

# Armstrong Elementary School Portfolio



**Tracy Atkins, Principal**  
**8601 White Horse Road**  
**Greenville, SC 29617**  
**2018-19 through 2022-23**  
**Superintendent: Burke Royster**

*"Striving for Excellence"*

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Armstrong Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (*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		4/23/19
PRINTED NAME	SIGNATURE	DATE

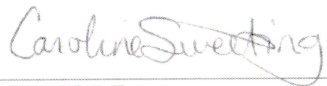
#### PRINCIPAL

Tracy S. Atkins		3/29/2019
PRINTED NAME	SIGNATURE	DATE

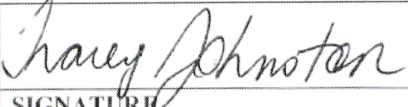
#### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		4/23/19
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Caroline Sweeting		3/29/2019
PRINTED NAME	SIGNATURE	DATE

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

Tracey Johnston		3/29/2019
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 8601 White Horse Road, Greenville South Carolina 29617

SCHOOL TELEPHONE: (864) 355-1100

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

### **Stakeholder Involvement for School Renewal**

Position	Name
1.Principal	Tracy Atkins
2.Teacher	Erin Smith
3.Parent/Guardian	John Rogers
4.Community Member	Jennifer Rogers
5.Paraprofessional	Eunice Parker
6.School Improvement Council Member	Amy Wilson
7.Read to Succeed Reading Coach	Tracey Johnston
8.School Read To Succeed Literacy Leadership Team Lead	Tracey Johnston
9.School Read To Succeed Literacy Leadership Team Member	Caroline Sweeting
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)	
10.Administrative Assistant	Tonya Jordan
11. Instructional Coach	T. Kani Garren
12. Title One Facilitator	Suzanne Hill
13. Federal Programs	Randolyn Harmon
14. Faculty Council Chair	Caroline Sweeting

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

## Assurances

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

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

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

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

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# Introduction

Our school portfolio was developed to document the changes and progress our school has made while working to continuously improve student achievement. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories utilized in this school portfolio are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- Annual School Report Card

This school portfolio is a living document that describes Armstrong Elementary and includes actual evidence of the work being conducted in our Professional Learning Community. It describes the Armstrong Elementary Community, our vision for the school, goals, plans, progress, and achievements in the context of client demographics, school/stakeholder needs, and school partnerships. The portfolio describes how we build and utilize our overall school plan for the purpose of increasing student achievement and learning, which is our ultimate goal. One can see an overview of all the progress and changes we have been able to accomplish within each section and throughout the school during this time. This portfolio also shows how all of these parts fit together to make our school a positive, safe place for our students and faculty members

A team of teachers were involved in developing the narrative for our school portfolio based on input from the all faculty and staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work on the school portfolio. In addition, information from our Advanced Ed survey was gathered through input by parents, students, and community stakeholders, as well as teachers. Input was also received by students, parents, and teachers as reported on The School Report Card survey.

# Leadership

The Principal at Armstrong Elementary School is Tracy S. Atkins. This is Mrs. Atkins' fourth year serving in this capacity. Leadership is supported by the Administrative Assistant, Instructional Coach, Literacy Coach, and Title I Facilitator.

The decision making process is a collaborative effort that involves school and district administration as well as faculty, staff, and members of the community. Recognizing the growing demands for higher student achievement and accountability at the classroom level, our teachers have become increasingly involved in the decision-making process over the past four years as demonstrated in the diagram below:

- Armstrong Leadership Team, made up of the Principal, Assistant Principal, Instructional Coach, Literacy Specialist, and Title 1 Facilitator
  - participate in the development of Title I Needs Assessment
  - review teacher observations to determine coaching needs
  - coordinate Instructional Rounds
  - review data to determine school wide areas of opportunity
  - plan effective, specific Professional Learning Opportunities
  - enforce district and school initiatives
  - reflect on student learning and teaching
  - plan for sharing teacher best practices
- Armstrong Faculty Council, made up of the Principal and Grade/Department Representatives was established to:
  - ensure the implementation of district and state standards and school vision
  - review data and planning for improvement
  - encourage and modeling school wide-expectations of best practices
  - update and review the school portfolio plan
  - guide, enforce, and reinforce the school portfolio plan
  - coordinate grade level activities



- attend monthly focused council meetings
  - communicate team concerns, successes, and feedback on specific school initiatives
- Our related Arts tem, Title 1 Facilitator, and Parent Involvement Coordinator are in place to coordinate events throughout the school year such as American Education Week, Black History Month, Spooktacular Writing and Reading Event, Student-Led Conferences, Multi-cultural Day and a variety of other activities. The purpose of these teams is to investigate different approaches to achieving our goals which includes increasing parent involvement. The team may recommend specific courses of action that will support the implementation of a high quality instructional program aligned with the state's curriculum standards to celebrate various national holidays and observances.
- Grade Level Teams/Data Teams - The purpose of grade-level teams are to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher will:
- participate in meetings with his/her grade level
  - coach and support the implementation of the standards
  - study and support each other's implementation of *Best Practices*
  - support grade level efforts to integrate writing across the curriculum
  - plan instruction based on current common assessment data
- Vertical Teams - The purpose of the vertical teams is to maintain consistency, specifically to:
- improve instruction school-wide
  - create continuums to implement the state standards across the grade levels
  - advise the strategic planning team of progress and concerns of grade-level and
  - vertical team meetings
  - coach and support the quality implementation of subject areas
  - demonstrate the implementation of subject standards for teachers in each subject area
  - review data for improvement

# Executive Summary

## •Needs Assessment for School Climate: (Parent Survey)

- According to our parent survey, more communication needs to take place to keep parents informed of: family engagement and classroom activities, school safety, and curriculum/assignments for students.

## •Needs Assessment for Student Achievement: (based on 2017-18 state testing)

- ELA- Lowest Area on State Testing- Professional development focus around Language and Word Study (Phonics Word Study, Shared Reading and Interactive Read Alouds) and, Writing Workshop,
- Math- Professional development opportunities around the rigor of the classroom environment, Algebra, Number Sense and Base Ten, and Geometry
- Science – Increasing the Depths of Knowledge in the classroom environment and on assessments. Training and sharing best practices regarding Scientific Inquiry Standards. Integrating reading and writing into the science classrooms.
- Social Studies- increasing the Depths of Knowledge in the classroom environment and on assessments. Integrating reading and writing into the Social studies classrooms.

## •Needs Assessment for Teacher and Administrator Quality: (Survey)

- According to our faculty survey, teacher lesson plans, and observations, all faculty and administration need professional development in the following areas: creating Mastery Connect Assessments to be used as Common Assessments, technology integration across content areas, Student Centered Learning, Classroom Management, and Differentiated Instruction.

## •Significant Challenges for 2015-2019:

- Armstrong Elementary School's population of students are in need of intense instruction in foundations of reading practices. We have realized many of our students are very hesitant to read because they struggle with basic reading practices which include vocabulary development, phonics instruction, Text Dependent Analysis in ELA, interpreting and creating charts and graphs, informational text, and mathematical problem solving. We are continuing to address these challenges with professional development, focused professional learning communities, and intervention and enrichment during an Instructional Enrichment period held each day.

•**Significant awards, results, or accomplishments for 2018-2019:**

- Armstrong was a PEP Grant Recipient for the 2018-19 school year. This grant provided many instructional resources for all teachers as well as a collection of 10 books for every student to take home in a book bag and keep for their own personal use.
- Armstrong has started in the 2018-2019 school year a peer mediation/conflict resolution program. Students have opportunities to meet with peers to discuss behavioral concerns. This program is looking to expand in the 2019-2020 school year.
- Armstrong has a Buddy Program, which will continue to grow over the next five years. At the beginning of the year, teachers identify students that need someone to mentor them throughout the school year. Faculty and staff members serve as mentors for students recommended by their teachers. These buddies meet weekly to check on their students' academic and emotional needs and reach out to the proper personnel and agencies to assist these students.
- Armstrong will offer a Summer School Program in the summer of 2019 to better serve our students' needs through integrated, hands-on activities which provide intense reading support services. All activities are standard driven and data driven based on student identified areas of opportunities using SC Ready and Mastery Connect Data.
- Armstrong began enrichment clubs (2015-2016 and continued in the following school years) and will continue this into the 2019-2020 school year, based on Greenville County's G+ initiative which gave our students opportunities to develop their skills in sports, dramatic arts and physical fitness. Teachers and volunteered to serve as instructors and shared with the students' information and knowledge that promoted career readiness.

# School Profile

## Armstrong Elementary

8601 White Horse Road  
Greenville, SC 29617  
Telephone: (864) 355-1100  
Fax: (864) 355-1158

[www.greenville.k12.sc.us/armstrng/](http://www.greenville.k12.sc.us/armstrng/)

**Grades:** K (4 Year Olds) - 5th Grade

**Enrollment:** 437

**School Location:** 8601 White Horse Road

**Directions -** <http://www.greenville.k12.sc.us/gcsd/Schools/directions.asp>

**Principal:** Tracy S. Atkins

**Email:** [tsatkins@greenville.k12.sc.us](mailto:tsatkins@greenville.k12.sc.us)

### School Facility Summary

- Building includes Gym, Music, Art Rooms, Reading Lounge, Science Lab
- Building with 33 Classrooms, Library, Guidance Office, Social Work Office
- Speech Lab • Parent Resource Room • PTA Office, Psychologist/Occupational Therapy Room, Mental Health Counselor, Cafeteria, Small Dining Room, Faculty Lounge
- Faculty Workrooms on each hall

### Awards and Honors

- Artist In Residence (SMARTS Grant)
- Donors Choose Grants
- Palmetto Silver Award (5years)
- Public Education Partners
- Red Carpet School
- Safe Kids School
- Terrific Kids
- Wal-Mart Grant Recipient
- Webmaster's Choice Silver Award

### School Personnel Data- reflects 2017-18 (State Report Card)

- Administrators - 2
- Teachers – 39 (2 males, 37 females), (4 African Americans, 1 Asian, 34 Caucasians)
- Support Staff - 13
- National Board Staff - 4
- Percentage of Teachers with Master's Degree or above – 64.5%
- Percentage of Teacher Attendance – 93.43%
- Years of experience-average of 27 years of experience

**2010-11 Profile\*Outstanding Features/**

## Student Population

- Enrollment- 219 males, 209 females
- Special Education- 14%
- Gifted and Talented- 21%
- Attendance 95%
- Retention- less than 1%
- Ethnicity- 38% White, 25% African American, 28% Hispanic, Asian less than 1%, and Native American less than 1%

## School Profile Summary

Armstrong Elementary School (AES) has continued to be a transient population throughout the years. Our student enrollment has changed in terms of cultural diversity, and our faculty and staff continue to work diligently to accommodate our changing population. As we have grown, our student population has become more diverse regarding both ethnicity and socio-economic status. One hundred percent of our student population receives free lunch and universal free breakfast to all students. Armstrong also provides universal free breakfast and lunch to all students. Due to our percentage of students on free and reduced lunch, we became a Title I school for the 2004-2005 school year. Through research, best practices, and targeted professional development, our school strives to improve student achievement with a focus on English Language Arts and Math.

In addition to excellent educational opportunities, Armstrong Elementary School encourages participation in various enrichment clubs and social/academic groups. Our programs include chorus, after school extended day program, IXL tutorial, character education with emphasis on Focus 5 activities and Growth Mindset, Safety Patrols, and Student Council. Armstrong has an active Parent Teacher Association (PTA) that supports school activities, provides quarterly newsletters, and is available to support teachers by purchasing instructional materials and student incentives. The PTA hosts various events for the teachers, students and their families, including Meet the Teacher, Teacher Appreciation Week, Skate Nights, Family Movie Nights, Parent Trainings, Parent Lunch and Learns, Spring Carnival and host quarterly PTA meetings.

Armstrong rewards academic achievement in many ways. We have an Academic Honor Roll, Principal's Honor Roll, End of the Year Celebrations, and classroom-based student recognition programs such as Terrific Kids. In addition to this, on any given day, a student may come to share a note of praise from the teacher and receive special recognition from the office. Armstrong promotes reading through many parent involvement activities that focus on the importance of reading with your child. Our PTA is constantly planting academic seeds to help our students reach academic success.

Armstrong Elementary School also teaches students that in order to become responsible individuals, we must reach out to others. Each year at Christmas the faculty and staff, business partners, and Santa Helpers provide Christmas toys and gifts for numerous families in need. Armstrong faculty members have made donations to the United Way and sponsored canned food drives for local food pantries along with Toys for Tots during the

holiday season. In addition, we assist Berea First Baptist Church by providing week end food bags for many families in our community.

As we continue our path to excellence, our challenge remains to meet the needs of each student, both academically and socially as we prepare tomorrow's leaders and help them achieve their personal best. Each child is important and deserves our very best efforts.

## School Governance and Financial Management

Armstrong Elementary school is under the jurisdiction of Greenville County Schools. All financial claims and monies are handled using the processes outlined by Greenville County School District. Additional funds that may become available at the school level are requisitioned using the appropriate forms and are approved by the principal. PTA allows teachers the opportunity to request funds for special projects within their classrooms. Teachers submit proposals and the PTA Board decides whether or not to grant their request.

## Parent Involvement

Title I has provided funding for a Parent Involvement Coordinator. This position provides many services for school personnel as well as our school community. Our Parent Involvement Coordinator serves as a resource at parent trainings, teacher conferences, and whenever her services are needed at the school. A complete analysis and breakdown of this position can be found in the AES Title I Plan. Classroom teachers are also responsible for numerous parent involvement activities which include PASS/SC Ready Review, Rocking Reading Night, Student Led Conferences and Multicultural Day.

## Business Partnerships

Partner	How Partner is Utilized
Furman University	Clinical observations and America Reads tutors and Standard Code of Dress donations
North Greenville University	Clinical observations and Practicum Students
Wal-Mart	Donations and reduced pricing when purchasing large quantities of materials for students In-house Food Bag Project
Berea First Baptist	Weekend Food Bags
Berea First Baptist	Good News Club
Berea First Baptist	Classroom tutors and Student Mentors
Mt. Sinai Baptist Church	Active involvement on our SIC
Greenville Drive	Reading All Stars
Greenville Road Warriors	Corporate Sponsorship
Kiwanis Club	Sponsor of Terrific Kids Program
Lowes	Donations for improving school grounds/school beautification
Forestville Baptist Church	Donations for students and faculty
Chick-fil-a	Fundraisers and in-house event catering
Ingles	In-house event catering
Masonic Lodge	Donation to support student achievement
Bojangles	Teacher appreciation donations
Donaldson Career Center	Career Day Speaker

## Instructional and Organizational Priorities

In our instructional setting, the content of the curriculum, instructional strategies, the monitoring of student achievement, and the professional development programs of our school are congruent with each other and well aligned with the schools mission and beliefs.

Based on studies done for the SACS and our school portfolio, the following instructional organizational priorities have been established:

- Student achievement and performance standards for self-assessment, as well as school-wide improvement
- Continuing development of collaborative networks with families and community members
- Continuing development of a collaborative decision-making process these same studies have helped us to establish the following student learning needs and desired results

- Personal and social responsibility-increased evidence of students taking responsibility for personal actions, demonstrating respect for self and others, and good citizenship
- Thinking and reasoning skills-increased evidence of students gathering information and using varied strategies to learn and generate new ideas
- Communication Skills-increased evidence of students using, understanding, and analyzing a variety of communication forms

School's major academic and behavioral features/programs/initiatives:

<ul style="list-style-type: none"> <li>•Academic Honor Rolls</li> <li>•Advanced Technology (ActiveExpressions, computers, laptops, promethean boards, mini iPads, iPads, and Chromebooks)</li> <li>•Chorus Club</li> <li>•Improved Classroom Libraries</li> <li>•Curriculum and Family Nights</li> <li>•RTI</li> <li>•Extended Day Program</li> <li>•Good News Club</li> </ul>	<ul style="list-style-type: none"> <li>•Paper/Cans Recycling Program</li> <li>•Balanced Literacy</li> <li>•Regional Team Quarterly Celebrations</li> <li>•Awards Day (end-of-year)</li> <li>•Safety Patrols</li> <li>•Spooktacular Writing Experience</li> <li>•Battle of the Books</li> <li>•Digital Learning Corps Trainers</li> <li>•Growth Mindset Instructions</li> <li>•Focus Five Curriculum Instruction</li> <li>•Armstrong Positive Behavior Program</li> </ul>	<ul style="list-style-type: none"> <li>•Terrific Kids Ceremonies (quarterly)</li> <li>•Title 1 parent trainings s</li> <li>•Furman and North Greenville Student Tutors</li> <li>•Student Council</li> <li>•Community Partnerships</li> <li>•Multicultural Day</li> <li>•Rocking Reading Night</li> <li>•Math and Science Carnival</li> <li>•Spring Carnival</li> </ul>
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# Mission, Vision, Values, and Beliefs

The implications of current educational research were reviewed and discussed by the planning team, which helped us take into account “best practices” identified through research and the challenges and opportunities our students will likely face in the future.

## Mission

We the faculty at Armstrong Elementary School will create a safe environment that inspires and improves the quality of life for the students we serve

## Vision

WE PROMISE TO.....

Collaborate productively and efficiently to cultivate a community of learners;

Develop the potential of individual students while promoting a love for life-long learning;

Empower our students to make a difference and achieve excellence;

Encourage our students to be confident learners as we collectively share best practices through a quality education.

## Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and Beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Staff was asked to brainstorm independently before we produced our core beliefs about what curriculum, instruction, assessment, and environment will increase our students’ learning.

We believe...

- We believe all children can learn.
- We believe all people have positive qualities.
- We believe everyone is entitled to equal access to the educational process.
- We believe in respect and dignity for all people.
- We believe children are entitled to a nurturing atmosphere at home and at school, enabling them to reach their full potential.
- We believe learning is a lifelong process.
- We believe all people are responsible for their actions.
- We believe education must equip everyone to succeed in a changing world

# Shared Vision

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Armstrong Elementary School students:

## Curriculum

- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of rigorous standards for measuring and improving the quality of school work
- Focus on Pacing as set through District Landing Page

## Instruction

- Developmentally appropriate instructional programs
- Every student engaged in learning
- Experience - based instruction
- Instruction that matches the learning style of the students
- Instruction utilizing available technologies
- Inclusive Practices
- Integration of Mastery Connect and TE 21

## Assessment

- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real world tasks in a system of standards based instruction
- Common Assessments
- Data Teams/PLC that focus on assessment and student growth
- TE 21 Benchmarks

## Environment

- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide
- Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success

**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

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**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 31% in 2016-17 to 61% 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.*

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**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 31% (2016-17)	<b>School Projected Elementary 36%</b>	<b>41%</b>	<b>46%</b>	<b>51%</b>	<b>56%</b>	<b>61%</b>
		<b>School Actual Elementary 28.6%</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17)	<b>District Projected Elementary</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>

		<b>District Actual Elementary 51.7%</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.Intervention and Enrichment time to remediate and enrich reading skills	August 20, 2019 June 4, 2020	Classroom teachers	None	N/A	Lesson Plans
2. Supplemental reading instruction to focus on student specific reading needs	August 20, 2019 June 4, 2020	Reading Specialist	\$55,000	Title 1	Lesson Plans and Class schedule
3. Faculty and staff continued training in Balanced Literacy	August 20, 2019 June 4, 2020	Leadership Team	None	N/A	Lesson Plans and Training minutes/agenda

**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 36% in 2016-17 to 66% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 36% (2016-17)	<b>School Projected Elementary 41%</b>	<b>46%</b>	<b>51%</b>	<b>56%</b>	<b>61%</b>	<b>66%</b>
		<b>School Actual Elementary 41.6%</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	<b>District Projected Elementary</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		<b>District Actual Elementary 60%</b>					

<b>ACTION PLAN FOR STRATEGY #2:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Intervention and Enrichment time to remediate and enrich math skills	August 20, 2019 June 4, 2020	Classroom teachers	None	N/A	Lesson Plans and classroom observations
2. Grade Level Common Assessments developed in Mastery Connect and TE 21	August 20, 2019 June 4, 2020	Classroom teachers and Instructional Coach	None	N/A	Data team meeting minutes, grade level meetings, trackers and teacher gradebook
3. Grade level training focused on manipulatives, and models	August 20, 2019 June 4, 2020	Classroom teachers, Instructional Coach, and Math specialist	None	N/A	Lesson Plans, classroom observation and training agendas

**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 5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		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	<b>School Projected Elementary</b>	40.82%	45.82%	50.82%	55.82%	60.82%
	<b>35.82%</b>	<b>School Actual Elementary 35.8%</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

		<b>District Actual Elementary 59.5%</b>					
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<b>ACTION PLAN FOR STRATEGY #3:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Learning Target implementation	August 20, 2019 June 4, 2020	Classroom teacher Leadership Team	None	N/A	Lesson Plans and classroom observations
2. Grade Level Common Assessments developed in Mastery Connect and TE 21	August 20, 2019 June 4, 2020	Classroom teachers and Instructional Coach	None	N/A	Data team meeting minutes, grade level meeting minutes, trackers and teacher gradebook
3. Implementation of SAMR instruction in science	August 20, 2019 June 4, 2020	Classroom teacher Leadership Team	None	N/A	Lesson Plans, classroom observation and training



**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 percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>School Projected Elementary</b>	<b>70.12%</b>	<b>75.12%</b>	<b>80.12%</b>	<b>85.12%</b>	<b>90.12%</b>
	<b>65.12%</b>	<b>School Actual Elementary 65.1%</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

		<b>District Actual Elementary 77.7%</b>					
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<b>ACTION PLAN FOR STRATEGY #4:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Learning Target implementation	August 20, 2019 June 4, 2020	Classroom teacher Leadership Team	None	N/A	Lesson Plans and classroom observations
2. Grade Level Common Assessments developed in Mastery Connect and TE 21	August 20, 2019 June 4, 2020	Classroom teachers and Instructional Coach	None	N/A	Data team meeting minutes, grade level meeting minutes and teacher gradebook
3. Implementation of SAMR instruction in Social Studies	August 20, 2019 June 4, 2020	Classroom teacher Leadership Team	None	N/A	Lesson Plans, classroom observation and training

**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 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	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected Hispanic 33%</b>	38%	43%	48%	53%	58%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>28%</b> (2016-17) Annual Increase = __	<b>Actual Hispanic 32.3%%</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected AA 31</b>	36%	41%	46%	51%	56%

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>26%</b> (2016-17) Annual Increase = __	<b>Actual AA</b> <b>23.8%</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected SWD</b> <b>6%</b>	11%	16%	21%	26%	31%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>1%</b> (2016-17) Annual Increase = __	<b>Actual SWD</b> <b>0%</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected LEP</b> <b>15%</b>	20%	25%	30%	35%	40%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>10%</b> (2016-17) Annual Increase = __	<b>Actual LEP</b> <b>40%</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected SIP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Actual SIP</b> <b>26.1%</b>					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected Hispanic 38%</b>	43%	48%	53%	58%	63%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>33%</b> (2016-17) Annual Increase = __	<b>Actual Hispanic 41.9%</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected AA 39%</b>	39%	44%	49%	54%	59%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>34%</b> (2016-17) Annual Increase = __	<b>Actual AA 25.3%</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected SWD 8%</b>	13%	18%	23%	28%	33%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>3%</b> (2016-17) Annual Increase = __	<b>Actual SWD 0%</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected LEP 28%</b>	33%	38%	43%	48%	53%

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>23%</b> (2016-17) Annual Increase = __	<b>Actual LEP 48.6%</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Projected SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	<b>Actual SIP 40.3</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual Hispanic 61.9%</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual AA 47.6%</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SWD 6.6%</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual LEP 68.7%</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SIP 35.6%</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected Hispanic</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual Hispanic</b> <b>62.5%</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual AA</b> <b>63.6%</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SWD</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SWD</b> <b>36.3%%</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual LEP</b> <b>58.3%</b>					



SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SIP 64.8%</b>					

<b>ACTION PLAN FOR STRATEGY #5:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Summer School Enrichment Program	July 8 <sup>th</sup> – July 29 <sup>th</sup> , 2019	Title 1 Facilitator	\$5,000	Title 1 Funds	Summer School Plan
2. Individualized Tutoring	August 20, 2019 June 4, 2020	Parent Involvement Coordinator/ Principal	None	N/A	Tutoring Log
3. Before school tutorial	September 4, 2019 June 4, 2020	Leadership team to set up, teachers	\$2000	Title 1 Funds/PTA	IXL Math Assessments

**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** 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 2017-2018		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
	48.2%	School Actual					
Fastbridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD

	<b>39.1%</b>	<b>School Actual</b>					
MAP	<b>TBD</b>	<b>School Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
	34.9%	<b>School Actual 42.6%</b>					
Fountas and Pinnell	<b>TBD</b>	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					
Fastbridge	<b>TBD</b>	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					

MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #6:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Additional reading enrichment/remediation during I/E time	August 20, 2019 June 4, 2020	Classroom teacher	None	N/A	Lesson plans, observations
2. Professional Learning Opportunities focused on Balanced Literacy	August 20, 2019 June 4, 2020	ELA Academic Specialist Administrator Literacy Specialist	None	N/A	Lesson Plans, Observations, Meeting notes/agendas
3. Reading Inventories to determine student needs and current levels	August 20, 2019 June 4, 2020	Instructional Coach, Literacy Specialist, and Reading Specialist	\$1500	Local Funds/PTA/Title 1	Student inventories Sign in sheets

**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	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
	17.14%	School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Shining Stars Recruitment Participation	March 2019 July 2019	Principal	None	N/A	Resume Log
2. Application and Interview Record	March 2019 July 2019	Principal	None	N/A	Interview and Application Record completed
3. Contact HR for resumes for qualified, diverse candidates	March 2019 July 2019	Principal	None	N/A	email

**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		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	83%	School Actual Students					
		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

	100%	School Actual Teachers	100%				
		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	96%	School Actual Parents	77.8%				
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					



	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct annual survey	Spring (annually)	Literacy Specialist	None	N/A	Survey results
2. Student Council (student voice)	September 2019 May 2020	Faculty Advisor	None	N/A	Notes and agendas
3. School Improvement Council	Monthly	SIC Chairperson	None	N/A	Notes and agendas from meeting

**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 / 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		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		<b>District Actual</b>					
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Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17)	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual</b>					

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: 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 AdvancED Culture and Climate Survey.

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

DATA SOURCE(s):	AVERAGE BASELINE 2017-1018		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys		School Projected	84%	86%	88%	90%	90%
	82%	School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90

		<b>District Actual</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implementation of Armstrong Positive Behavior Plan	August 2019 June 2020	School Administration	None	N/A	Survey by Administration
2. Implementation of Growth Mindset Philosophy	August 2019 June 2020	School Community	None	N/A	Survey by Administration
3. Implementation of Focus 5 Strategies School Wide	August 2019 June 2020	School Community	None	N/A	Survey by Administration

**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	2017-1018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected					
	95.16%	School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Monthly Attendance Celebration	August 2019 July 2020	School Social Worker	\$30.00	District funds	PowerSchool Record
2. End of the Year Recognition at Awards Day for Perfect Attendance	August 2019 July 2020	Attendance Clerk	\$100.00	District funds	PowerSchool Record
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: 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 AdvancED 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 2017-2018		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid-6 % Lonely –15 % Angry –13 %	School Projected	Learning Environment – 86.30% Social and Physical – 87.30% Home Relations: 75.20%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	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

		<b>District Actual</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implementation of Focus Five Curriculum	November 2019 June 2020	Principal and Staff	\$2000	District Funds	Observations/Lesson Plans
2. Onsite Mental Health Counselor Services	August 2019 June 2020	Mental Health Counselor	None	N/A	Mental Health Counselor log/schedule
3. Small Social Groups	August 2019 June 2020	Guidance counselor	None	N/A	Lesson Plan

## *Armstrong Elementary Professional Learning Opportunities (PLO)*

### *Calendar 17-18*

*\*Professional development points only*

Date	PD Title	Presenter	Time	Pts.	Goal focus
8-15	AES - Welcome- Department talks, APBP, Houses	Admin and Department	8-4	none	
8-16	Growth Mindset	Admin, Lloyd, Garren	7:45- 9:00	none	
8-16	Math Pacing/Student led conferences	Greene/ Atkins	9-11 12:30-2:30	none	
8-17	Work in Classrooms- District meetings				
8-18	Opening/school policy	Admin	9-11		
8-21	Writing Workshop	Paula Burgess	10:30-12:30		
9-20	Growth Mindset	Jed Dearybury	3-5	2	
10- 18	Digital Leadership	Carrie Feserman	3-5	2	
11-15	DOK/Differentiation Mastery Connect- Creating and using assessments	Atkins Garren	K-2 3-5	2	
1-17	Digital Leadership K-2 - Ipads in the Classroom 3-5 - Chromebooks in the Classroom	DLC	3-5	2	
2-21	Questions and Cross Talk within the IRA	Burgess/Leadership	3-5	2	
3-21	SC Ready/Mastery Connect Stems TDA/Writing Response Compare/Contrast in Related Arts RAZ Kids	Burgess/Garren Kenney/Johnston Rafferty/ Atkins	3-5	2	
4-18	Digital Learning	Carrie Feserman/ DLC	3-5		
5-16	Are you ready for 1:1? TIM compared to SAMR (Video Models)	DLC Atkins	DLC/Carrie Feserman		