

Gold Hill Elementary School Improvement Plan 2017-18

Mrs. Terry Brewer, Principal
Mr. Josh Burris, Assistant Principal

| Gold Hill Elementary Action Plan | | | | | | | |
|---|--|------------------------------------|--|--|--|--|------------------|
| Goal Area: | Exceptional Teaching and Learning | Data Driven Continuous Improvement | Effective Leadership and Communication | Safe, Supportive, and Inviting Schools | | | |
| Goal 1: | Gold Hill Elementary School will align the school's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning. | | | | | | |
| Strategy 1.1: | Implement a common curriculum based on standards, research-based reading instruction, and best practices that prepares students for college, careers, and citizenship. | | | | | | |
| Measurable Objective: | Develop common curriculum units, student learning objectives, and long range plans for all content areas that include scientifically based literacy strategies. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Utilize vertical articulation Professional Learning Communities Kindergarten through 5th grade using content area vertical planning teams (ELA, Math, Science, Social Studies and Health) | 4/1/2016 | On-going | GHES Faculty | N/A | N/A | Vertical Planning Teams Meeting Agenda/Minutes | Continued |
| Continue to facilitate professional learning communities that promote horizontal alignment of curriculum and assessment and develop standards-based common curriculum units | On-going | On-going | GHES Faculty | N/A | N/A | Grade Level PLC Meeting Agenda/Minutes | Continued |
| Develop our school level Read to Succeed Plans | 8/1/2015 | 10/1/2016 | GHES Faculty | N/A | State and District Funding | School Read 2 Succeed Plan | Completed |
| Infuse interdisciplinary connections: Literacy, STEM curriculum, economic principles, and 21st Century skills reflected in the Profile of the South Carolina Graduate throughout the curriculum | On-going | On-going | GHES Faculty | To Be Determined | PTA, GHES, State, and District Funding | Grade Level Long Range Plans | Continued |
| Explore and utilize Problem Based Learning (PBL) models to enhance curriculum and student engagement | On-going | On-going | GHES Faculty | N/A | N/A | Grade Level Long Range Plans | Continued |

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| Goal Area: | x | Exceptional Teaching and Learning | Data Driven Continuous Improvement | Effective Leadership and Communication | Safe, Supportive, and Inviting Schools | | |
| Goal 1: | Gold Hill Elementary School will align the school's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning. | | | | | | |
| Strategy 1.2: | Provide and support high quality instruction that prepares students for college, careers, and citizenship. | | | | | | |
| Measurable Objective: | All teachers will monitor student progress and growth to inform instruction. | | | | | | |
| Measurable Objective: | All teachers will receive differentiated professional development and instructional feedback based on data gleaned from formal and informal observations | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Engage in action research on instructional strategies proven to increase student achievement and narrow achievement gaps | On-going | On-going | GHES Administration, Lead Teacher, Faculty | N/A | N/A | Monitor Student Assessment Data | Continued |
| Evaluate high quality instruction with monitoring tools including SLOs and formal/informal assessments | On-going | On-going | GHES Administration, Lead Teacher, Faculty | N/A | N/A | Review SLOs and Student Assessment Data | Continued |
| Provide professional development and on-going support through coaching, peer observations, collaboration and other methods on responsive teaching, Problem Based Learning, student engagement and differentiated instruction | On-going | On-going | GHES Administration, Lead Teacher, Faculty | N/A | N/A | Agendas from Professional Development offered to teachers at GHES and a list of additional PD opportunities that teachers attend | Continued |
| Provide professional development for teachers on integrating challenging STEM lessons for students along with resources to promote student engagement. Such as engineering resources noted below. | On-going | On-going | GHES Administration, Lead Teacher, Faculty | 5000 | District and School Funds | Agenda and Minutes from Professional Development offered | Continued |
| Engineering Resources at GHES: | | | | | | | |
| Engineering is Elementary | Pitsco Curriculum | Lego Education | Project Lead the Way | | | | |
| The Best of Bigs: Designing Hand Pollinators | Levitor Maglev Systems | Early Simple Machines | Light and Sound Module | | | | |
| A Sticky Situation: Designing Walls | Rocket Launcher Kits | Simple Machines | VEX Robotics Kits | | | | |
| To Get to The Other Side: Designing Bridges | | We Do Robotics | | | | | |
| Catching the Wind: Designing Windmills | | Story Starters | | | | | |
| A Work in Process: Improving a Play-Doh Process | | Story Visualizer Software | | | | | |
| The Attraction is Obvious: Designing Maglev Systems | | Duplo Collections | | | | | |
| A Slick Solution: Cleaning an Oil Spill | | | | | | | |
| Sounds Like Fun: Seeing Animal Sounds | | | | | | | |
| Now You're Cooking: Designing Solar Oven | | | | | | | |
| A Long Way Down: Designing Parachutes | | | | | | | |
| Stick in the Mud | | | | | | | |

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| Goal 1: | Gold Hill Elementary School will align the school's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning. | | | | | | |
| Strategy 1.4: | Provide differentiated support systems to meet the needs of all students and families. | | | | | | |
| Measurable Objective: | GHES will engage families using differentiated support systems as measured by an increase in the percent satisfied with home-school relations on the SC State Stakeholder Survey. | | | | | | |
| Measurable Objective: | GHES will use differentiated support systems to meet the needs of all students. | | | | | | |
| Measurable Objective: | Narrow the achievement gap for underperforming African American, Hispanic students and disabled students. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Research and implement alternate ways to engage all families in meaningful ways (i.e., PTA special family nights and author/storyteller visits. Student recognition programs - pinning ceremonies) | 8/17/2015 | on-going | PTA, GHES Faculty and Staff, Administration | \$6,000.00 | PTA, School funds | Review PTA Calendar and PTA Meeting Agendas | Continued |
| Plan student led programs to share school and student goals and accomplishments | 1/16/2016 | on-going | GHES Teachers | N/A | School funds | Review School Calendar | Continued |
| Evaluate communication modes used by the school | 5/1/2016 | on-going | PTA, GHES Faculty and Staff, Administration | N/A | State funds | Monitor the Number of People Reading the School Newsletter. Monitor School Messenger Data. Review Survey Results and Parent Feedback. | Continued |
| Provide a comprehensive intervention program and support program for academically struggling and at-risk students based on RTI (Response to Intervention) principles. MTSS Framework in place. | 8/17/2015 | on-going | GHES Teachers, Support Staff, Specialist, Reading coach, Administration | To Be Determined | State funds, District funds | RTI Meeting Agendas. Review of Student Referral Process. MTSS documents. | Modified |
| Research ways to challenge student who are meeting or exceeding state standards (GT, and other differentiation and enrichment opportunities.) | on-going | on-going | GHESTeachers, Support Staff, Specialist, Reading coach, Administration | \$2,000.00 | State funds, District funds | Monitor Student Assessment Data and GT PLC Agenda/Minutes | Continued |
| Provide student goal setting and leadership programs opportunities. | 8/17/2015 | on-going | GHES Administration | N/A | School funds, PTA | Review Student Agendas, Student Data Notebooks, and Agendas of Student-Led Programs | Continued |
| Research and implement best practices for closing the achievement gap. | on-going | on-going | GHES Teachers, Support Staff, Specialist, Reading coach, Administration | N/A | State funds, District funds | Monitor Student Assessment Data and Grade Level PLC Agenda/Minutes | Continued |
| Provide additional staff development, collaborating opportunities and resources to support ELL | on-going | on-going | GHES Administration, ELL teachers, District personnel | N/A | State and District funds | Faculty Meeting Agendas/Minutes and List of PD opportunities, EL Tip of the Week | Continued |

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| Goal 1: | Gold Hill Elementary School will align the school's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning. | | | | | | |
| Strategy 1.5: | Provide a differentiated system of professional learning to meet the needs of staff in support of student achievement. | | | | | | |
| Measurable Objective: | Establish a comprehensive professional development plan that addresses the needs of all employee groups (administration, teachers, and classified staff). | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Form a GHES professional development (PD) planning team that represents leadership from all employee groups. | 2016 | on-going | GHES Administration and Leadership Team | N/A | N/A | PD Team Agendas/Minutes | Continued |
| Conduct a needs assessment to inform the PD Plan. | 2016 | on-going | GHES Administration and Leadership Team | N/A | N/A | Copy of Needs Assessment | Continued |
| Incorporate ongoing professional learning opportunities to support reading and writing across curriculum. | 2016 | on-going | GHES Administration, Reading Coach | \$1,000.00 | School and District funds | Grade Level PLC Agendas/Minutes and List of Professional Development Opportunities Provided | Continued |
| Provide professional learning on cultural diversity and cultural sensitivity. | 2016 | on-going | GHES Administration and ELL Teacher | N/A | N/A | Grade Level PLC Agendas/Minutes and List of Professional Development Opportunities Provided | Continued |
| Weave best practices and interpretation of data into tech-based professional development. | 2016 | on-going | GHES Administration, Teachers, Support Staff, Specialists | N/A | School and District funds | Grade Level PLC Agendas/Minutes and List of Professional Development Opportunities Provided | Continued |
| Deliver digital, blended, face to face, and job-embedded professional development as appropriate for the nature of the content being provided | 2016 | on-going | GHES Administration, District Personnel | N/A | School and District funds | Grade Level PLC Agendas/Minutes and List of Professional Development Opportunities Provided | Continued |
| Continue to provide and support the FM21 Professional Learning initiative, OEC partnership initiatives, and our Winthrop University School Partnership | 2016 | on-going | GHES Administration, District Personnel | N/A | State, District and Winthrop University Funds | FM21 Agenda/Program, OEC Calendar, Winthrop Calendar of Events | Continued |
| Incorporate ongoing professional development opportunities to support research based best practices in each content area | on-going | on-going | GHES Administration, Teachers, Support Staff, Specialists | \$2,000.00 | School funds | Grade Level PLC Agendas/Minutes and List of Professional Development Opportunities Provided | Continued |
| Provide professional development on the Profile of the SC Graduate and 21st Century Skills to plan for the integration of World Class Skills and Life and Career Characteristics necessary for college and career readiness | on-going | on-going | GHES Administration and Leadership Team | \$2,000.00 | School funds | Grade Level PLC Agendas/Minutes and List of Professional Development Opportunities Provided | Continued |
| Continue providing professional development to help teachers understand the characteristics and learning needs of gifted learners, learn to add rigor to the curriculum, and differentiate to meet the needs of GT students | on-going | on-going | GHES Administration, District Personnel | \$2,000.00 | School, District and State funds | Grade Level PLC Agendas/Minutes and List of Professional Development Opportunities Provided. List of GHES Educators Attending GT Conference | Continued |
| Monitor the percent/number of teachers with advanced degrees as reported on the State Report Card, endorsed in Read to Succeed, and/or endorsed in Gifted and Talented Programs | on-going | on-going | GHES Administration, District Personnel | N/A | N/A | Review State Report Card Data and Teacher Certification Data | Continued |

Gold Hill Elementary School Strategic Plan 2016-2021

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|--|-------------------|-------------------------------|--|-----------------------|-----------------------|----------------|---|
| Goal Area: | 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 | | | | |
| Goal 1: Fort Mill Schools will develop and implement a systematic professional development model for the implementation of STEAM. | | | | | | | |
| Strategy 1.6: Develop and implement STEAM professional development. | | | | | | | |
| Measurable Objective 1: Teachers and principals will participate in district-wide STEAM professional development. | | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| 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. | 2018 | 2021 | Chad Allen, GHES Administration, Lead Teacher and STEAM Teacher Leaders | None | None | Continued | Lab classrooms |
| Provide planning and collaboration time for STEAM leaders to develop and model exemplar lessons for STEAM implementation. | 2018 | 2021 | Chad Allen, Principals, Lead Teachers, and GHES Teacher Leaders | None | STEAM Initiative Fund | Continued | Meeting agendas, Discovery training sign in sheets |
| Provide a systematic Professional development system in conjunction with Discovery Education to train teachers to be STEAM leaders. | 2018 | 2021 | Chad Allen | None | STEAM Initiative Fund | Continued | Meeting agendas, Discovery training sign in sheets |
| Provide off campus site visits to schools in the FMSD and externally in other STEAM districts for district level and school level admin, and classroom teachers. | 2018 | 2021 | Chad Allen, Mike Waiksnis, Ann Bogan, and GHES Administration | \$32,000 | Title II | Continued | Conference records |
| Provide additional summer training in STEAM principles to include professional development and graduate level classes, where appropriate. | 2018 | 2021 | Chad Allen | None | STEAM Initiative Fund | Continued | Sign in sheets, Course logs |
| Implement a communication system for parents and the community to narrate the STEAM story of the Fort Mill School District. | 2018 | 2021 | Chad Allen, Joe Burke, Jenny Overman, GHES Administration, Lead Teacher, STEAM Leaders | None | None | Continued | Social media and Communication logs, STEAM Career Day, STEAM/Literacy Nights |
| Provide student opportunities to explore STEAM careers and resources specific to GHES | 2018 | 2021 | GHES Administration, Guidance Counselors, STEAM Leaders | None | None | Continued | STEAM Career Day, Guidance Lessons |
| Develop a system for training and updating new teachers and school administrators in the FMSD STEAM initiative | 2018 | 2021 | Chad Allen, Mike Waiksnis, Ann Bogan | None | STEAM Initiative Fund | Continued | Sign in sheets |

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| Goal Area: | Exceptional Teaching and Learning | x | Data Driven Continuous Improvement | Effective Leadership and Communication | Safe, Supportive, and Inviting Schools | | |
| Goal 2: | Gold Hill Elementary will implement a comprehensive assessment system that generates a range of data about student learning and system effectiveness and will use results to guide continuous improvement. | | | | | | |
| Strategy 2.1: | Analyze reliable and valid student performance data, using a systematic process, in order to promote improvement in student achievement and to inform decisions. | | | | | | |
| Measurable Objective 1: | 100% of GHES Teachers will use a clearly defined and comprehensive student assessment system with fidelity. | | | | | | |
| Measurable Objective 2: | 100% of GHES Teachers will use a common student performance data analysis system to monitor student achievement. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Provide clear professional development and communication on the Fort Mill Schools comprehensive student assessment system | On-going | On-going | District Test Coordinator, School Test Coordinator, Principal | N/A | n/a | Copy of Agenda and Handouts | Continued |
| Monitor and review with teachers data analysis of current curriculum and instructional strategies utilized at GHES. | On-going | On-going | District Test Coordinator, School Test Coordinator, Principal | N/A | n/a | Review of Student Assessment Data and Grade Level PLC Agendas/Minutes | Continued |
| Develop an effective and efficient data analysis system and process to identify areas of achievement and need, and to guide resource allocation decisions. | 2016 | 2018 | District Test Coordinator, Principal, Assistant Principal, FMSD Designated Committee | N/A | n/a | Review of Data Analysis System | Modified |
| Continue Professional Learning Communities for all employee groups | 2016 | On-going | GHES PLC Committees | N/A | n/a | Grade Level PLC Agendas/Minutes | Continued |
| Provide data analysis training for teachers, administrators and staff | 2016 | 2018 | GHES Administration and Leadership Team | To Be Determined | School and District Funds | Grade Level PLC Agendas/Minutes and Staff Development Agendas | Continued |
| Utilize existing data analysis tools (examples: Excel, Enrich, CompassLearning Hybridge, STAR Testing, MAP) and continue to investigate other tools. | 2016 | 2018 | GHES Administration and Teachers | To Be Determined | School and District Funds | Review of Data Analysis Reports, Grade Level PLC Agendas/Minutes, and District Meeting Agendas/Minutes | Continued |

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| Goal 2: | Gold Hill Elementary School will implement a comprehensive assessment system that generates a range of data about student learning and system effectiveness and will use results to guide continuous improvement. | | | | | | |
| Strategy 2.3: | Implement staff supervision and evaluation processes to improve professional practice in all areas of the system and promote student success. | | | | | | |
| Measurable Objective: | All employee groups will participate in the evaluation process to identify and address areas of professional practice improvement. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Utilize survey results and gather staff input to analyze needs for all employee groups | On-going | On-going | GHEs Administration, Leadership Team, and PLC Committees | N/A | N/A | Review Survey Results | Continued |
| Provide time and funding/budgeting for professional development | On-going | On-going | FMSD Elementary Curriculum Development, GHEs Principal | \$8,000.00 | School Funds | Review Copy of School Budget and Monitor Professional Development Leave Days | Continued |
| Collaborate in Professional Learning Communities to assess needs and identify areas for improvement | On-going | On-going | GHEs Administration, Leadership Team, and PLC Committees | N/A | N/A | Grade Level PLC Agendas/Minutes | Continued |

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| Goal Area: | Exceptional Teaching and Learning | Data Driven Continuous Improvement | X Effective Leadership and Communication | Safe, Supportive, and Inviting Schools | | | |
| Goal 3: | Gold Hill Elementary School will provide effective leadership and communication at all levels to promote student performance and school effectiveness. | | | | | | |
| Strategy 3.1: | Implement shared leadership and management strategies to ensure continuous improvement and effective, efficient school operation. | | | | | | |
| Measurable Objective: | Increase the satisfaction level of staff and parents as evidenced by leadership questions on the SC State Department Survey and through a district provided annual survey to staff and parents. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Involve community, stakeholders, faculty and staff in decision-making process by seeking input from all groups regarding appropriate issues. A) Allow for feedback opportunities at all faculty, PTO, and SIC meetings. B) Maintain open door policy for staff and public. C) Continue to seek input from teachers and staff through Professional Learning Communities, horizontal and vertical planning committees. D) Continue to seek input from all stakeholders through strategic planning and monthly School Improvement Council meetings. | On-going | 2021 | GHES Administrators, teachers, District office personnel, parents, PTO members, SIC members | To Be Determined | District Funds | PTO, SIC, Vertical and Horizontal Planning Committee Agendas/Minutes. Monitor Use of School Messenger, PeachJar, and Parent Portal | Continued |
| Involve community, stakeholders, faculty and staff in decision-making process by seeking input from all groups regarding appropriate issues. A) Allow for feedback opportunities at all faculty, PTO, and SIC meetings. B) Maintain open door policy for staff and public. C) Continue to seek input from teachers and staff through Professional Learning Communities, horizontal and vertical planning committees. D) Continue to seek input from all stakeholders through strategic planning and monthly School Improvement Council meetings | On-going | 2021 | GHES Administrators, teachers, District office personnel, parents, PTO members, SIC members | N/A | N/A | PTO, SIC, and Faculty Meeting Agenda/Minutes. Review Survey Results | Continued |
| Provide growth and input for leadership and management skills for staff through individualized and professional development plan. A) Continue district and state evaluations of faculty, staff and administration to promote effective instruction and leadership. B) Require Individualized Improvement Plans as necessary/required. C) Encourage attendance at local, state, and regional leadership meetings/trainings; FMSSD School Board meetings, school improvement Council meetings, and PTA meetings. | On-going | On-going | GHES Administration and Staff | \$2,000.00 | School Funds | Review Calendar of Events. Review of Teacher Evaluation System Data Provided for Teachers and Administrators | Continued |
| Maintain an ongoing process of evaluation of programs, personnel, and operations to ensure the implementation of desired strategies. A. Measure program effectiveness through available avenues B. Analyze available data to determine possible instructional strengths and weaknesses at school level C. Continue AdvanceEd process as part of evaluation of programs | On-going | 2021 | GHES Administration, teachers and district office personnel | To Be Determined | District Funds | Review Student Assessment Data, Survey Results, and AdvancED Evaluation Results | Continued |

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| <p>Promote a system which provides for development of potential candidates for advancement/leadership positions. A) Encourage participation in local and state leadership programs. B) Provide professional development opportunities for current school level administrators that foster their growth. C) Provide opportunities for interested teachers to participate in administrative functions in addition to their regular instructional duties. D) Formal induction/training of programs for training principals and assistant principals. E) Participate in OEC Grow Your Own Leaders Program. F) Serve as mentors and provide support for teachers working on administration certification.</p> | <p>2016</p> | <p>2021</p> | <p>GHEs Administration and District Office</p> | <p>\$2,500.00</p> | <p>School, District, State, and OEC Funds</p> | <p>List of Candidates Participating in OEC Grow Your Own Leaders Program and other Leadership Programs.</p> | <p>Continued</p> |
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| Goal Area: | Exceptional Teaching and Learning | Data Driven Continuous Improvement | X Effective Leadership and Communication | Safe, Supportive, and Inviting Schools | | | |
| Goal 3: | Gold Hill Elementary School will provide effective leadership and communication at all levels to promote student performance and school effectiveness. | | | | | | |
| Strategy 3.2: | Develop and foster strong relationships and build trust within the Professional Learning Community to support school-wide collaboration to build a strong learning environment. | | | | | | |
| Measurable Objective: | By 2019-2020, the teacher attendance rate will meet or exceed baseline data. | | | | | | |
| Measurable Objective: | By 2019-2020, the positive responses on teacher surveys (SC State Report Card) indicating satisfaction with the social and physical environment will meet or exceed baseline data. The positive responses on teacher surveys indicating satisfaction with the learning environment will meet or exceed baseline data. The positive responses on teacher surveys indicating satisfaction with school-home relations will meet or exceed baseline data. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Provide opportunities for staff to get to know each other through team building activities, build relationships, and develop trust | On-going | 2021 | GHEs Administration, teachers | \$300.00 Annually | School budget or PTO | Staff Development and Faculty Meeting Agendas/Minutes | Continued |
| Seek to improve teacher and staff morale through activities planned by the "Fun-Raising" committee | On-going | 2021 | GHEs "Fun-Raising" Committee | N/A | N/A | Fun Raising Committee Agendas/Minutes | Continued |
| Conduct mini-sessions where teachers can learn and share ideas on various topics and learning strategies | 2016 | 2021 | GHEs Administration, teachers | N/A | N/A | Mini-Session Agendas/Minutes | Continued |
| Seek to improve and enhance the school-home relations by providing parents with information on how they can help their child learn and by sharing positive comments with parents about their child | 2016 | 2021 | GHEs Administration, teachers and specialists | N/A | N/A | Copies of School Newsletters. Report Card Comments. Grade Level PLC Agendas/Minutes | Continued |
| Conduct sessions with information for parents on how to help their child succeed at GHEs | 2016 | 2021 | GHEs Administration, teachers | N/A | N/A | Parent Information Session Agendas. Copies of School Newsletters. Parent Conference Agendas/Notes | Continued |

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| Goal 4: | Gold Hill Elementary School will provide exemplary resources and supportive services throughout its entire organization to create an inspiring learning environment for all our students. | | | | | | |
| Strategy 4.3: | Provide, coordinate, and evaluate the effectiveness of information resources and related personnel to support educational programs throughout the system | | | | | | |
| Measurable Objective: | Maintain all media center collections to meet the standard as defined by the SC Department of Education. | | | | | | |
| Measurable Objective: | Increase the professional development resources to provide print and online current resources for staff development. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Continue to implement district plan to improve all media center collections based on state library standards | Fall 2015 | On-going | GHEs Media Specialist | 10000 | State, District, PTO, Book Fairs, and Grants | Review of Media Center Collection and Data about the Collection | Continued |
| Provide on-going access to online resources for staff development | On-going | On-going | GHEs Media Specialist and Lead Teacher | To Be Determined | School, District, and State Funds | Review of FMSD and GHEs Resources Available for Professional Development | Continued |
| Provide on-going communication and training to faculty and staff regarding online resources provided by the state, the FMSD, and GHEs | On-going | On-going | GHEs Media Specialist and Lead Teacher | To Be Determined | School, District, and State Funds | District and School Newsletter, Faculty and PLC Meeting Agendas/Minutes | Continued |
| Increase utilization of Destiny eBooks in the classroom and outside of school | Fall 2015 | On-going | GHEs Media Specialist and Lead Teacher | 3000 | State, District, PTO, Book Fairs, and Grants | Review of Media Center Checkout Data | Continued |

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| Goal 4: | Gold Hill Elementary School will provide exemplary resources and supportive services throughout its entire organization to create an inspiring learning environment for all our students. | | | | | | |
| Strategy 4.4: | Provide, coordinate and evaluate the effectiveness of support systems to meet the physical, social, and emotional needs of all students | | | | | | |
| Measurable Objective: | By 2019-2020, the positive responses on student surveys (SC State Report Card) indicating satisfaction with the social and physical environment will meet or exceed baseline data. The positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed baseline data. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Review and implement research-based curriculum K-12 on resiliency/coping strategies for prevention of mental health concerns, substance use, suicide, bullying and violence | Ongoing | Ongoing | GHEs Guidance Counselor | To Be Determined | School and District Funds | Guidance Long Range Plans, District Policy Manual, GHEs Faculty and Student Handbook | Continued |
| Provide training to all school staff on positive behavioral interventions and strategies | Ongoing | Ongoing | School Psychologist and Behavior Intervention Specialist | To Be Determined | School and District Funds | Faculty and PLC Meeting Agendas/Minutes | Continued |
| Provide research-based training on behavioral analysis and intervention to pertinent staff working with students with significant behavioral needs | Ongoing | Ongoing | Fort Mill School District - Office of Special Services and Behavior Intervention Specialist | To Be Determined | School and District Funds | Faculty and PLC Meeting Agendas/Minutes | Continued |
| Create behavioral support classrooms at elementary to address the needs of students with significant behavioral/emotional needs | 2016 | Ongoing | Fort Mill School District - Office of Special Services | To Be Determined | District Funds | FMSD Budget Approval with Funds for Personnel and Classroom Resources | Continued |
| Increase home-school collaboration by continuing to offer parent informational sessions | 2016 | Ongoing | GHEs Administration, Leadership Team, Reading and Math Interventionists PTA Board Members | N/A | N/A | School Newsletters, Parent Information Session Agendas, and Parent Conferences | Continued |
| Continue to provide research based crisis intervention training to relevant staff for the prevention, response and recovery of crises | Ongoing | Ongoing | Fort Mill School District - Office of Special Services | To Be Determined | School and District Funds | Faculty and PLC Meeting Agendas/Minutes | Continued |
| Continue to partner with community agencies to meet the physical, social and emotional needs of the student population (backpack program, after school programs) | Ongoing | Ongoing | GHEs Guidance Counselor | To Be Determined | Grants/Donations | List of Agencies and After School Programs Providing Support | Continued |

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| Goal 4: | Gold Hill Elementary School will provide exemplary resources and supportive services throughout its entire organization to create an inspiring learning environment for all our students. | | | | | | |
| Strategy 4.6: | Provide a safe and healthy learning environment that encourages student attendance in support of student achievement. | | | | | | |
| Measurable Objective: | By 2019-2020, the average student attendance will be at least 95.5% (baseline 97%) | | | | | | |
| Action Steps | Start Date | End Date | Person | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| Recognize students with perfect attendance | 2016 | On-going | Attendance Secretary | \$200.00 | School and PTO Funds | Power School Data. Student Recognition Program Agendas | Continued |
| Implement plans for students with excessive absences, tardies, and/or early dismissals | 2016 | On-going | Attendance Secretary | N/A | N/A | Review of Documentation of Truancy Meetings | Continued |
| Seek to improve and enhance the school learning environment by providing classes that challenge students to think and make learning more fun | 2016 | On-going | GHES Faculty and Staff | N/A | N/A | Grade Level Long Range Plans | Continued |
| Differentiate instructional lessons to provide choice (LEGO Education, Engineering is Elementary, Phonics Dance, CompassLearning Hybrid, Raz Kids, Accelerated Reader, Use of Technology Resources) | 2016 | On-going | GHES Faculty and Staff | \$10,000.00 | School and PTO Funds | Grade Level Long Range Plans | Continued |
| Involve students in the learning and assessment process via data notebooks and providing them various leadership opportunities within the school and classroom | 2016 | On-going | GHES Faculty and Staff | \$800.00 | School Funds | Copies of Student Data Notebooks | Continued |
| Provide learning celebrations to recognize students in grades K-5 who show academic improvement and progress. Recognize students who exemplify the 21st Century World Class Life and Career Characteristics as identified on the Profile of the SC Graduate | 2016 | On-going | GHES Faculty and Staff | \$4,000.00 | School and PTO Funds | Mid-Year and End of the Year Awards Ceremonies Agendas | Continued |

| Gold Hill Elementary Action Plan | | | | | | | |
|---|---|------------------------------------|--|------------------|--|--|------------------|
| Goal Area: | Exceptional Teaching and Learning | Data Driven Continuous Improvement | Effective Leadership and Communication | x | Safe, Supportive, and Inviting Schools | | |
| Goal 4: | Gold Hill Elementary School will provide exemplary resources and supportive services throughout its entire organization to create an inspiring learning environment for all our students. | | | | | | |
| Strategy 4.7: | GHES will maintain a Wellness Committee to create, implement and assess the effectiveness of our school health and wellness plan. | | | | | | |
| Measurable Objective: | By 2019-2020, 75% of our 4th and 5th grade students will be able to meet the gender and age health related fitness standards as determined by FitnessGram. | | | | | | |
| Measurable Objective: | Ensure that the Health curriculum implemented meets the guidelines of the Comprehensive Health Education Act. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Indicators of Implementation | Monitor |
| PE teachers will pretest student fitness performance on the FitnessGram | 2016 | On-going | Mary Gover, Michael Hunt, PE Teachers | To Be Determined | Fort Mill School District Funds | Fitness Gram Data | Continued |
| Students will be taught skills to improve fitness performance throughout the school year | 2016 | On-going | Mary Gover, Michael Hunt, PE Teachers | N/A | N/A | PE Long Range Plans | Continued |
| The FitnessGram posttest will be used to assess students at the end of the year | 2016 | On-going | Mary Gover, Michael Hunt, PE Teachers | To Be Determined | Fort Mill School District Funds | Fitness Gram Data | Continued |
| PE teachers will analyze pre/post test scores to determine which students have met the healthy fitness zones according to FitnessGram standards | 2016 | On-going | Mary Gover, Michael Hunt, PE Teachers | N/A | N/A | Fitness Gram Data | Continued |
| Continue to implement health curriculum at each grade level | 2016 | On-going | K-5th Grade Teachers | To Be Determined | School Funds | Grade Level Health Long Range Plans | Continued |
| Provide professional development for teachers to remain current in health education standards | 2016 | On-going | Principal, Assistant Principal, and Lead Teacher | To Be Determined | School Funds | Grade Level PLC Agenda/Minutes. District and School Health Professional Development Agendas. Grade Level Health Long Range Plans | Continued |
| Continue to implement an Action Plan for GHES using the Healthy Together 5-2-1-0 program. | 2016 | On-going | Mary Gover, PTO, Wellness Committee | To Be Determined | School Funds | GHES 5-2-1-0 Action Plan. P.E. SLO assessment data. Grade Level PLC Agenda/Minutes. District and School Health Professional Development Agendas. Grade Level Health Long Range Plans | Continued |