

### Fort Mill Elementary School Improvement Plan 2016-2021

<b>Performance Goal Area:</b>	X	Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
	X	2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
<b>Performance Goal 1.1: (Statement of desired progress or result over 5 years)</b>	By 2021, 55% of pre-kindergarten students will be within or above the expected range of all 8 tasks of the Phonological Awareness Literacy Screening (PALS) assessment.						
<b>Interim Performance Goal: (One year goal)</b>	By 2019, 53% of pre-kindergarten students will be within or above the expected range of all 8 tasks of the Phonological Awareness Literacy Screening (PALS) assessment..						
<b>Data Source(s):</b> <small>(List types of data that will be collected or examined to measure progress)</small>	PALS Assessment						
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Source:</b>	50%	<b>Projected</b>	50.5%	34.00%	36% 53%	38%– 54%	40% 55%
<i>*Represents projections of improvement</i>		<b>Actual</b>	32.00%	52.80%			

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		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
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		7. Read to Succeed: District Community Partnerships					
<b>Performance Goal 1.2: (Statement of desired progress or result over 5 years)</b>	No longer applicable						
<b>Interim Performance Goal:</b> (One year goal)	In 2018, this assessment will not be administered to students. Therefore, this goal is no longer active on our plan. New goals 1.2b and 1.2c using the MAP assessment have been added.						
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)	DRA2						
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Source:</b>	86.0%	<b>Projected</b>	87.0%	88.0%	89.0%	90.0%	91.0%
<i>*Represents projections of improvement</i>		<b>Actual</b>	93.70%				

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		Teacher/Administrator Quality	District Goal 3: Leadership and Communication						
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools						
		1. Read to Succeed: Leadership							
	X	2. Read to Succeed: Student Outcomes							
		3. Read to Succeed: Professional Learning							
		4. Read to Succeed: Assessment Plan							
		5. Read to Succeed: Instructional Plan							
		6. Read to Succeed: Parent and Family Involvement							
		7. Read to Succeed: District Community Partnerships							
<b>Performance Goal 1.2b: (Statement of desired progress or result over 5 years)</b>	By 2021, the achievement of students in K-2 will continue to improve by 2%.								
<b>Interim Performance Goal:</b> (One year goal)	By 2019, the percentage of students in grades K-2 meeting the Measures of Academic Progress (MAP) growth targets (fall to spring) will increase by 2% each year.								
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)	Measures of Academic Progress (MAP) Reading								
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>		
<b>Source: MAP - Grade K</b>	83.2	<b>Projected</b>	N/A	85.2%	<del>87.2%</del> 78%	<del>89.2%</del> 80%	91.2% 82%		
<i>*Represents projections of improvement</i>		<b>Actual</b>	83.2%	76.80%					
<b>Source: MAP - Grade 1</b>	49.3	<b>Projected</b>	N/A	51.3%	<del>53.3%</del> 56%	<del>55.3%</del> 58%	57.3% 60%		
<i>*Represents projections of improvement</i>		<b>Actual</b>	49.3%	54.20%					
<b>Source: MAP - Grade 2</b>	64.3	<b>Projected</b>	N/A	66.3%	<del>68.3%</del> 52%	<del>70.3%</del> 54%	72.3% 56%		
<i>*Represents projections of improvement</i>		<b>Actual</b>	64.3%	50.80%					
*Baseline year is 2016-17 because this is a new goal.									

## Fort Mill Schools Strategic Plan 2016-2021

<b>Performance Goal Area:</b>	X	Student Achievement	District Goal 1: Teaching and Learning						
		District Priority	District Goal 2: Continuous Improvement						
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication						
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools						
		1. Read to Succeed: Leadership							
	X	2. Read to Succeed: Student Outcomes							
		3. Read to Succeed: Professional Learning							
		4. Read to Succeed: Assessment Plan							
		5. Read to Succeed: Instructional Plan							
		6. Read to Succeed: Parent and Family Involvement							
		7. Read to Succeed: District Community Partnerships							
<b>Performance Goal 1.2c: (Statement of desired progress or result over 5 years)</b>	By 2021, the achievement of students in K-2 will continue to improve by 2%.								
<b>Interim Performance Goal:</b> (One year goal)	By 2019, the percentage of students in grades K-2 meeting the Measures of Academic Progress (MAP) growth targets (fall to spring) will increase by 2% each year.								
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)	Measures of Academic Progress (MAP) Math								
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>		
<b>Source: MAP - Grade K</b>	83.2	<b>Projected</b>	N/A	85.2%	<del>87.2%</del> 84%	<del>89.2%</del> 86%	91.2% 88%		
<i>*Represents projections of improvement</i>		<b>Actual</b>	83.2%	82%					
<b>Source: MAP - Grade 1</b>	59.7	<b>Projected</b>	N/A	61.7%	<del>63.7%</del> 72%	<del>65.7%</del> 74%	67.7% 76%		
<i>*Represents projections of improvement</i>		<b>Actual</b>	59.7%	70%					
<b>Source: MAP - Grade 2</b>	39.3	<b>Projected</b>	N/A	41.3%	<del>43.3%</del> 40%	<del>45.3%</del> 42%	47.3% 44%		
<i>*Represents projections of improvement</i>		<b>Actual</b>	39.3%	38.50%					
*Baseline year is 2016-17 because this is a new goal.									

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		School Climate	District Goal 4: Safe, Supportive, Inviting Schools					
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		3. Read to Succeed: Professional Learning						
		4. Read to Succeed: Assessment Plan						
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		6. Read to Succeed: Parent and Family Involvement						
		7. Read to Succeed: District Community Partnerships						
<b>Performance Goal 1.3:</b> (Statement of desired progress or result over 5 years)		By 2020-2021, 85% of students in grades K-5 will score at benchmark.						
<b>Interim Performance Goal:</b> (One year goal)		By 2019, 83% of students in grades K-5 will score at benchmark.						
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)		Fountas and Pinnell						
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	
<b>Source:</b>	86.4%	<b>Projected</b>	86.50%	85.70%	<del>85.9%</del> 83%	<del>86.1%</del> 84%	<del>86.3%</del> 85%	
<i>*Represents projections of improvement</i>		<b>Actual</b>	85.5	82%				

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		7. Read to Succeed: District Community Partnerships					
<b>Performance Goal 1.4:</b> (Statement of desired progress or result over 5 years)		By 2021, 70% of students in grades 3-5 will meet standard on the SC Ready Assessment- ELA By 2021, 73% of students in grades 3-5 will meet standard on the SC Ready Assessment for Math.					
<b>Interim Performance Goal:</b> (One year goal)		By 2019, 66% of students in grades 3-5 will meet standard on the SC Ready Assessment for English Language Arts. By 2019, 69% of students in grades 3-5 will meet standard on the SC Ready Assessment for Math.					
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)		SC Ready ELA SC Ready Math					
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Source: ELA</b>	69.4	<b>Projected</b>	71.0%	62.0%	64% 66%	66% 68%	68% 70%
<i>*Represents projections of improvement</i>		<b>Actual</b>	61.2%	64.4%			
<b>Source: Math</b>	66.1	<b>Projected</b>	68.0%	63.0%	65% 69%	67% 71%	69% 73%
<i>*Represents projections of improvement</i>		<b>Actual</b>	62.2%	67.4%			

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		1. Read to Succeed: Leadership					
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		4. Read to Succeed: Assessment Plan					
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		7. Read to Succeed: District Community Partnerships					
<b>Performance Goal 1.5:</b> (Statement of desired progress or result over 5 years)	By 2021, 80% of students grades 4-5 will meet standard on the PASS Science Assessment.						
<b>Interim Performance Goal:</b> (One year goal)	By 2019, 76% of students in grades 4-5 will meet standard on PASS Science Assessment.						
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)	PASS Science						
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Source:</b>	82.7%	<b>Projected</b>	82.70%	72%	74% 76%	76% 78%	78% 80%
<i>*Represents projections of improvement</i>		<b>Actual</b>	71.8	74.20%			

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		1. Read to Succeed: Leadership					
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		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
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		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
<b>Performance Goal 1.11: (Statement of desired progress or result over 5 years)</b>	By 2021, reduced the Achievement Gap between African-American Students and Non-African American Students in the areas of Math and Science by 1% each year.						
<b>Interim Performance Goal:</b> (One year goal)	By 2019, reduce the Achievement Gap between African American Students and Non-African American Students in the areas of Math and Science by 1% each year.						
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)	SC Ready Math Grades 3, 4, 5 and SC PASS Science Grade 4. Gap is defined as the difference in the percentage of students scoring at the meets or exceeds level on the identified assessments.						
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Source: SC Ready Math</b>	40.40%	<b>Projected</b>	N/A	TBD	39.40%	38.40%	37.40%
<i>*Represents projections of improvement</i>		<b>Actual</b>		40.4%			
<b>Source: SC PASS Science</b>	42.20%	<b>Projected</b>	N/A	TBD	41.20%	40.20%	39.20%
<i>*Represents projections of improvement</i>		<b>Actual</b>		42.2%			



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		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
		2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
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		7. Read to Succeed: District Community Partnerships					
<b>Performance Goal 2.0:</b> (Statement of desired progress or result over 5 years)		By 2021, Fort Mill Elementary School will answer "most" for a minimum of 6 of 6 questions on the Using Data to Improve Student Learning and School Performance Survey.					
<b>Interim Performance Goal:</b> (One year goal)		By 2019, Fort Mill Elementary School will answer "most" for a minimum of 6 of 6 questions on the Using Data to Improve Student Learning and School Performance Survey					
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)		Using Data to Improve Student Learning and School Performance Survey					
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Source: % Completing Implementation Continuum</b>	N/A	<b>Projected</b>	Answer "most" for a minimum of 1 out of 6 questions	Answer "most" for a minimum of 2 of 6 questions	Answer "most" for a minimum of 3- 6 of 6 questions	Answer "most" for a minimum of 4 6 of 6 questions	Answer "most" for a minimum of 5 6 of 6 questions
<i>*Represents projections of improvement</i>		<b>Actual</b>	1 of 6	5 of 6			

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<b>Performance Goal Area:</b>	<input type="checkbox"/> Student Achievement	District Goal 1: Teaching and Learning					
	<input type="checkbox"/> District Priority	District Goal 2: Continuous Improvement					
	<input checked="" type="checkbox"/> Teacher/Administrator Quality	District Goal 3: Leadership and Communication					
	<input type="checkbox"/> School Climate	District Goal 4: Safe, Supportive, Inviting Schools					
	<input type="checkbox"/>	1. Read to Succeed: Leadership					
	<input type="checkbox"/>	2. Read to Succeed: Student Outcomes					
	<input type="checkbox"/>	3. Read to Succeed: Professional Learning					
	<input type="checkbox"/>	4. Read to Succeed: Assessment Plan					
	<input type="checkbox"/>	5. Read to Succeed: Instructional Plan					
	<input type="checkbox"/>	6. Read to Succeed: Parent and Family Involvement					
	<input type="checkbox"/>	7. Read to Succeed: District Community Partnerships					
<b>Performance Goal 3.0:</b> (Statement of desired progress or result over 5 years)	By 2021, 94.5% of parents indicate they are satisfied with the effort to get information to parents (communication). By 2021, 90% of parents indicate they are satisfied with the home school relations (leadership). By 2021, 90% of teachers indicated they are satisfied with clear goals (communication). By 2021, 82.5% of teachers indicate they are satisfied with instructional leadership (leadership).						
<b>Interim Performance Goal:</b> (One year goal)	By 2019, 93.5% of parents indicate they are satisfied with the effort to get information to parents (communication). By 2018, 89% of parents indicate they are satisfied with the home school relations (leadership). By 2018, 88% of teachers indicated they are satisfied with clear goals (communication). By 2018, 81.5% of teachers indicate they are satisfied with instructional leadership (leadership).						
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)	Parent and Teacher State Survey Data						
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Source: Effort to get information to parents question (#47) on SCDE parent survey.</b>	90.70%	<b>Projected</b>	90.7%	88.0%	88.5% 93.5%	89% 94%	89.5% 94.5%
<i>*Represents projections of improvement</i>		<b>Actual</b>	87.5%	93.1			
<b>Source: Home school relations question (#16) on SCDE parent survey.</b>	86.10%	<b>Projected</b>	86.1%	88.0%	88.2% 89%	88.4% 89.5%	88.6% 90%
<i>*Represents projections of improvement</i>		<b>Actual</b>	87.8%	88.7%			
<b>Source: Clear goals question (#19) on SCDE teacher survey.</b>	98.20%	<b>Projected</b>	98.2%	91.0%	91.5% 88%	92% 88.5%	92.5% 90%
<i>*Represents projections of improvement</i>		<b>Actual</b>	90.6%	87.9%			
<b>Source: Instructional leadership question (#22) on SCDE teacher survey.</b>	96.40%	<b>Projected</b>	96.4%	85.0%	85.2% 81.5%	85.3% 82%	85.4% 82.5%
<i>*Represents projections of improvement</i>		<b>Actual</b>	84.9%	81.0%			

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		7. Read to Succeed: District Community Partnerships					
<b>Performance Goal 4.1:</b> <b>(Statement of desired progress or result over 5 years)</b>	By 2021, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 95.8%. By 2021, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 94%.						
<b>Interim Performance Goal:</b> (One year goal)	By 2019, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 93.8%. By 2019, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 92%.						
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)	Satisfaction with social and physical environment question from the South Carolina State Survey for students and parents.						
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Source: Student survey</b>	88.7%	<b>Projected</b>	88.7%	89.7%	<del>89.9%</del> 93.8%	90.1% 94.8%	90.3% 95.8%
<i>*Represents projections of improvement</i>		<b>Actual</b>	89.5%	92.8%			
<b>Source: Parent survey</b>	95.3%	<b>Projected</b>	95.3%	88.0%	<del>88.2%</del> 92%	88.4% 93%	88.6% 94%
<i>*Represents projections of improvement</i>		<b>Actual</b>	87.8%	91.0%			

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		7. Read to Succeed: District Community Partnerships					
<b>Performance Goal 4.2:</b> <b>(Statement of desired progress or result over 5 years)</b>	By 2021, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 96.5%. By 2021, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 94.5%.						
<b>Interim Performance Goal:</b> (One year goal)	By 2019, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 95.5%. By 2019, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 93.5%.						
<b>Data Source(s):</b> (List types of data that will be collected or examined to measure progress)	Learning environment question from the South Carolina State Survey for students and parents.						
<b>Overall Measures</b>	<b>Average Baseline</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Source: Student survey</b>	91.8%	<b>Projected</b>	92.0%	88.2%	<del>88.4%</del> 95.5%	<del>88.6%</del> 96%	<del>88.8%</del> 96.5%
<i>*Represents projections of improvement</i>		<b>Actual</b>	88.0%	95.0%			
<b>Source: Parent survey</b>	97.7%	<b>Projected</b>	97.7%	88.0%	<del>88.2%</del> 93.5%	<del>88.4%</del> 94%	<del>88.6%</del> 94.5%
<i>*Represents projections of improvement</i>		<b>Actual</b>	87.8%	93.2%			

**Fort Mill Elementary School Action Plan**

Goal Area:

Teaching and Learning

Continuous Improvement

Leadership and Communication

Safe, Supportive, Inviting Schools

**Goal 1:** Fort Mill Elementary teachers will utilize assessment data from multiple sources to monitor, analyze, and drive curriculum planning and instruction, as well as to influence professional growth through the use of Professional Learning Communities.

**Strategy 1.1:** Develop and implement pre/post assessments in English Language Arts and Math

**Measurable Objective:**

By the spring of 2017, each grade level will create and use pre- and post-assessments for math and ELA units and communicate results at PLC meetings.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Teachers will create Long Range plans prior to the fall of every school year based off of South Carolina State Standards.	<b>2016</b>	2021	classroom teachers and specialists	\$0	N/A	Electronic copy of Long Range Plans- <b>Continued</b>
Common benchmark assessments will be developed and implemented at the beginning of each nine weeks for each essential standard.	<b>2016</b>	2021	classroom teachers and specialists	\$0	N/A	Electronic copy of assessments- <b>Modified</b>
Teachers will participate in PLC meetings to discuss results of Pre/post and <b>common</b> assessments and make curricular adjustments based on data.	<b>2016</b>	2021	classroom teachers and specialists	\$0	N/A	Minutes of PLC meeting- <b>Modified</b>
Develop common literacy assessments for grades K-5.	<b>2016</b>	2021	classroom teachers, specialists and reading coach	\$0	N/A	Electronic copy of assessments- <b>Continued</b>
All Weekly data meetings will follow an outlined schedule and data format.	<b>2018</b>	2021	classroom teachers, Lead Teacher, Reading Coach	\$0	N/A	Minutes of PLC meeting- <b>Continued</b>

**Fort Mill Elementary School Action Plan**

**Goal Area:**

- Teaching and Learning    
  Continuous Improvement    
  Leadership and Communication    
  Safe, Supportive, Inviting Schools

**Goal 1:** Fort Mill Elementary teachers will utilize assessment data from multiple sources to monitor, analyze, and drive curriculum planning and instruction, as well as to influence professional growth through the use of Professional Learning Communities.

**Strategy 1.2:** Utilize ~~Develop a data notebook~~ that can be used to discuss student growth and support the improvement of instructional practices.

**Measurable Objective:** By the fall of 2016, all grade level teachers will create and maintain a data notebook for the use of discussing student growth and supporting instructional practices.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Develop common forms for each grade level's data notebook.	<b>2016</b>	2021	classroom teachers and specialists	\$500	school funds	Data notebooks- <b>Terminated</b>
Teachers will collect, maintain and organize math, english language arts, and writing data quarterly.	<b>2016</b>	2021	classroom teachers and specialists	\$0	N/A	Data notebooks- <b>Continued</b>
Quarterly data meetings will be held to discuss student data.	<b>2016</b>	2021	classroom teachers, specialists, and administration	\$0	N/A	Minutes of quarterly data meetings- <b>Continued</b>
Grade levels will participate in annual vertical data meetings.	<b>2016</b>	2021	classroom teachers, specialists, and administration	\$0	N/A	Minutes of data meetings- <b>Modified</b>

**Fort Mill Elementary School Action Plan**

Goal Area:

- Teaching and Learning  
  Continuous Improvement  
  Leadership and Communication  
  Safe, Supportive, Inviting Schools

**Goal 1:** Fort Mill Elementary teachers will utilize assessment data from multiple sources to monitor, analyze, and drive curriculum planning and instruction, as well as to influence professional growth through the use of Professional Learning Communities.

**Strategy 1.3:** Teachers will be provided with strategically planned Professional Development with a focus of working within PLCs.

**Measurable Objective:** To increase teacher effectiveness, administration will provide teacher mentor, co-teaching, and professional development opportunities for a

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Teachers will conduct peer observations- each semester <b>periodically</b> using a structured procedure.	<b>2018</b>	2021	classroom teachers	\$0	N/A	Peer observation form- <b>Modified</b>
Teachers will participate in co-teaching with the lead teacher and specialists.	<b>2015</b>	2021	classroom teachers, specialists, lead teacher, reading coach	\$0	N/A	Coaching notes- <b>Terminated</b>
Teachers new to the school or district will be provided with a mentor within the building.	<b>2015</b>	2021	classroom teachers, administration	\$200	school funds	Mentor list- <b>Continued</b>
Teachers will be provided with the opportunity to lead professional development based on their strengths/interests.	<b>2015</b>	2021	classroom teachers	\$500	school funds	PD resources- <b>Continued</b>
Teachers seeking support in the area of instruction/behavior, etc. will be provided a <b>coach/mentor</b> in the needed area.	<b>2018</b>	2021	Leadership Team, Classroom Teachers	\$0	school funds	Peer observation form, Needs assessment - <b>Modified</b>

### Fort Mill Elementary School Action Plan

Goal Area:

- Teaching and Learning    
  Continuous Improvement    
  Leadership and Communication    
  Safe, Supportive, Inviting Schools

**Goal 2:** Fort Mill Elementary will maintain a clearly defined comprehensive assessment system used to monitor student achievement and program effectiveness.

**Strategy 2.1:** Teachers will continue to utilize assessments in English Language Arts and Math.

**Measurable Objective:** 100% of teachers will use assessments in ELA and Math to inform instruction.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Teachers in grades K-5 will administer a minimum of <del>three</del> two Fountas and Pinnell reading assessments each year.	2015	2021	classroom teacher	\$0	N/A	Running record form, Fountas and Pinnell graphs- <b>Modified</b>
Kindergarten teachers will administer DRA 2 at least 3 times a year.	2015	2021	classroom teacher	\$0	N/A	DRA form- <b>Terminated</b>
MAP testing will be administered to students in grades K-5 at least twice a year.	2015	2021	classroom teacher	\$0	N/A	MAP schedule- <b>Continuing</b>
Teachers will encourage student goal setting based on individual needs.	2016	2021	classroom teacher	\$0	N/A	Goal setting sheets- <b>Terminated</b>
Teachers in grades K-5 will administer the STAR test a minimum of 3 times per year. Students below grade level will take the assessment every 3 weeks.	2018	2021	classroom teacher	\$0	N/A	STAR data results - <b>Continuing</b>
Kindergarten teachers will administer the KRA at the beginning of each year.	2018	2021	classroom teacher	\$0	N/A	KRA data results - <b>Continuing</b>



### Fort Mill Elementary School Action Plan

Goal Area:

- Teaching and Learning   
  Continuous Improvement   
  Leadership and Communication   
  Safe, Supportive, Inviting Schools

**Goal 2** Fort Mill Elementary will maintain a clearly defined comprehensive assessment system used to monitor student achievement and program/**instructional** effectiveness.

**Strategy 2.2:** Teachers will continue to utilize assessments in English Language Arts and Math.

**Measurable Objective:** Grade level means will consistently increase to meet or exceed expectations on standardized tests.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Analyze <del>Fall</del> MAP data to differentiate instruction	2016	2021	classroom teachers, leadership team	\$0	N/A	MAP data report- <b>Modified</b>
Utilize <del>math specialist</del> math interventionists for extra instruction for struggling students, as well as instructional ideas	2016	2021	classroom teachers	\$0	N/A	Math Interventionists Schedules- <b>Modified</b>
Utilize computer programs to practice and improve math fluency and problem solving skills	2016	2021	classroom teachers	\$6,000	school budget	program reports- <b>Continuing</b>
Analyze common assessments and STAR testing by grade level	2018	2021	classroom teachers, leadership team	\$0	N/A	STAR reports and common assessment data- <b>Continuing</b>

### Fort Mill Elementary School Action Plan

Goal Area:

Teaching and Learning   
  Continuous Improvement   
  Leadership and Communication   
  Safe, Supportive, Inviting Schools

**Goal 2:** Fort Mill Elementary will maintain a clearly defined comprehensive assessment system used to monitor student achievement and program effectiveness.

**Strategy 2.3:**

Teachers will use student test data to monitor achievement in order to differentiate instruction, implement best practices and determine program effectiveness.

**Measurable Objective:**

Grade level mean scores will consistently increase to meet or exceed expectations on standardized tests.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Teachers will differentiate instruction, so that each spring on math MAP 90% or more of the students in grades K-5 will score within or above the mean range accounting for standard deviation.	2016	2021	classroom teachers, math and reading specialists	\$0	N/A	Test score reports- <b>Continuing</b>
Utilize math manipulatives to provide hands on instruction while teaching math standards.	2016	2021	classroom teacher, math specialist	\$500	school budget	math lab manipulatives- <b>Continuing</b>
Teachers will differentiate instruction, so that each spring 85% 80% of students in upper-grade(s) 4th grade-will achieve levels met or above on SC PASS science tests.	2016	2021	classroom teachers, math and reading specialists	\$0	N/A	Test score reports- <b>Modified</b>
Utilize science kits <b>and/or Discovery Education tools</b> to provide hands on instruction while teaching state science standards.	2016	2021	classroom teachers, Lead Teacher	\$3,500	science refurbishment fund	Science Kits, Discovery Education Techbook and Tools - <b>Modified</b>
Teachers will differentiate instruction, so that each spring 92%–85% of students in grades-4 and-5 will achieve levels met or above on SC PASS social studies tests.	2016	2021	classroom teachers, math and reading specialists	\$0	N/A	Test score reports- <b>Modified</b>
After the implementation of the new state testing in ELA and math, the Leadership team will gather baseline data to set appropriate goals for student passing rate.	2016	2021	classroom teachers, math and reading specialists	\$0	N/A	Test score reports- <b>Completed</b>
Each grade level will participate in a data planning day to disaggregate data provided by MAP, STAR, PASS, Testing	2018	2021	Classroom teachers, Leadership team	\$1,500	School budget	Meeting agenda, disaggregated data- <b>Completed</b>

### Fort Mill Elementary School Action Plan

Goal Area:

- Teaching and Learning    
  Continuous Improvement    
  Leadership and Communication    
  Safe, Supportive, Inviting Schools

**Goal 2:** Fort Mill Elementary will maintain a clearly defined comprehensive assessment system used to monitor student achievement and program effectiveness.

**Strategy 2.4:** School personnel will implement and evaluate student improvement for student growth, program effectiveness, and school improvement.

**Measurable Objective 1:** At the beginning of each school year, standardized testing data will be analyzed by grade level teams, leadership team, and special education teachers.

**Measurable Objective 2:** Once a quarter, interventionists will reevaluate data to adjust groups based on student needs.

**Measurable Objective 3:** Interventionists will reevaluate data to adjust groups based on student needs after BOY, Mid-Year, and EOY benchmark assessments.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Grade level and Leadership teams will meet within the first four weeks of school to disaggregate data from previous year's testing.	2016	2021	classroom teachers, reading and math specialists, Lead Teacher, administration	\$1000 for substitutes	school budget	Meeting minutes and results of disaggregated data- <b>Continued</b>
Special Education teachers, along with the Leadership team, will analyze all standardized testing data for trends.	2016	2021	special education teachers, leadership team	\$120 for substitutes	school budget	Meeting minutes and results of disaggregated data- <b>Terminated</b>
Leadership team will actively monitor sub group data for all standardized tests on an annual basis.	2016	2021	leadership team	\$0	N/A	Meeting minutes and results of disaggregated data- <b>Continued</b>
<b>Interventionists Specialist</b> will be utilized to provide additional instructional opportunities for students who are not currently meeting grade level standards or <b>those who have been referred to the MTSS process.</b>	2016	2021	math specialist, reading specialist, Reading Recovery Teachers, Lead Teacher	\$0	N/A	Lists of students served, small group instruction plans, anecdotal notes- <b>Continued</b>

### Fort Mill Elementary School Action Plan

Goal Area:

Teaching and Learning  
  Continuous Improvement  
  Leadership and Communication  
  Safe, Supportive, Inviting Schools

**Goal 3:** Fort Mill Elementary commits to a culture of continuous improvement based on shared values and beliefs while fostering high expectations for student learning.

**Strategy 3.1:** Fort Mill Elementary will develop a systematic process for evaluating and communicating the school's purpose and direction.

**Measurable Objective:** Increase survey data scores in the area of learning environment by a minimum of one percentage point in each stakeholder group.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Review and analyze the current mission, vision and beliefs with faculty and School Improvement Council at the beginning of each academic year.	2015	2021	Principal, Assistant Principal	\$0	N/A	Updated mission, vision, beliefs on all school literature.- <b>Continued</b>
Develop a process for establishing a PLC model in each grade level.	2016	2021	Leadership Team	\$0	N/A	Professional development for teachers- <b>Completed</b>
Implement PLC model in each grade level	2016	2021	All staff	\$0	N/A	Professional development for teachers, Grade Level PLC meetings- <b>Completed</b>
Create and disseminate a school survey focusing on learning environment, social and physical environment, school-home relations, and student social-emotional needs.	2016	2021	Leadership Team	\$0	N/A	Electronic copy of survey- <b>Continuing</b>
Analyze school survey data for targeting areas of improvement	2016	2021	Leadership Team	\$0	N/A	Survey data- <b>Continuing</b>
Collaborate with the School Improvement Council to monitor the School Improvement Plan	2016	2021	Leadership Team, School Improvement Council	\$0	N/A	Meeting minutes- <b>Continuing</b>

**Fort Mill Elementary School Action Plan**

Goal Area:

Teaching and Learning  
  Continuous Improvement  
  Leadership and Communication  
  Safe, Supportive, Inviting Schools

**Goal 3:** Fort Mill Elementary commits to a culture of continuous improvement based on shared values and beliefs while fostering high expectations for student learning.

**Strategy 3.2:** School level stakeholders will plan and facilitate effective communication opportunities among PLC groups.

**Measurable Objective:** 100% of certified staff will consistently and actively participate in various, relevant group meetings.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Content related committees will be formed and meetings will be held <del>once a month</del> based on needs.	2016	2021	math and reading committee	\$0	N/A	Meeting minutes-Modified
Special Services will participate in PLC meetings once a quarter.	2016	2021	special services teachers	\$0	N/A	Meeting minutes- <b>Modified to District Level</b>
Special services will meet with grade level teams once a quarter to discuss student data/needs.	2016	2021	special services teachers and classroom teachers	\$0	N/A	Meeting minutes- <b>Continued</b>
Student Support Team meetings will continue to be held bi-weekly.	2015	2021	administrtrtion, specialists, school psychologist	\$0	N/A	Meeting minutes, Student Support Team schedule- <b>Terminated</b>
Grade levels will meet at least twice a week to focus on data and instructional planning.	2016	2021	classroom teachers	\$0	N/A	Meeting minutes- <b>Continued</b>
Grade levels will meet with specialists once a month for professional development and instructional planning.	2015	2021	classroom teachers, reading and math specialists	\$0	N/A	Meeting minutes- <b>Terminated</b>
Team leaders will meet bi-monthly to discuss grade level needs.	2016	2021	team leaders, leadership team	\$0	N/A	meeting minutes and results of disaggregated data- <b>Continuing</b>

**Fort Mill Elementary School Action Plan**

Goal Area:

Teaching and Learning  
  Continuous Improvement  
  Leadership and Communication  
  Safe, Supportive, Inviting Schools

**Goal 4:** Fort Mill Elementary maintains appropriate resources and services to support the purpose and direction of the school.

**Strategy 4.1:** Student learning opportunities will be supported by sufficient resources to ensure the purpose and direction of Fort Mill Elementary.

**Measurable Objective 1:** 100% of teachers will have the opportunity to provide input for the yearly budget.

**Measurable Objective 2:** Administration will ensure that 100% of teachers will have a two hour ELA and one hour Math block for each grade on the master schedule.

**Measurable Objective 3:** Resources will be evaluated, inventoried, and updated yearly.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Teachers will be given opportunities to provide input in the annual budget process.	2016	ongoing	teachers, administration	\$0	N/A	Proposed budget- <b>Continued</b>
All grades will schedule a protected <del>two hour</del> three hour ELA block/ and <del>one hour</del> math block.	2016	ongoing	classroom teachers	\$0	N/A	Classroom schedules- <b>Modified</b>
Media center catalog will be updated on a yearly basis to include current text and online resources.	2016	ongoing	media specialist	TBD	school budget	Receipt of purchases- <b>Continued</b>
Academic Support Team- <del>Specialists</del> will evaluate math manipulatives and leveled book room for high quality resources.	2016	ongoing	reading and math specialist, lead teacher	TBD	school budget	Receipt of purchases- <b>Continued</b>

**Fort Mill Elementary School Action Plan**

Goal Area:

- Teaching and Learning  
  Continuous Improvement  
  Leadership and Communication  
  Safe, Supportive, Inviting Schools

**Goal 4:** Fort Mill Elementary maintains appropriate resources and services to support the purpose and direction of the school.

**Strategy 4.2:**

The school engages in a systematic process to maintain facilities and services that provide a safe and healthy environment for all students and staff.

**Measurable Objective:**

School safety procedures and needs, including playground equipment, will be monitored yearly.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Lockdown drills will be conducted twice a year, fire drills will be conducted monthly, tornado drills will be conducted yearly	2016	ongoing	classroom teachers, administration	\$0	N/A	Drill logs- <b>Continued</b>
Safe School Training videos will be completed by all staff members each year.	2015	ongoing	classroom teachers	\$0	N/A	Log of completed requirements- <b>Continued</b>
Playground equipment will be assessed on a yearly basis for updates as needed.	2015	ongoing	PTO	TBD	school district budget, PTO funds, school general budget	Receipt of purchases- <b>Continued</b>
School Safety committee will meet twice annually to develop and implement school safety plan.	2016	ongoing	school safety committee	\$0	N/A	School safety plan- <b>Continued</b>

**Fort Mill Elementary School Action Plan**

Goal Area:

Teaching and Learning  
  Continuous Improvement  
  Leadership and Communication  
  Safe, Supportive, Inviting Schools

**Goal 4:** Fort Mill Elementary maintains appropriate resources and services to support the purpose and direction of the school.

**Strategy 4.3:**

Fort Mill Elementary will coordinate and provide effective services for student support, with a focus on counseling, assessment, and educational needs.

**Measurable Objective 1:**

100% of faculty and staff will participate in "No Place for Hate" and "One Child at a Time" mentoring program.

**Measurable Objective 2:**

All students will be provided the opportunity to be referred to and receive counseling services.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Students and faculty will continue to abide by "No Place for Hate" guidelines to maintain eligibility.	2016	2021	faculty and staff	\$0	N/A	Certificate of participation- <b>Continuing</b>
Staff will continue to support student success through participation in "One Child at a Time" mentoring program.	2016	2021	faculty and staff	\$0	N/A	List of mentors and participants- <b>Discontinued</b>
Students will be referred for additional services with the guidance counselor through a formalized guidance referral process.	2016	2021	guidance counselor, classroom teachers	\$0	N/A	Guidance referral forms- <b>Continuing</b>



**Fort Mill Elementary School Improvement Plan 2016-2021**

<b>Goal Area:</b>	<input type="checkbox"/>	Student Achievement	District Goal 1: Teaching and Learning				
	<input checked="" type="checkbox"/>	District Priority	District Goal 2: Continuous Improvement				
	<input type="checkbox"/>	Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
	<input type="checkbox"/>	School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
<b>Goal 4:</b>	Fort Mill Elementary will develop and increase a culture of STEAM						
<b>Strategy 4.4:</b>	Develop and implement professional development within the school .						
<b>Measurable Objective 1:</b>	Throughout the next 3 years, teachers and leadership will participate in school wide professional development.						
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor</b>	<b>Indicators of Implementation</b>
Provide open model classrooms for STEAM implementation with a systematic structure that allows teachers to visit classrooms internally and at other schools throughout the district. Ex. Via the use of learning labs and videos.	2018	2021	FMES STEAM Leaders	None	None	Continued	Learning Labs and Videos
Provide planning and collaboration time for STEAM leaders to develop model, exemplar lessons for STEAM implementation.	2018	2021	Dr. Dorothy Myers and FMES STEAM Leaders	None	None	Continued	Meeting agendas, Discovery training sign in sheets
Create resource folders via Google Docs to share STEAM related ideas	2018	2021	FMES STEAM Leaders	None	None	Continued	Resource Folder
Provide off campus site visits to schools in the FMSD and externally in other STEAM districts for school level admin and classroom teachers.	2018	2021	Jocelyn Young, Dr. Dorothy Myers	\$32,000	School Based Budget	Continued	Conference/Visit records
Implement a communication system for parents and the community to narrate the STEAM story of Fort Mill Elementary	2018	2021	Jocelyn Young, Jadrian Griffin, Dr. Dorothy Myers	None	None	Continued	Social media and Communication logs
Develop a system for training and updating new teachers and school administrators in the FMES STEAM initiative	2018	2021	Jocelyn Young, Dr. Dorothy Myers and FMES STEAM Leaders	None	School Based Budget	Continued	Sign in sheets