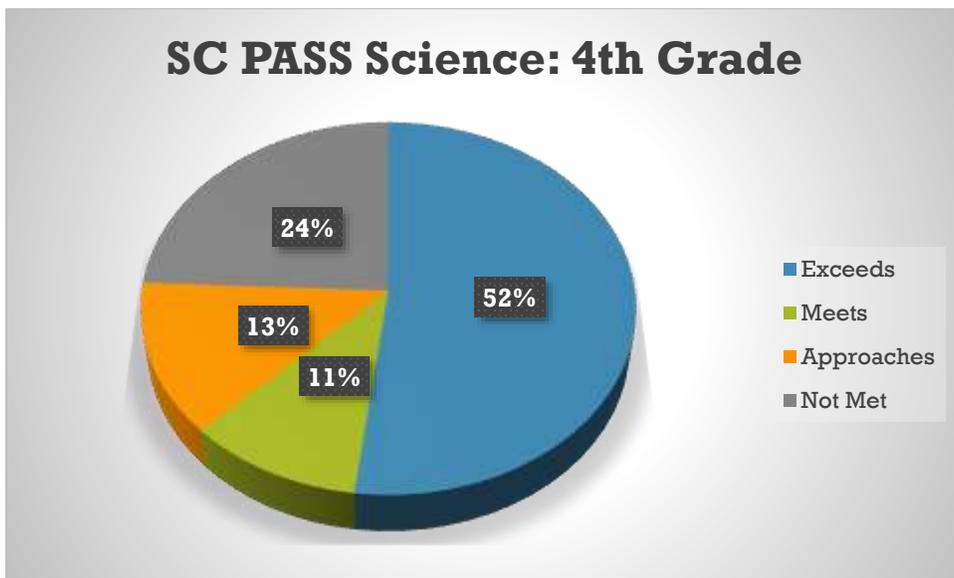
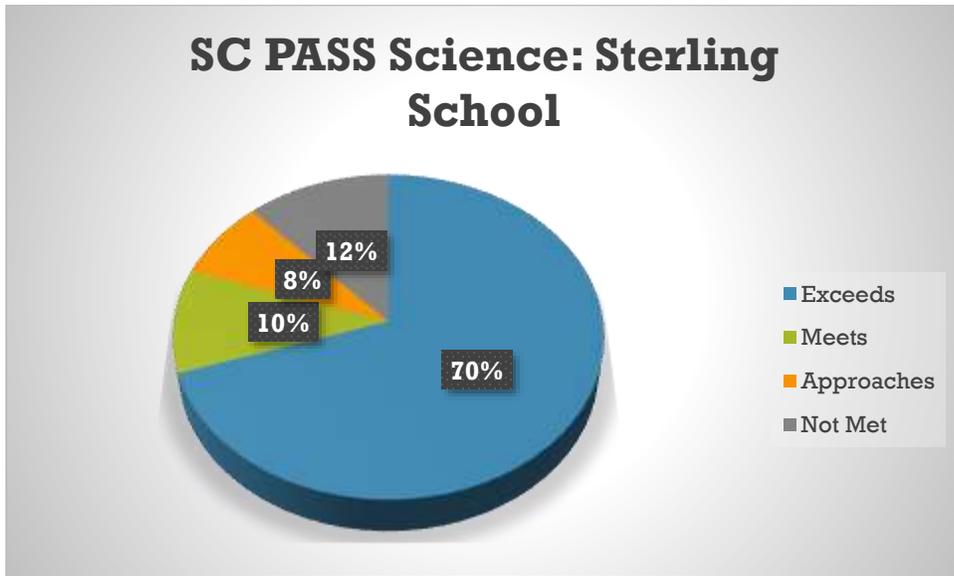
SC READY Math

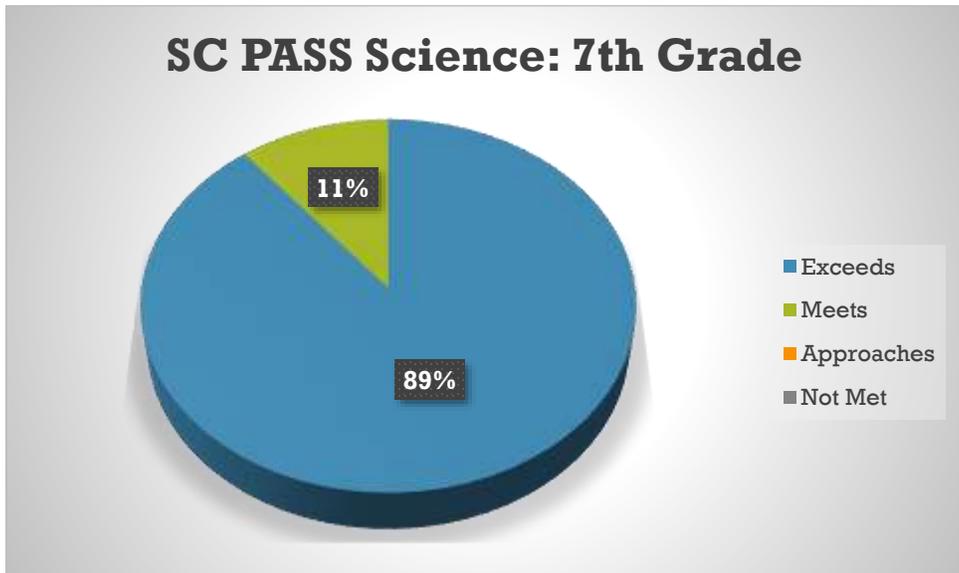
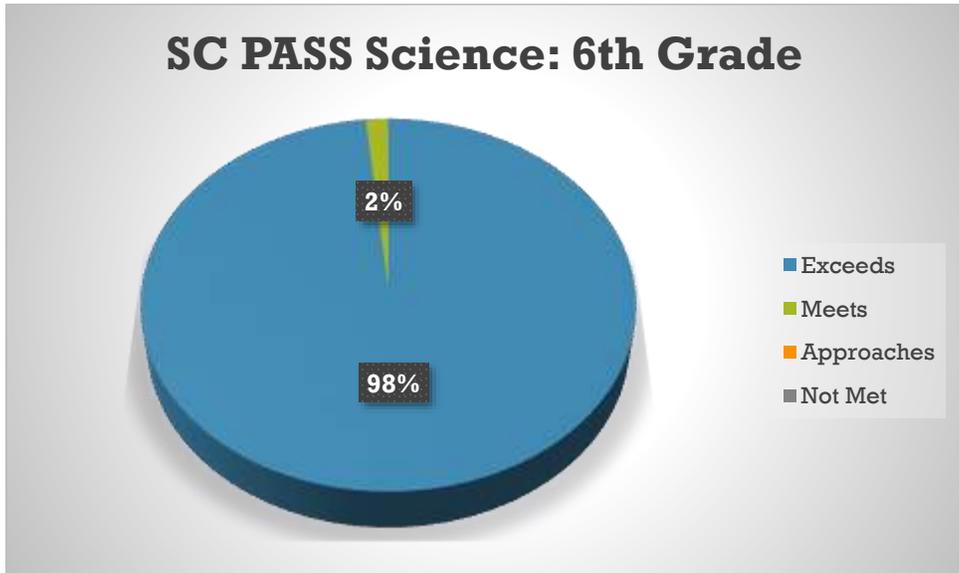
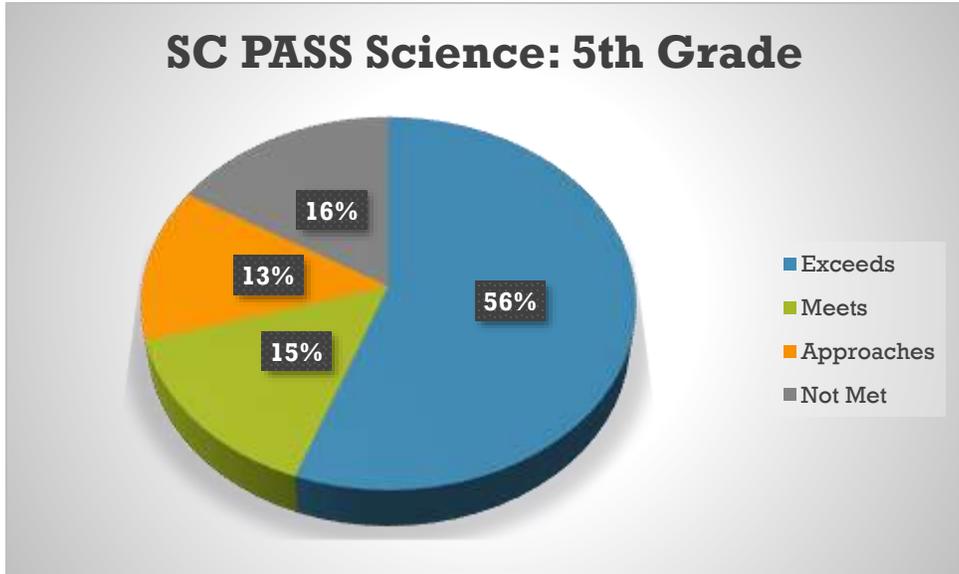


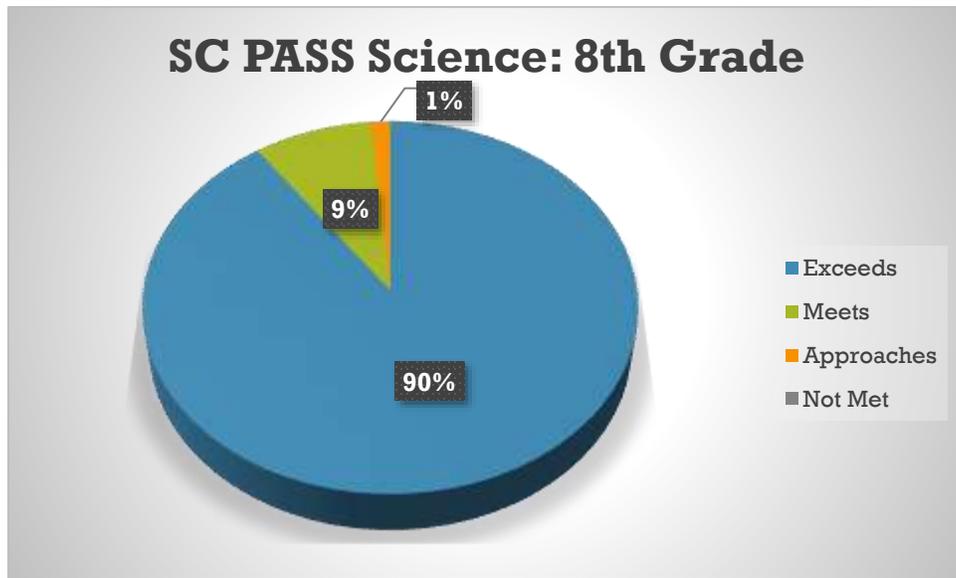




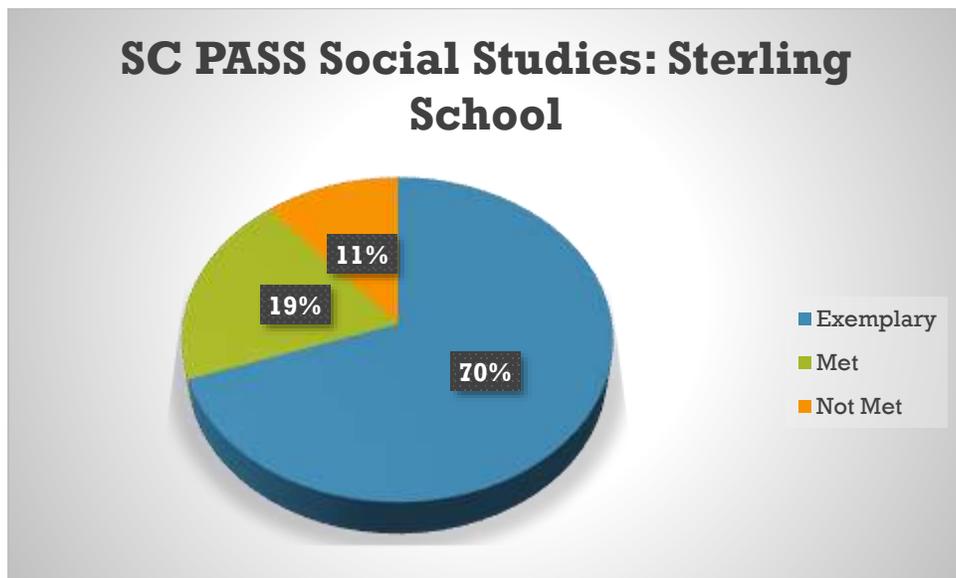
SCPASS Science



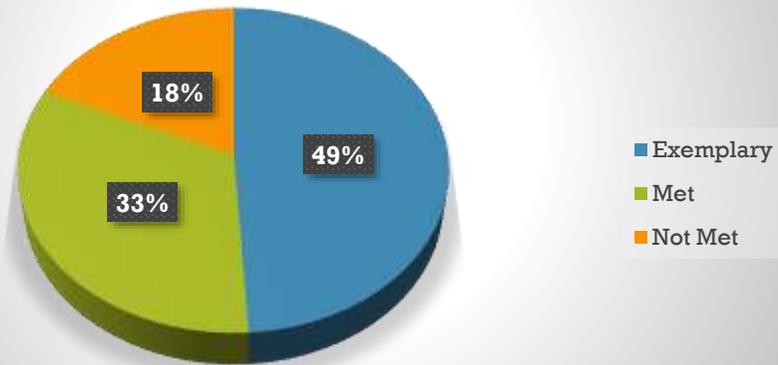




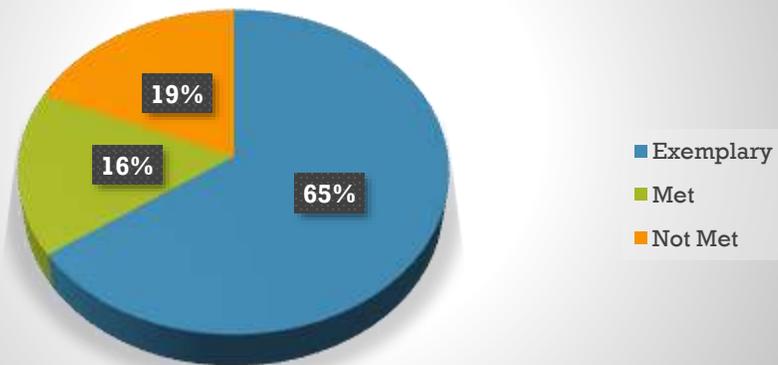
SCPASS Social Studies



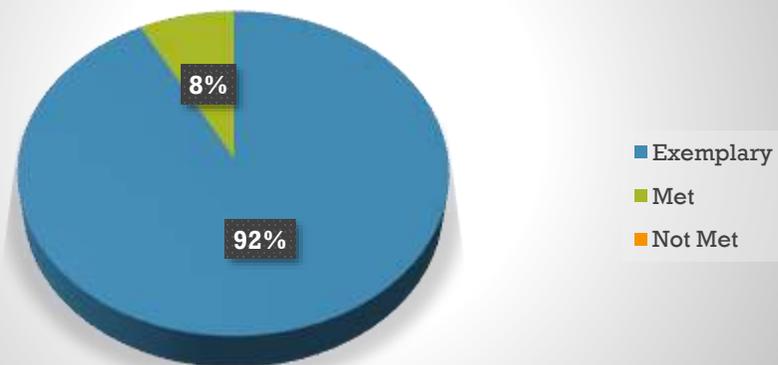
SC PASS Social Studies: 4th Grade

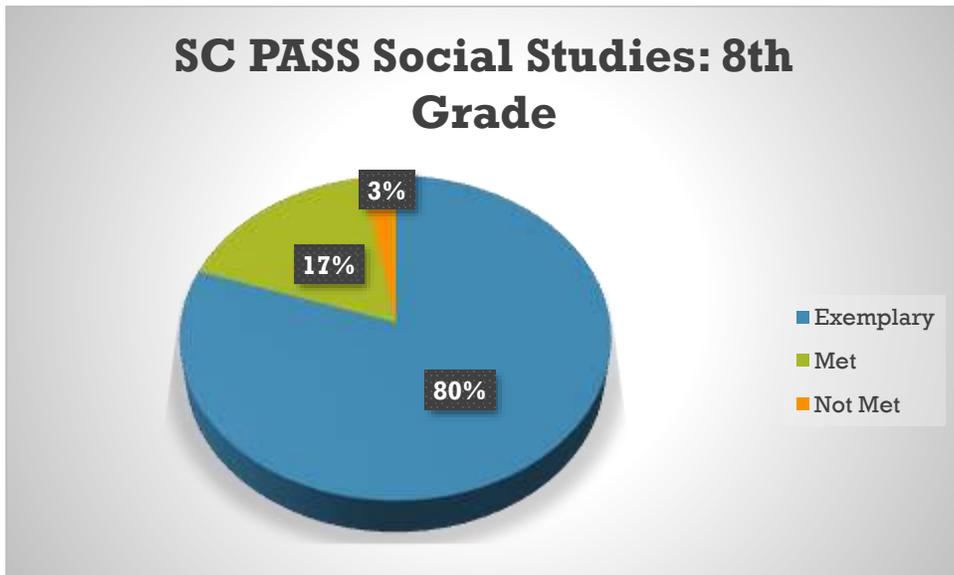
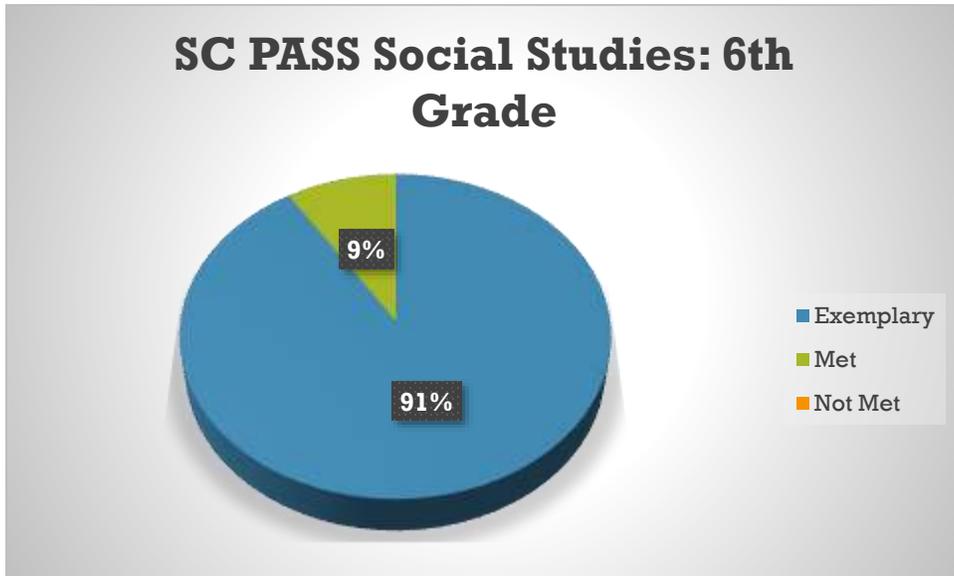


SC PASS Social Studies: 5th Grade



SC PASS Social Studies: 6th Grade





Teacher & Administrator Quality

Sterling Professional Development 2017-2018

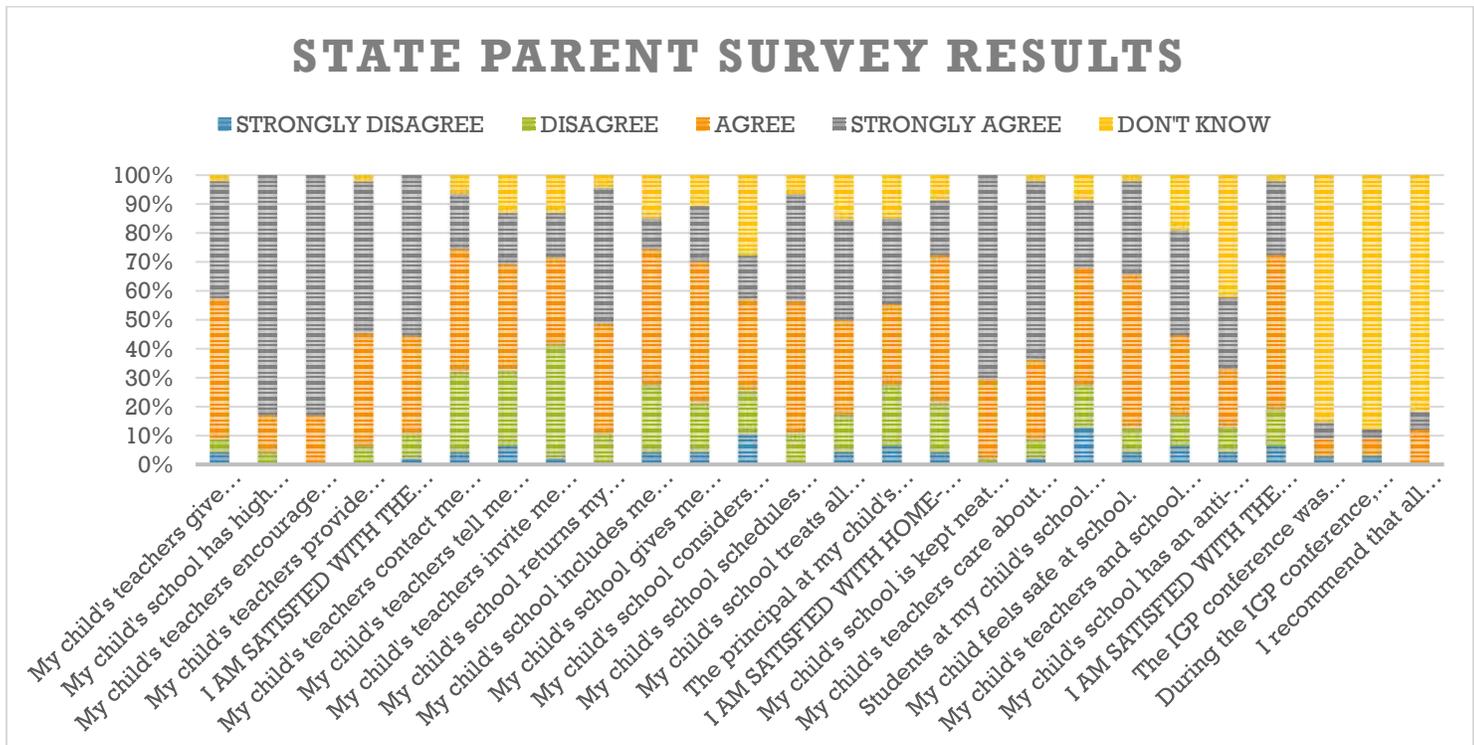
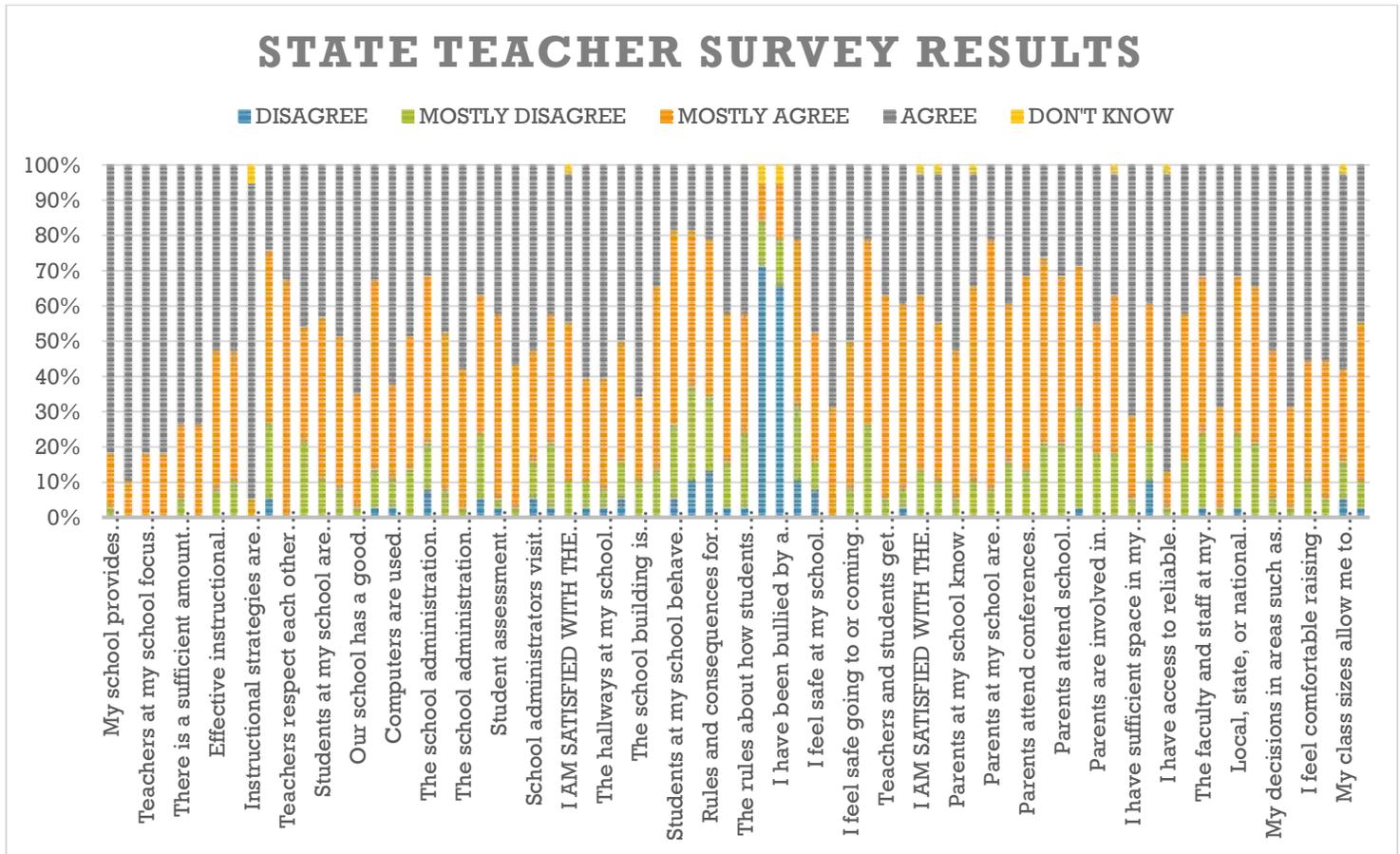
Inquiry/PBL (Project Based Learning) - Goal was to provide rich learning opportunities for our students to apply skills they are learning in a meaningful project based approach. Primary audience was our CTC (Gifted Ed.) teachers.

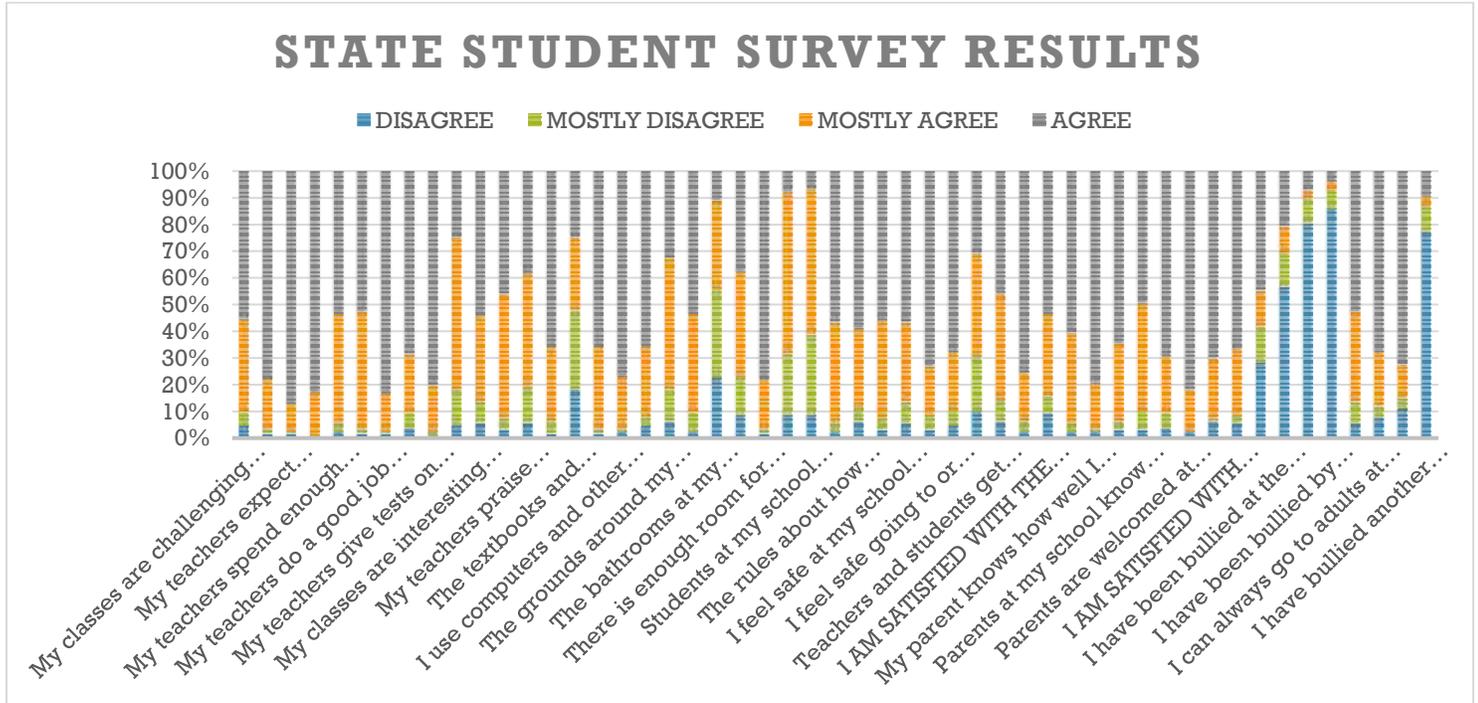
These professional development sessions were offered once a month for a total of 7 sessions.

- Sept. 13, 2017
- Oct. 11, 2017
- Nov. 8, 2017
- Jan. 10, 2018
- Feb. 21, 2018
- Mar. 14, 2018
- April 25, 2018

<p>Guided Math - Goal was to provide instructional guidance and support for the implementation of guided math groups in elementary classrooms. Primary audience was Sterling Program teachers.</p>	<p>These professional development sessions were offered once a month for a total of 6 sessions.</p> <p>Sept. 20, 2017 Oct. 18, 2017 Nov. 15, 2017 Feb. 7, 2018 Mar. 21, 2018 April 18, 2018</p>
<p>Compassionate Schools - Professional development sessions were focused on a variety of topics and speakers that provided teachers with information, strategies and resources to support the social/emotional needs of our students.</p>	<p>These professional development sessions were offered once a month for a total of 6 sessions.</p> <p>Sept. 27, 2017 Oct. 25, 2017 Nov. 29, 2017 Jan. 31, 2018 Feb. 28, 2018 Mar. 28, 2018</p>

School Climate Needs Assessment:





[Sterling School's School Report Card may be found here.](#)

Action Plan

Impact of COVID-19:

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

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

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- 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.

Elementary

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 68% in 2016-17 to 83% 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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 68% (2016-17)	School Projected Elementary 71%	71%	74%	77%	80%	83%
		School Actual Elementary 69.2%	72.2%	<i>waiver</i>	70%		
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 49% (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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Balanced Literacy Curriculum	2018-2023	Administration, Instructional Coach, Literacy Coach, Classroom Teachers, and Literacy Consultant	\$1500	Local Funds	Classroom Observation Data, Weekly Grade Level Meeting Minutes, Professional Development Agendas/Minutes, Teacher Unit/Lesson Plans, Student Learning Portfolios
2. Guided Reading Instruction-- Professional Development	2018-2023	Administration, Instructional Coach, Literacy Coach, Classroom Teachers, and Literacy Consultant	\$1000	District and Local Funds	Professional Development Plans/Agendas Student Portfolios Teacher created Unit/Lesson Plans Classroom Observation Records
3. Level classroom texts for differentiated instruction	2018-2023	Administration, Instructional Coach, Literacy Coach, Classroom Teachers, and Literacy Consultant	\$6,000	PTA and Local Funds	Purchase Orders/Invoices for Texts Teacher Lesson Plans Classroom Observation Records

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 71% in 2016-17 to 86% 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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 71% (2016-17)	School Projected Elementary	74%	77%	80%	83%	86%
		School Actual Elementary 73.3%	75.9%	<i>waiver</i>	69%		
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 54% (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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Guided Math Instruction and Professional Development	2018-2023	Administration, Instructional Coach, School-based Math Lead Teacher, District Academic Specialists	\$1500	Local Funds	Classroom Observation Data, Weekly Grade Level Meeting Minutes, Professional Development Agendas/Minutes, Teacher Unit/Lesson Plans, Student Learning Portfolios
2. Integrating technology resources to create a blended learning environment	2018-2023	Administration, Instructional Coach, School-based Math Lead Teacher, District Academic Specialists	\$20,000	District and Local Funds	Teacher lesson plans Classroom observation records Student achievement data
3. Utilizing district benchmark data to drive instruction and raise achievement	2018-2023	Administration, Instructional Coach, School-based Math Lead Teacher, District Academic Specialists, Classroom Teachers	\$0	N/A	Teacher lesson plans Classroom observation records Student achievement data

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only 73%	School Projected Elementary	76%	79%	82%	85%	88%
		School Actual Elementary 72.4%	74.2%	<i>waiver</i>	77%		
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%	<i>waiver</i>	56%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development for teachers by partnering with the district academic specialists	2018-2023	Administration, Instructional Coach, District Academic Specialists, Classroom Teachers	\$1000	Local Funds	PD agendas, Teacher Lesson Plans, and Classroom Observation Records
2. Partner with Roper Mountain Science Center for improved science teaching and field trips	2018-2023	Administration, Roper Mountain Science Center Leadership, Classroom Teachers	\$5000	District and Local Funds	Lesson Plans, Classroom Observation Records, Field Trip Itineraries, and Student Achievement Data
3. Technology integration with 1:1 Chromebook initiative	2018-2023	Administration, Instructional Coach, District Technology Team, Classroom Teachers	\$20,000	District and Local Funds	Lesson Plans, Classroom Observation Records, Online Learning Management System Records, Student Achievement Data

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations 70% (2016-17) Annual Increase 3%	Projected Hispanic 73%	73%	76%	79%	82%	85%
SC READY ELA SC SDE Website		Actual Hispanic 80%	88%	<i>waiver</i>	79% ES and MS combined n<20 for ES and MS		
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations 24% (2016-17) Annual Increase 3%	Projected AA 27%	27%	30%	33%	36%	39%
SC READY ELA SC SDE Website		Actual AA 22%	25%	<i>waiver</i>	28% ES and MS combined 20% for ES only n<20 for MS		

SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations 23% (2016-17) Annual Increase 3%	Projected SWD 26%	26%	29%	32%	35%	38%
SC READY ELA SC SDE Website		Actual SWD 27%	35%	<i>waiver</i>	34% ES and MS combined n<20 for MS		
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Projected LEP	N/A n<20	<i>waiver</i>	N/A n<20		
SC READY ELA SC SDE Website		Actual LEP 100%	95%	<i>waiver</i>	84% ES and MS combined n<20 for ES and MS		
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations 33% (2016-17) Annual Increase = 5	Projected SIP 36%	36%	39%	42%	45%	48%
SC READY ELA SC SDE Website		Actual SIP 33%	42%	<i>waiver</i>	50% ES and MS combined 44% for ES only		
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Projected Hispanic	N/A n<20	<i>waiver</i>	N/A n<20		

SC READY Math SC SDE Website		Actual Hispanic 87%	88%	<i>waiver</i>	83% ES and MS combined n<20 for ES and MS		
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations 23% (2016-17) Annual Increase = 5	Projected AA 28%	28%	33%	38%	43%	48%
SC READY Math SC SDE Website		Actual AA 30%	33%	<i>waiver</i>	20% ES and MS combined 12% ES only n<20 for MS		
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations 24% (2016-17) Annual Increase = 5	Projected SWD 29%	29%	34%	39%	44%	49%
SC READY Math SC SDE Website		Actual SWD 27%	35%	<i>waiver</i>	37% ES and MS combined n<20 for MS		
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Projected LEP	N/A n<20	<i>waiver</i>	N/A n<20		
SC READY Math SC SDE Website		Actual LEP 100%	95%	<i>waiver</i>	95% ES and MS combined n<20 for ES and MS		

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 42% (2016-17) Annual Increase = 5	Projected SIP 45%	45%	48%	51%	54%	57%
SC READY Math SC SDE Website		Actual SIP 42%	48%	<i>waiver</i>	43% ES and MS combined 32% ES only n<20 for MS		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development for teachers by partnering with the district academic specialists	2018-2023	Administration, Instructional Coach, District Academic Specialists, Classroom Teachers	\$1000	Local Funds	PD agendas, Teacher Lesson Plans, and Classroom Observation Records
2. Partner with Roper Mountain Science Center for improved science teaching and field trips	2018-2023	Administration, Roper Mountain Science Center Leadership, Classroom Teachers	\$5000	District and Local Funds	Lesson Plans, Classroom Observation Records, Field Trip Itineraries, and Student Achievement Data
3. Technology integration with 1:1 Chromebook initiative	2018-2023	Administration, Instructional Coach, District Technology Team, Classroom Teachers	\$20,000	District and Local Funds	Lesson Plans, Classroom Observation Records, Online Learning Management System Records, Student Achievement Data

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 = 73% or higher	Kindergarten through Grade 5 = 73% or higher	Kindergarten through Grade 5 = 73% or higher	Kindergarten through Grade 5 = 73% or higher
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 73%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5 = 68%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 48% or higher Grade 1 = 52% or higher	Kindergarten = 48% or higher Grade 1 = 52% or higher	Kindergarten = 48% or higher Grade 1 = 52% or higher	Kindergarten = 48% or higher Grade 1 = 52% or higher
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more	School Actual	Kindergarten = 48% Grade 1 = 52%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten = 24% Grade 1 = 59%		

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 – 40% or higher Grade 5 – 71% or higher	Grade 2 – 40% or higher Grade 5 – 71% or higher	Grade 2 – 40% or higher Grade 5 – 71% or higher	Grade 2 – 40% or higher Grade 5 – 71% or higher
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	School Actual	Grade 2 – 40% Grade 5 – 71%	Grade 2 – 24% Grade 5 – 68%	Grade 2 – 51% <i>5th grade data point not available - School Board decision to waive 5th grade testing</i>		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%		K-5 57%		
FastBridge Kindergarten and Grade 1	Norm Reference 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%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	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	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing		

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. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-21	Director of Early Intervention and Student Support			Waiver

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		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		School Actual		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department		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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	91%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91.3%	94.7%	<i>waiver</i>	ES only 95.2%		
SC SDE School Report Card Survey	100%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100%	97.7%	<i>waiver</i>	ES and MS combined 98.1%		
SC SDE School Report Card Survey	85.1%	School Projected Parents 85.1%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents	90%	<i>waiver</i>	ES and MS combined 95.4%		
SC SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86%	89%	<i>waiver</i>	93%		
SC SDE School Report Card Survey	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97%	97%	<i>waiver</i>	92%		
SC SDE School Report Card Survey	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88%	89%	<i>waiver</i>	98%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide an onsite law enforcement officer (School Resource Officer)	2018-2023	Greenville County Sheriff Department and Greenville City Police	\$70,000	Greenville County Sheriff Department	Availability of an SRO.
2. Clear method for communicating/reporting safety issues	2018-2023	Administration, Law Enforcement, District Leadership	\$10000	District and Local Funds	Use of SafeCeivers, Reporting procedures in parent/student handbook, reporting procedures in teacher handbook, presence of school safety plan
3. School Safety Plan with Appropriate training and drills for teachers	2018-2023	Administration, District Administration, and Law Enforcement	1000	District and Local Funds	Safety Plan, Drill Schedule, Professional Development

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0	0	0	0		
GCS Expulsion Report	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-17)	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0	0	0	0		
GCS Expulsion Report	(2016-17) 0.4	District Projected ≤ .07	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize guidance counselors and behavior interventionist to work with students with behavioral difficulties	2018-2023	Behavioral Interventionist	\$35,000	1/2 FTE	Guidance/Intervention records

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
before they reach the point of being recommended for expulsion.		Guidance Counselors Administration Classroom Teachers			Disciplinary referrals (Decreased)
2. Mental Health Counseling for identified students	2018-2023	Mental Health Counselor, Guidance Counselors, Teachers, Administration	\$50,000	Greenville Mental Health	Decreased disciplinary referrals for students with mental health concerns.
3. PBIS and MTSS implementation	2018-2023	All faculty and staff	\$10,000	District, Local, and PTA Funds	Data from GCSource and MTSS/OnTrack Meeting Notes Decreased disciplinary referrals and increased interventions

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 88%	90%	93%	<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	90	90	90	90	90
		District Actual 89%	90%	92%	<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>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will utilize the Compassionate Schools Framework to foster a caring environment in their classrooms.	2018-2023	All faculty and staff	\$2000 for training	Professional Development Funds	PD Agendas Classroom rules and procedures Classroom observation records Guidance lesson plans
2. Sterling will implement PBIS schoolwide to foster positive behaviors and safe learning environments.	2018-2023				PD Agendas Classroom rules and procedures Guidance lesson plans
3. Teachers will implement trauma-informed and responsive classroom practices to facilitate a safe and positive learning environment.	2018-2023				PD Agendas Classroom rules and procedures Classroom observation records Guidance lesson plans

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 96.8	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 97	97	98	95%		
	(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. Teachers will contact parents of students who miss more than 3 days of school	2018-2023	Classroom Teachers, Attendance Clerk	\$0	N/A	School Attendance Reports and Teacher Contact Logs
2. Guidance clerk and/or counselor will contact parents and hold attendance intervention conferences for students who miss more than 5 days of school.	2018-2023	Attendance Clerk, Guidance Clerk, Counselor	0	N/A	School Attendance Reports and Teacher Contact Logs, Attendance intervention conference logs
3. Administration will conference with parents of any students who miss more than 8 days of school.	2018-2023	Administration, Attendance Clerk, Guidance Counselor, Guidance Clerk, Classroom Teacher	0	N/A	Administration attendance intervention conference logs and/or truancy referrals

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 3 Lonely ≤ 5 Angry ≤ 6	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 5	Afraid ≤ 1 Lonely ≤ 3 Angry ≤ 4	Afraid ≤ 1 Lonely ≤ 2 Angry ≤ 3	Afraid ≤ 1 Lonely ≤ 1 Angry ≤ 2
		School Actual Afraid – 4% Lonely – 6% Angry – 7%	Afraid – 4% Lonely – 9% Angry – 8%	Afraid – 5% Lonely – 9% Angry – 9%	<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>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide mental health counseling for students identified as having mental health issues	2018-2023	Mental Health Counselor, Administration, Guidance Counselor, Classroom Teacher, Social Worker	\$0	Greenville Mental Health	Decreased disciplinary referrals for students acting out in anger--fighting, hit/kick/strike, etc.
2. Provide research-based guidance curriculum to improve social-emotional skills for students	2018-2023	Guidance Counselors, Classroom Teachers, Administration	\$5000	District and Local Funds	Decreased disciplinary referrals for students acting out of emotion, Guidance Counseling Contact Logs and Classroom Teaching schedule
3. Use of Trauma-Informed and Responsive Classroom Practices to reduce negative student interactions and negative emotional responses	2018-2023	Administration, Guidance Counselors, Classroom Teachers, All School Faculty and Staff	\$10000	District and Local Funds	Decreased disciplinary referrals for students acting out in anger--fighting, hit/kick/strike, etc.

Middle

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 99% in 2016-17 to 100% 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.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 99 (2016-17)	School Projected Middle	100	100	100	100	100
		School Actual Middle 98	99	waiver	100		
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 43 (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle 44	49	waiver	47		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development for Teachers of Highly Gifted & Talented Students	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach	\$10,000	District and Local Funds	PD Agendas, Classroom Observation Records, and Teacher Lesson Plans
2. Technology Integration and 1:1 Implementation	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach, District Technology Team	\$15,000	District and Local Funds	PD Agendas, Teacher Lesson Plans, LMS Records, Classroom Observation Records
3. Utilizing MasteryConnect and other achievement data and tests to better align with gifted education principles and accelerated learning	2018-2023	Administration, District Academic Specialists, Instructional Coach, Classroom Teachers	10,000	District and Local Funds	Student Achievement Data

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 100% in 2016-17 to 100% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 100 (2016-17)	School Projected Middle	100	100	100	100	100
		School Actual Middle 99	100	<i>waiver</i>	97		
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 40 (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle 43	44	<i>waiver</i>	35		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development for Teachers of Highly Gifted & Talented Students	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach	\$10,000	District and Local Funds	PD Agendas, Classroom Observation Records, and Teacher Lesson Plans
2. Technology Integration and 1:1 Implementation	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach, District Technology Team	\$15,000	District and Local Funds	PD Agendas, Teacher Lesson Plans, LMS Records, Classroom Observation Records
3. Utilizing MasteryConnect and other achievement data and tests to better align with gifted education principles and accelerated learning	2018-2023	Administration, District Academic Specialists, Instructional Coach, Classroom Teachers	10,000	District and Local Funds	Student Achievement Data

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 1% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grades 6 only	School Projected Middle	100	100	100	100	100
		School Actual Middle 99	99	<i>waiver</i>	100		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grades 6 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53	53	<i>waiver</i>	46		

*Beginning in 2019-20, grades 4 and 6 will take SCPASS Science. Percentages prior to 2019-20 represent Grade 6 and Grade 8.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development for Teachers of Highly Gifted & Talented Students	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach	\$10,000	District and Local Funds	PD Agendas, Classroom Observation Records, and Teacher Lesson Plans
2. Technology Integration and 1:1 Implementation	2018-2023	Administration, District Gifted Education Specialist, District Academic Specialists, Instructional Coach, District Technology Team	\$15,000	District and Local Funds	PD Agendas, Teacher Lesson Plans, LMS Records, Classroom Observation Records
3. Utilizing MasteryConnect and other achievement data and tests to better align with gifted education principles and accelerated learning	2018-2023	Administration, District Academic Specialists, Instructional Coach, Classroom Teachers	10,000	District and Local Funds	Student Achievement Data

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attend career fairs and recruitments events to attract qualified, diverse teachers.		Administration Guidance IC			Career fairs attended.

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 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		Middle School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		Middle School Actual Students 100	100	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	MS only = 98		
SC SDE School Report Card Survey		ES/MS Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		ES/MS Actual Teachers 100	98	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	ES and MS combined 98		
SC SDE School Report Card Survey		ES/MS Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		ES/MS Actual Parents 85.1	90	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	ES and MS combined 95.4		
SC SDE School Report Card Survey	92	District Projected Middle Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Middle Students 86	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	92		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	98		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide an onsite law enforcement officer (School Resource Officer)	2018-2023	Greenville County Sheriff Department and Greenville City Police	\$70,000	Greenville County Sheriff Department	Availability of an SRO.
2. Clear method for communicating/reporting safety issues	2018-2023	Administration, Law Enforcement, District Leadership	\$10000	District and Local Funds	Use of SafeCeivers, Reporting procedures in parent/student handbook, reporting procedures in teacher handbook, presence of school safety plan
3. School Safety Plan with Appropriate training and drills for teachers	2018-2023	Administration, District Administration, and Law Enforcement	1000	District and Local Funds	Safety Plan, Drill Schedule, Professional Development

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0	0	4.0	0		
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0	0	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) 0.04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual 0.04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize guidance counselors and behavior interventionist to work with students with behavioral difficulties before they reach the point of being recommended for expulsion.	2018-2023	Behavioral Interventionist Guidance Counselors Administration Classroom Teachers	\$35,000	1/2 FTE	Guidance/Intervention records Disciplinary referrals (Decreased)
2. Mental Health Counseling for identified students	2018-2023	Mental Health Counselor, Guidance Counselors, Teachers, Administration	\$50,000	Greenville Mental Health	Decreased disciplinary referrals for students with mental health concerns.
3. PBIS and MTSS implementation	2018-2023	All faculty and staff	\$10,000	District, Local, and PTA Funds	Data from GCSource and MTSS/OnTrack Meeting Notes Decreased disciplinary referrals and increased interventions

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 middle school students who describe their teacher as caring on the Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Culture & Climate Surveys	Baseline established in 2017-18	Middle School Projected	54%	58%	62%	66%	70%
		Middle School Actual 65%	59%	55%	<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	54%	58%	62%	66%	70%
		District Actual 52%	50%	52%	<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>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will utilize the Compassionate Schools Framework to foster a caring environment in their classrooms.	2018-2023	All faculty and staff	\$2000 for training	Professional Development Funds	PD Agendas Classroom rules and procedures Classroom observation records Guidance lesson plans
2. Sterling will implement PBIS schoolwide to foster positive behaviors and safe learning environments.	2018-2023				PD Agendas Classroom rules and procedures Guidance lesson plans
3. Teachers will implement trauma-informed and responsive classroom practices to facilitate a safe and positive learning environment.	2018-2023				PD Agendas Classroom rules and procedures Classroom observation records Guidance lesson plans

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 th day Attendance Report	(2016-17) 97	School Projected	97	97	97	97	97
		School Actual 97	97	98	95		
	(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. Teachers will contact parents of students who miss more than 3 days of school	2018-2023	Classroom Teachers, Attendance Clerk	\$0	N/A	School Attendance Reports and Teacher Contact Logs
2. Guidance clerk and/or counselor will contact parents and hold attendance intervention conferences for students who miss more than 5 days of school.	2018-2023	Attendance Clerk, Guidance Clerk, Counselor	0	N/A	School Attendance Reports and Teacher Contact Logs, Attendance intervention conference logs
3. Administration will conference with parents of any students who miss more than 8 days of school.	2018-2023	Administration, Attendance Clerk, Guidance Counselor, Guidance Clerk, Classroom Teacher	0	N/A	Administration attendance intervention conference logs and/or truancy referrals

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 middle school students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Culture & Climate Surveys	Baseline established in 2017-18	School Projected Middle School	Afraid ≤ 7% Lonely ≤ 13% Angry ≤ 14%	Afraid ≤ 7% Lonely ≤ 13% Angry ≤ 14%	Afraid ≤ 6% Lonely ≤ 12% Angry ≤ 13%	Afraid ≤ 6% Lonely ≤ 12% Angry ≤ 13%	Afraid ≤ 5% Lonely ≤ 11% Angry ≤ 12%
		School Actual Middle School Afraid - 6% Lonely - 10% Angry - 4 %	Afraid - 1 % Lonely - 8 % Angry - 4%	Afraid - 8 % Lonely - 8% Angry - 9 %	<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 Secondary	Afraid ≤ 7% Lonely ≤ 13% Angry ≤ 14%	Afraid ≤ 7% Lonely ≤ 13% Angry ≤ 14%	Afraid ≤ 6% Lonely ≤ 12% Angry ≤ 13%	Afraid ≤ 6% Lonely ≤ 12% Angry ≤ 13%	Afraid ≤ 5% Lonely ≤ 11% Angry ≤ 12%
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Afraid ≤ 7% Lonely ≤ 16% Angry ≤ 15%	<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>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide mental health counseling for students identified as having mental health issues	2018-2023	Mental Health Counselor, Administration,	\$0	Greenville Mental Health	Decreased disciplinary referrals for students acting out in anger--

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Guidance Counselor, Classroom Teacher, Social Worker			fighting, hit/kick/strike, etc.
2. Provide research-based guidance curriculum to improve social-emotional skills for students	2018-2023	Guidance Counselors, Classroom Teachers, Administration	\$5000	District and Local Funds	Decreased disciplinary referrals for students acting out of emotion, Guidance Counseling Contact Logs and Classroom Teaching schedule
3. Use of Trauma-Informed and Responsive Classroom Practices to reduce negative student interactions and negative emotional responses	2018-2023	Administration, Guidance Counselors, Classroom Teachers, All School Faculty and Staff	\$10000	District and Local Funds	Decreased disciplinary referrals for students acting out in anger-- fighting, hit/kick/strike, etc.