

DISTRICT STRATEGIC PLAN

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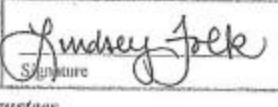
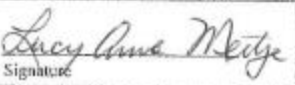
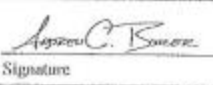
**Renewal Plan for 5 Year Cycle: 2018/19 to 2022/23
Upcoming School Year: 2022/23**

School Name:	Pomaria/Garmany Elem
SIDN:	3601009
Plan Submission:	School utilizes Cognia
Grade Range From:	PK To 5
District:	Newberry 01
Address 1:	7288 US Hwy 176
Address 2:	
City:	Pomaria, SC
Zip Code:	29126
School Renewal Plan Contact Person:	Lindsey Folk
Contact Phone:	803-321-2651
E-mail Address:	lfolk@newberry.k12.sc.us

Assurances

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

Required Printed Names and Signatures

Superintendent		
<u>Alvin Pressley</u> Printed Name	 Signature	<u>4/25/22</u> Date
Principal		
<u>Lindsey Folk</u> Printed Name	 Signature	<u>4/20/2022</u> Date
Chairperson, District Board of Trustees		
<u>Lucy Anne Meetze</u> Printed Name	 Signature	<u>4-25-22</u> Date
Chairperson, School Improvement Council		
<u>Andrew Boozer</u> Printed Name	 Signature	<u>4/20/2022</u> Date
School Read To Succeed Literacy Leadership Team Lead		

<u>Casey Willingham</u> Printed Name	<u>CWillingham</u> Signature	<u>04/20/2022</u> Date
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Assurances of 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 applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, PreK–3 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	Academic Assistance, Grades 4–12 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	Parent Involvement 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	Staff Development 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	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation 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	Collaboration 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	Developmental Screening 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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK–3 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parenting and Family Literacy 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs 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.

NEEDS ASSESSMENT DATA

Provide the link to your district's most recent District Report Card:

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MzYwMTAwOQ>

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Pomaria-Garmany Elementary School is helping all students develop the World Class Skills of the Profile of the South Carolina Graduate by providing a safe, caring, and an academically challenging learning environment. Our school vision strives for a school culture that students and staff “learn today to lead tomorrow.” We demonstrate this vision by establishing an environment where our staff, students, parents, and community members work together to cultivate an atmosphere that promotes leadership, world class skills, and life and career characteristics to be college and/or career ready.

In 2021 our 7 Mindsets Journey began. This journey will be a multi-year approach to help our students to be happy and successful. The 7 Mindsets provide the foundation for lives filled with extraordinary meaning, fulfillment, and success on one's own terms.

As a 7 Mindsets school, students and staff will embrace and practice 7 Mindsets that will provide them with the tools to problem solve, collaborate, communicate, and innovate – all the skills needed to be successful in the 21st century.

Below are the 7 Mindsets along with a brief description:

Mindset 1: Everything is Possible (Dream big, embrace creativity, and expect great results.)

Mindset 2: Passion First (Pursue your authentic talents and deepest interests.)

Mindset 3: We Are Connected (Explore the synergies in all relationships and learn to empower one another.)

Mindset 4: 100% Accountable (Choose to be responsible for your own happiness and success)

Mindset 5: Attitude of Gratitude (See the positives from every experience and be thankful for all you have)

Mindset 6: Live to Give (Inspire and serve others while maximizing your potential.)

Mindset 7: The Time is Now (Harness the power of this moment, and take purposeful action today.)

Our PGE teachers continue to seek ways to collaborate and grow professionally. The faculty participated in many professional development activities this year including 7 Mindsets Training, Read to Succeed courses, content area workshops, TESOL conference, STEAM training, content area PLO's offered by the State Department of Education, Research to Practice Institute, SCIRA Workshops, technology training sessions, and the South Carolina Early Childhood Conference. Eleven faculty members at Pomaria-Garmany Elementary School are National Board Certified teachers. Twenty-five teachers have earned Masters' Degrees or higher.

Students at PGE experienced many learning opportunities for leadership. Third grade students served as Library Helpers, assisting the media specialist in shelving books after school. Fifth grades students, co-hosted and produced a daily morning news show. Fifth grade students also were selected to serve as our morning STAR Patrol. STAR Patrol assisted in school morning duties and modeled character skills for our younger students.

Our school and students had many accomplishments this year. Our students were recognized at the end of the year awards ceremony to celebrate academic achievements. Parents and members of the community attended by google meet to support our students and their achievements. Our students set individual and class reading goals this year which were celebrated each semester. Seventeen of our students had writing pieces published in the district writing anthology and were recognized at a District Writer's Celebration. Ten student's art pieces were selected for the Newberry County District Art Show. Our school archery team competed at district and state level tournaments. Fourteen students graduated from speech and received diplomas.

Parents and community members actively support our school. Communication with our stakeholders is a top priority. PGE is proud that 98% of our parents participated in parent-teacher conferences during this school year. Our PTO and School Improvement Council were very instrumental in providing input and supporting fundraising efforts that help to provide materials and supplies for our school. Parent volunteers, community members, churches, and civic organizations were also very supportive in providing for the needs of our students. Thirty-five PGE students took home food sacks every Friday as a part of our back-pack program supported by local churches. ~~Additionally, several Pomaria churches also funded a summer school tutoring program taught by certified teachers and provided those students transportation.~~ Our community attended our annual Career Day to present and speak to our students about potential career options and interests. ~~The local Boy Scout Troup 76 had three troupe members complete Eagle Scout projects that benefited our school. One Scout built and installed 5 Little Lending Libraries that have been placed around our community, another raised money and purchased 60 book bags that were stocked with school supplies for students in need, and the third Boy Scout raised money and donated two picnic tables with umbrellas for shade on our Kindergarten playground.~~

Pomaria-Garmany Elementary School is thankful for the level of community and parental support. With their help, the faculty and staff are providing our students with the academic knowledge and skills, and the character traits necessary to increase student readiness and meet the demands of the 21st century.

Mrs. Amy Milstead, SIC Chair

Mrs. Lindsey Folk, Principal

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups
Early Childhood/Primary (PK–2): <ul style="list-style-type: none">Based on the results of the data from Fountas and Pinnell testing in grades K-2, we are looking closely at the preparation level of our early childhood students as well as our curriculum, programs and initiatives to address the needs, especially in the area of reading.
Elementary/Middle (3–8): <ul style="list-style-type: none">Improving elementary level student achievement in reading is one of our greatest challenges. Based on the data, there is a need to provide intervention and support personnel to provide specific coaching and establish a plan to help students raise their level of achievement on iReady, Fountas and Pinnell and SCREADY.Based on science and social studies assessments in grades 4-5 over the past three years, the data indicates a need to focus on integrating reading skills in the subject areas. Professional development will target specific reading skills in science and social studies.We would like to increase the grade level of students that are served through our ESOL program and continue providing accommodations to these students to help them be successful.Through data teams, we are looking at how to provide specialized instruction and interventions to support all subgroups show growth in all areas
High School (9–12):
Teacher/Administrator Quality
<ul style="list-style-type: none">Ensure that every administrative vacancy is filled by a competent and qualified teacher and administrator as measured by their certification and recommendations.Teachers will be encouraged and supported to pursue NBPTS certification, advanced degrees, and/or taking part in activities that advance the profession.
School Climate
<ul style="list-style-type: none">Regarding the physical environment, teachers, students polled reported almost 90% are satisfied. This is an area we will continue to keep a focus to provide our community with a well-maintained learning environment.

- With regard to home-school relations, which has been an area needing work, 95.7% of teachers are satisfied, 83.7% of students are satisfied, with 75% of the parents reporting being satisfied. We will continue to work to build relationships between and among all stakeholders, making a goal for improvement among out parents.
- Based on the school climate data we will continue to work to maintain and increase student and teacher attendance. Our goal is 95% or higher. Research shows that attendance of students and teachers has a high impact on student achievement.
- Provide training in safety and wellness procedures to all staff and students to provide a nurturing and safe school environment.

Performance Goal Area:

☒ Student Achievement*☐ Teacher/Administrator Quality*☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

☐ District Priority

Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal

☐ Gifted and Talented: Academic☐ Gifted and Talented: Artistic☐ Gifted and Talented: Social and Emotional
☐ Gifted and Talented: Other

PERFORMANCE GOAL:

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.

The goal, for Pomaria-Garmany Elementary School, is to meet or exceed the goals as established by the federal and state accountability systems for elementary schools in each subgroup that have been identified for our district and school.

Grades 3-5

ELA from 44% meets and exceeds in 2018 to 45.55% in 2023
ELA from 70% approaching to exceeds in 2018 to 75.5% in 2023

Grades 3-5

Math from 50.3 % meets and exceeds in 2018 to 54% in 2023
Math from 76.9% approaching to exceeds in 2018 to 80% in 2023

Grades 4-5

Science from 68% meets and exceeds in 2018 to 69% in 2023
Social Studies from 82.6% approaching to exceeds in 2018 to 85% in 2023

INTERIM PERFORMANCE GOAL: Meet annual targets below.							
ELA: Mets and Exceeds	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
	36.9%						
DATA SOURCE(s):	36.9%	Projected Data	38.73%	40.56%	42.39%	44.22%	45.55%
		Actual Data	44%	N/A	32.6% *Testing Optional		

ELA: Approaches, Mets, Exceeds	AVERAGE BASELINE 70%		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	70%	Projected Data	71.1%	72.2%	73.3%	74.4%	75.5%
		Actual Data	70%	N/A	56.8% *Testing Optional		
Math: Mets and Exceeds	AVERAGE BASELINE 36.4%		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	36.4%	Projected Data	37.92%	39.44%	50%	52%	54%
		Actual Data	50%	N/A	35% *Testing Optional		
Math: Approaches, Mets, Exceeds	AVERAGE BASELINE 67.1%		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	67.1%	Projected Data	70.14%	77%	78%	79%	80%
		Actual Data	76.9%	N/A	69% *Testing Optional		

4th Science: Met and Exceed	AVERAGE BASELINE 55.7%		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	55.7%	Projected Data	57.7%	59.7%	68%	69%	69%
		Actual Data	68%	N/A	55.3% *Testing Optional		
4th and 5th Social Studies: Met and Exceed	AVERAGE BASELINE 87.55%		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	87.55%	Projected Data	88.55%	89.55%	83%	84%	85%
		Actual Data	82.6%	N/A	*See Below		

Note on missing data: On March 26, 2021, the U.S. Department of Education **waived federal accountability requirements and granted flexibility in administering assessments** due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Strategy A- Utilize data to improve instruction and student achievement

Action Plan						
Action Step (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline StartDate	Timeline End Date	Person Responsible	Estimated Cost	Funding Source (Title , PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Indicators of Implementation and On-going Status Completed YES/NO Continue Modify Modified Date
1. Analyze student performance on state and district mandated assessments and use the results of the analysis to improve instruction	July 2018	June 2023	Principal Administrative Principal Staff Reading Coach	\$0	N/A	District and State Assessments
2. Identify areas of strength and areas of concern based on analysis of state and district assessment results.	July 2018	June 2023	Principal Administrative Principal Teachers	\$0	N/A	District and State Assessments
3. Conduct a longitudinal study annually of state and district assessments to include various subgroups and individual scores as needed	July 2018	June 2023	Principal Administrative Principal Staff Reading Coach	\$0	N/A	District and State Assessments

4. Provide professional development for schools and district staff related to data analysis	July2018	June 2023	Principal Administrative Principal Staff Reading Coach Office of Instruction	\$0	Title I	PD Schedule & Agendas
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Strategy A- Utilize data to improve instruction and student achievement (continued)

Action Plan						
Action Step (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start Date	Timeline End Date	Person Responsible	Estimated Cost	Funding Source (Title , PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Indicators of Implementation and On- going Status Completed YES/NO Continue Modify Modified Date
5. Utilize state and district assessments in order to evaluate student growth and teacher instruction.	July 2018	June 2023	Principal Administrative Principal Teachers Reading Coach	\$0	N/A	Continued
6. Increase student attendance to exceed 95% (less suspensions and interventions of truancy) through adherence to Board Policy and incentives	July 2018	June 2023	Principal	\$0	N/A	Power School records
7. Common grade level planning for teachers	July 2018	June 2023	Principal Administrative Principal Teachers Reading Coach	\$0	N/A	PLC Meetings

Strategy B - Provide standards-based instruction in the core curricular areas

Action Plan						
Action Step (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start Date	Timeline End Date	Person Responsible	Estimated Cost	Funding Source (Title , PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Indicators of Implementation and On- going Status Completed YES/NO Continue Modify Modified Date
1. Provide instructional strategies, techniques, professional development and materials that meet the needs of all students	July 2018	June 2023	Principal Assistant Principal Teachers Reading Coach	\$0	N/A	Walk through Observations and professional development activities
2. Use a variety of formal and informal assessment techniques to guide daily instruction and decision-making	July 2018	June 2023	Principal Administrative Principal Teachers	\$0	N/A	Classroom observations
3. Utilize computer software to remediate, enrich, and progress monitor classroom instruction for all students	July 2018	June 2023	Principal Administrative Principal Teachers Computer lab	\$0	N/A	Computer lab Small group computer instruction
4. Utilize iReady analysis and ELA and Math District Units Assessments to guide instruction to meet the individual student needs in core curricular areas.	July 2018	June 2023	Principal Administrative Principal Teachers	\$0	N/A	Lesson plan review long range plans
5. Increase small group instruction in the classroom	July 2018	June 2023	Principal, Administrative Principal Teachers Reading Coach	\$0	N/A	Review of lesson plans and classroom Observations
6. Provide school based professional development supporting current state standards	July 2018	June 2023	Principal Administrative Principal Teachers Reading Coach	\$0	N/A	Professional development
7. Monitor the overall class sizes in elementary grades. The District and school will strive to maintain a student teacher ratio of 30:1 in kindergarten, 20:1 in grades 1-3, and 23:1 in grades 4-5.	July 2018	June 2023	Assistant Superintendent for Inst. Principal	\$0	N/A	Class Size Reports

Strategy B- Provide standards-based instruction in the core curricular areas (continued)

Action Plan						Indicators of Implementation and On-going Status
Action Step (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start Date	Timeline End Date	Person Responsible	Estimated Cost	Funding Source (Title , PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	
8. Ensure the systematic process of regular communication between regular education, special education, ESOL, SIP, and RTI teachers regarding academic progress and needs of shared students	July 2018	June 2023	Principal Assistant Principal Teachers School Counselors Support Services	\$0	N/A	Communication logs
9. Provide daily enrichment for students in grades Kindergarten-5 ^h grade.	July 2018	June 2023	Principal Assistant Principal Teachers	\$0	N/A	Lesson plans Classroom observations
10. Provide interventionists for identified students in grades Kindergarten, 1 st , and 2 nd grades.	July 2018	June 2023	Principal Assistant Principal Teachers	\$16,000	Title I Local and State funds	Teacher observation Student data
11. Utilize instructional technology to remediate, enrich, and progress monitor classroom instruction for all students.	July 2018	June 2023	Principal Assistant Principal Teachers TTL	\$0	N/A	Lesson plans Classroom observations

2. Authentic higher level reasoning skills taught through curriculum <ul style="list-style-type: none"> • Leveled readers for small group reading instruction and content area reading • Foss kits and Aims science units for hands- on authentic instruction and high level inquiry based learning. • Writing workshop and writing journals across the curriculum • Utilize performance task questions provided by Math Coach 	July2018	June 2023	Principal Assistant Principal Teachers District Math Coach	\$0	N/A	Lesson plans Classroom observations
3. Provide K-5 teachers with Reading Coaches	July2018	June 2023	Principal Reading Coaches	\$0	State Local	
14.Provide ongoing professional development grounded in current research, to include literacy and math support during early release time and district Wednesdays, and to maximize instructional time and provide opportunities to plan for varied classroom instructional activities.	July2018	June 2023	District Principal Assistant Principal	\$2,000	Title 1	Professional development Schedule

Strategy C– Provide technology resources to improve student achievement

Action Plan						
Action Step (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start Date	Timeline End Date	Person Responsible	Estimated Cost	Funding Source (Title , PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Indicators of Implementation and On-going Status Completed YES/NO Continue Modify
1. Integrate technology during small group instruction	July 2018	June 2023	Teachers	\$0	N/A	Observation records; lesson plans
2. Provide continuing PD for technology integration through school based workshops	July 2018	June 2023	Principal Assistant Principal Media Assistant Technology Teacher Leader	\$0	N/A	Professional development records
3. Increase iPad/LapTop inventory and usage in the classroom.	July 2018	June 2023	Principal Assistant Principal Media Assistant Technology Team	\$0	Local, Title I	Lesson Plans Technology Inventory
4. All teachers will integrate technology into their day to day instruction when appropriate and will be conscience not to replace it with face-to-face learning.	July 2018	June 2023	Teachers Principal Assistant Principal	\$0	N/A	Lesson Plans
5. Provide software to support instructional standards in K – 5	July 2018	June 2023	Principal Assistant Principal Computer Lab Manager	\$250	Title I	Software available
6. Establish and maintain school based technology support using in-house technology proficient person	July 2018	June 2023	Principal Technology Teacher Leader	\$5,000	Local	Professional development 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
1 Academic Goal and 1 Additional
Goal

☐ Gifted and Talented: Academic

☐ Gifted and Talented: Artistic

☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

PERFORMANCE GOAL:
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.

The percentage of teachers, counselors and administrators with NBPTS certification, advanced degrees, and/or taking part in activities that advance the profession will increase from 75% in 2019 to 78.2% in 2021.

INTERIM PERFORMANCE GOAL: Meet annual targets below.							
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
	60.4%						
DATA SOURCE(s):	60.4%	Projected Data	63%	65.6%	78.2 %	78% (1 person)	81% (1 additional)
		Actual Data	70%	75%	75%		

Strategy A- Provide appropriate opportunities for current teachers to obtain Highly Qualified status.

Action Plan						Indicators of Implementation and On-going Status Completed YES/NO Continue Modify
Action Step (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Stat Date	Timeline EndDate	Person Responsible	Estimated Cost	Funding Source (Title , PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	
1. Ensure all content area teachers meet highly qualified status by: reviewing transcripts to determine courses needed to satisfy content hours (encourage professional development courses for add-on certification)	July 2018	June 2023	Principal	\$0	N/A	Continue
2. Provide information about professional development opportunities to assist teachers in obtaining National Board Certification.	July 2018	June 2023	Director of Assessement, Accoutablitiy, and Professional Development Principal	\$0	N/A	Continue
3. Encourage and support current National Board Certified teachers.	July 2018	June 2023	Principal Assistant Principal Reading Coach Technology Leader	\$0	N/A	Continue
4. Provide a competent mentor and support applicant in the induction program.	July 2018	June 2023	Director of Assessement, Accoutablitiy, and Professional Development Principal	\$0	General Funds	Continue
5. All certified personnel will meet with SC Read to Succeed requirement as defined by the SDE within the timeframes connected to re-certification.	July 2018	June 2023	Chief Human Resources Officer Principal	\$0	N/A	Continue
6. As a part of professional development, provide teachers and classified staff with information necessary to research and gather information regarding advanced degree programs and the benefits (improved teacher quality, increase in pay, best practices, etc.)	July 2018	June 2023	Director of Assessement, Accoutablitiy, and Professional Development Principal	\$0	N/A	Continue

Performance Goal Area:

☐ Student Achievement*

☐ Teacher/Administrator Quality*

☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

☐ District Priority

Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal

☐ Gifted and Talented: Academic

☐ Gifted and Talented: Artistic

☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

PERFORMANCE GOAL:
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.

Performance Goal: The percentage of teachers satisfied with home-school communication will increase from 100% in 2018 to 93.65% in 2021.

Performance Goal: The percentage of parents satisfied with home-school communication will increase from 72.8% in 2018 to 85.23% in 2021.

INTERIM PERFORMANCE GOAL: Meet annual targets below.							
Teachers Satisfied with Home-School Communication	AVERAGE BASELINE 91.63%		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	91.63%	Projected Data	92.3%	92.97%	93.65%	94.32%	95%
		Actual Data	100%	N/A	95.7%		

Parents Satisfied with Home- School Communication	AVERAGE BASELINE 81.3%		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	81.3%	Projected Data	82.6%	83.9%	85.23%	86.56%	87.9%
		Actual Data	72.8%	N/A	75%		

Note on missing data: On March 26, 2021, the U.S. Department of Education waived federal accountability requirements and granted flexibility in administering assessments due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Strategy A- Parent involvement will be promoted and supported

Action Plan						Indicators of Implementation and On-going Status Completed YES/NO Continue Modify Modified Date
Action Step (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start Date	Timeline End Date	Person Responsible	Estimated Cost	Funding Source (Title , PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	
1. Provide a minimum of two school events that involve inviting our parents and families. * PTO meetings *Spring Fling * Parenting skills *Parent-Teacher Conferences * Study skills *Open House *Special Education Programs * Technology/Parent Portal *Literacy Night *Countdown to Kindergarten *Grade Level sponsored events	July 2018	June 2023	Principal Assistant Principal School Counselor Teachers Reading Coach	\$1500	Local and State Funds PTO, Title One	Sign-in sheets

Strategy B – Provide a variety of communication tools/strategies to facilitate two way communication

Action Plan						Indicators of Implementation and On-going Status Completed YES/NO Continue Modify
Action Step (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start Date	Timeline End Date	Person Responsible	Estimated Cost	Funding Source (Title , PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	
1. Maintain a web page, Facebook page, and Thrillshare for texting and emailing to communicate with stateholders	July 2018	June 2023	Principal Assistant Principal Computer lab manager Media Specialist	0	N/A	Webpage; School Messenger
2. Provide viable school documents in Spanish and English (registration, bus, medical, lunch, etc.)	July 2018	June 2023	Parent Liaison/Translator Principal Assistant Principal Guidance Counselor	\$1.000	Local	Samples of Translated Information
3. Utilize daily tools, such as SeeSaw, Schoology, Clever, Parent Portal, Class Dojo, and/or student agendas as to communicate student progress	July 2018	June 2023	Teacher Principal Assistant Principal	0	N/A	Samples of communication
4. Survey parents on satisfaction with school climate, academic and overall school performance, and character education using state and/or school designed surveys	July 2018	June 2023	Principal Assistant Principal School Counselor	0	N/A	School report card Survey results
5. Analyze results of surveys and utilize to develop school renewal/improvement plans	July 2018	June 2023	Principal Assistant Principal SIC Leadership Team	\$0	N/A	Plans
6. Share students' work/success for review and comment on a regular basis.	July 2018	June 2023	Principal Assistant Principal Teachers	\$0	N/A	Phone calls, emails, PTO meetings, Parent Conference

Strategy C – Promote volunteering in schools

Action Plan						Indicators of Implementation and On-going Status Completed YES/NO Continue Modify
Action Step (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start Date	Timeline End Date	Person Responsible	Estimated Cost	Funding Source (Title , PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	
1. Continue parent volunteer program	July 2018	June 2023	Principal Administrative Assistant School Counselor	\$500	PTO Funds	School sign in
2. Provide workshops to staff members in creating an inviting climate to effectively utilize volunteers	July 2018	June 2023	Principals	\$0	N/A	Sign-in sheets
3. Form partnership with local businesses	July 2018	June 2023	Principal PTO SIC	\$0	N/A	Listing of businesses
4. Provide a token of appreciation for school volunteers.	July 2018	June 2023	Principals School Counselor Administrative Assistant	\$250	School funds	Photos Program
6. Welcome and encourage Beta Club members to come learn at our school (local High School Students)			Principal Assistant Principal Teachers	\$0	N/A	Continue

