

Gold Hill Elementary School Strategic Plan 2016-2021

Performance 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				
		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					
Performance Goal 1.2: (Statement of desired progress or result over 5 years)	No longer applicable.						
Interim Performance Goal: (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 Therefore, this goal is no longer active on our plan.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.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	DRA2						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source:	93.60%	Projected	94.0%	94.20%	94.40%	94.60%	95%
<i>*Represents projections of improvement</i>		Actual	99.3	N/A*	N/A*	N/A*	N/A*

*In 2017-18 KRA will replace DRA2.

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		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					
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		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.2b: (Statement of desired progress or result over 5 years)		By 2021, the achievement of students in K-2 will continue to improve by 2%.					
Interim Performance Goal: (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.					
Data Source(s): (List types of data that will be collected or examined to measure progress)		Measures of Academic Progress (MAP) Reading					
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: MAP - Grade K	88.1%*	Projected	N/A	90.0%	92% 87%	87%	91%
<i>*Represents projections of improvement</i>		Actual	88.1%	84.70%	84.10%	N/A	N/A
Source: MAP - Grade 1	55.7%*	Projected	N/A	57.0%	59% 54%	54%	54%
<i>*Represents projections of improvement</i>		Actual	55.7%	51.80%	48.60%	N/A	N/A
Source: MAP - Grade 2	44.9%*	Projected	N/A	47.0%	49% 54%	54%	54%
<i>*Represents projections of improvement</i>		Actual	44.9%	58.00%	47.20%	N/A	N/A
*Baseline year is 2016-17 because this is a new goal.							

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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					
Performance Goal 1.2c: (Statement of desired progress or result over 5 years)	By 2021, the achievement of students in K-2 will continue to improve by 2%.						
Interim Performance Goal: (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.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Measures of Academic Progress (MAP) Math						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: MAP - Grade K	91%*	Projected	N/A	93.0%	95.0%	97.0%	99.0%
<i>*Represents projections of improvement</i>		Actual	91.0%	94.50%	88.40%	N/A	N/A
Source: MAP - Grade 1	59%*	Projected	N/A	61.0%	63% 54%	54%	54%
<i>*Represents projections of improvement</i>		Actual	59.0%	51.80%	64.10%	N/A	N/A
Source: MAP - Grade 2	37.8%*	Projected	N/A	39.0%	41% 50%	50%	50%
<i>*Represents projections of improvement</i>		Actual	37.8%	58.00%	46.90%	N/A	N/A
*Baseline year is 2016-17 because this is a new goal.							

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		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					
Performance Goal 1.3: (Statement of desired progress or result over 5 years)		By 2021, 94% of students in grades K-5 will score at benchmark.					
Interim Performance Goal: (One year goal)		By 2020, 93% of students in grades K-5 will score at benchmark.					
Data Source(s): (List types of data that will be collected or examined to measure progress)		Fountas Pinnell					
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source:	91.40%	Projected	92.0%	91%	92.00%	93%	94%
<i>*Represents projections of improvement</i>		Actual	90.2	91.70%	92%		

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		1. Read to Succeed: Leadership					
	X	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					
Performance Goal 1.4: (Statement of desired progress or result over 5 years)		By 2021, 76% of students in grades 3-5 will meet standard on the SC Ready Assessment for English Language Arts. By 2021, 90% of students in grades 3-5 will meet standard on the SC Ready Assessment for Math.					
Interim Performance Goal: (One year goal)		By 2020, 75% of students in grades 3-5 will meet standard on the SC Ready Assessment for English Language Arts. By 2020, 88% of students in grades 3-5 will meet standard on the SC Ready Assessment for Math.					
Data Source(s): (List types of data that will be collected or examined to measure progress)		SC Ready ELA SC Ready Math					
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: ELA	75.97%	Projected	78.0%	74.0%	77% 74%	80% 75%	83% 76%
<i>*Represents projections of improvement</i>		Actual	71.7%	72.1%	71.3%		
Source: Math	85.33%	Projected	86.0%	86.0%	89% 86%	93% 88%	96% 90%
<i>*Represents projections of improvement</i>		Actual	83.2%	82.5%	83.2%		

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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					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.5: (Statement of desired progress or result over 5 years)	By 2021, 86% of students grades 4 will meet standard on the PASS Science Assessment.						
Interim Performance Goal: (One year goal)	By 2020, 84% of students in grade 4 will meet standard on PASS Science Assessment.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	PASS Science						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source:	91.60%	Projected	92.0%	82.0%	84% 82%	86% 84%	88% 86%
Meets and Exceeds of 4 categories		Actual	80.5%	79.70%	74.80%		
*Scale scores were realigned to 4 levels instead of 3							

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		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
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Performance Goal 1.11: (Statement of desired progress or result over 5 years)	Reduce the Math and Science Achievement Gap by 1% each year.						
Interim Performance Goal: (One year goal)	By 2020, reduce the Achievement Gap between African American Students and all students in our population by 1%.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SC Ready Math Grades 3, 4, and 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						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: SC Ready Math	21.90%	Projected	N/A	TBD	20.90%	19.9% 20.1%	18.9% 19.1%
<i>*Represents projections of improvement</i>		Actual		21.9%	21.1%		
Source: PASS Science	21.10%	Projected	N/A	TBD	20.10%	19.1% 46.9%	18.1% 45.9%
<i>*Represents projections of improvement</i>		Actual		21.1%	47.9%		

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Performance Goal 2.0: (Statement of desired progress or result over 5 years)	By 2021, 100% of administrators and teachers will use STAR data to drive decision making.						
Interim Performance Goal: (One year goal)	By 2020, 90% of administrators and teachers will use STAR data to drive decision making.. (Pilot of STAR assessment in 2016-2017 school year for all students except those in self contained special setting classrooms)						
Data Source(s): (List types of data that will be collected or examined to measure progress)	STAR implementation at GHES						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: % Completing Implementation Continuum	N/A	Projected	30%	60%	80%	90%	100%
<i>*Represents projections of improvement</i>		Actual	60%	80%	85%		

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Performance Goal Area:	<input type="checkbox"/> Student Achievement	<input type="checkbox"/> District Goal 1: Teaching and Learning					
	<input type="checkbox"/> District Priority	<input type="checkbox"/> District Goal 2: Continuous Improvement					
	<input checked="" type="checkbox"/> Teacher/Administrator Quality	<input type="checkbox"/> District Goal 3: Leadership and Communication					
	<input type="checkbox"/> School Climate	<input type="checkbox"/> 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						
Performance Goal 3.0: (Statement of desired progress or result over 5 years)	By 2021, 93% of parents indicate they are satisfied with the effort to get information to parents (communication). By 2021, 86% of parents indicate they are satisfied with the home school relations (leadership). By 2021, 88% of teachers indicated they are satisfied with clear goals (communication). By 2021, 87% of teachers indicate they are satisfied with instructional leadership (leadership).						
Interim Performance Goal: (One year goal)	By 2020, 91% of parents indicate they are satisfied with the effort to get information to parents (communication). By 2020, 84% of parents indicate they are satisfied with the home school relations (leadership). By 2020, 86% of teachers indicated they are satisfied with clear goals (communication). By 2020, 85% of teachers indicate they are satisfied with instructional leadership (leadership).						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Parent and Teacher State Survey Data						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Effort to give information to parents question (#50) on SCDE parent survey.	88.80%	Projected	89%	84%	86%	88%-91%	90% 93%
<i>*Represents projections of improvement</i>		Actual	81.90%	86.80%	90.80%		
Source: Home school relations question (#16) on SCDE parent survey.	82.80%	Projected	83%	82%	84%	86% 84%	88% 86%
<i>*Represents projections of improvement</i>		Actual	79.80%	83.90%	77.7		
Source: Clear goals question (#19) on SCDE teacher survey.	93.80%	Projected	94%	82%	84%	86%	88%
<i>*Represents projections of improvement</i>		Actual	80%	88.30%	80.40%		
Source: Instructional leadership question (#22) on SCDE teacher survey.	93.80%	Projected	94%	90%	92%	94% 85%	96% 87%
<i>*Represents projections of improvement</i>		Actual	88%	93.30%	82.10%		

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		7. Read to Succeed: District Community Partnerships					
Performance Goal 4.1: (Statement of desired progress or result over 5 years)	By 2021, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 96%. By 2021, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 96%.						
Interim Performance Goal: (One year goal)	By 2020, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 94%. By 2020, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 96%.						
Data Source(s): (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.						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Student survey	84%	Projected	85%	97%	97% 92%	97% 94%	97% 96%
<i>*Represents projections of improvement</i>		Actual	96%	91.80%	86%		
Source: Parent survey	95%	Projected	96%	96%	96%-92%	96%	96%
<i>*Represents projections of improvement</i>		Actual	95.10%	91.40%	96.30%		

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		7. Read to Succeed: District Community Partnerships					
Performance Goal 4.2: (Statement of desired progress or result over 5 years)	By 2021, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 96%. By 2021, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 96%.						
Interim Performance Goal: (One year goal)	By 2020, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 94%. By 2020, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 95%.						
Data Source(s): (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.						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Student survey	94%	Projected	95%	96%	96% 92%	96% 94%	96%
<i>*Represents projections of improvement</i>		Actual	94.40%	91.10%	82.30%		
Source: Parent survey	97%	Projected	97%	93%	94%	95%	96%
<i>*Represents projections of improvement</i>		Actual	91.80%	93.60%	92.60%		

Gold Hill Elementary School Improvement Plan 2019-2020

Mr. Josh Burris, Principal
Mrs. Adrienne Sanders & Mr. Frank Speziale, Assistant Principals

Gold Hill Elementary Action Plan							
Goal Area:	x	Student Achievement	District Priority	Teacher/Administrator Quality	School Climate		
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, Health) *Update as of 2018-19 school year - New committees formed to Streamline and better meet the needs of our school. New Committees: ELA, Math, STEAM, Instructional Leadership, School Culture, and Safety.	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	On-going	On-going	GHES Faculty	N/A	State and District Funding	School Read 2 Succeed Plan	Continued
Infuse interdisciplinary connections: Literacy, STEAM 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

Gold Hill Elementary Action Plan							
Goal Area:	Student Achievement	District Priority	Teacher/Administrator Quality	School Climate			
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 STEAM 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	Animated Storytelling				
Catching the Wind: Designing Windmills		Story Starters	Infection Detection				
A Work in Process: Improving a Play-Doh Process		Story Visualizer Software	Grids and Games				
The Attraction is Obvious: Designing Maglev Systems		Duplo Collections					
A Slick Solution: Cleaning an Oil Spill		We Do 2.0 Robotics					
Sounds Like Fun: Seeing Animal Sounds							
Now You're Cooking: Designing Solar Oven							
A Long Way Down: Designing Parachutes							
Stick in the Mud							

Gold Hill Elementary Action Plan							
Goal Area:	Student Achievement	District Priority	Teacher/Administrator Quality	School Climate			
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., PTO special family nights and author/storyteller visits. Student recognition programs - pinning ceremonies)	8/17/2015	on-going	PTO, 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. *Update: Discuss and evaluate parent communication with the School Improvement Council, receiving feedback to make parent communication more effective.	5/1/2016	on-going	PTO, 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	GHES Teachers, 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 Area:	Student Achievement	District Priority	Teacher/Administrator Quality	School Climate			
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
Create a GHES professional development (PD) plan, receiving input from all employee groups.	2016	on-going	GHES Administration and Leadership Team	N/A	N/A	PD Team Agendas/Minutes	Modified
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
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Gold Hill Elementary School Strategic Plan 2016-2021

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	Victoria Brioc, 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	Victoria Brioc, 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	Victoria Brioc	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	Victoria Brioc, 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	Victoria Brioc	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	Victoria Brioc, 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	Victoria Brioc, Mike Waiksnis, Ann Bogan	None	STEAM Initiative Fund	Continued	Sign in sheets

Gold Hill Elementary School Action Plan							
Goal Area:	Student Achievement	District Priority	Teacher/Administrator Quality	School Climate			
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

Gold Hill Elementary Action Plan							
Goal Area:	Student Achievement	District Priority	Teacher/Administrator Quality	School Climate			
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	\$24,000.00	School Funds	Review Copy of School Budget and Monitor Professional Development Leave Days	Modified
Collaborate in Professional Learning Communities to assess needs and identify areas for improvement. Send a team of teachers and admin to PLC at Work conference. Make PLC work a top priority in the 2019-2020 school year.	On-going	On-going	GHEs Administration, Leadership Team, and PLC Committees	N/A	N/A	Grade Level PLC Agendas/Minutes	Modified

Gold Hill Elementary Action Plan							
Goal Area:	Student Achievement	District Priority	Teacher/Administrator Quality	School Climate			
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; FMSD School Board meetings, school Improvement Council meetings, and PTO 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

<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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Gold Hill Elementary Action Plan							
Goal Area:	Student Achievement	District Priority	Teacher/Administrator Quality	School Climate			
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 School Culture 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

Gold Hill Elementary Action Plan							
Goal Area:	Student Achievement	District Priority	Teacher/Administrator Quality	x	School Climate		
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

Gold Hill Elementary Action Plan							
Goal Area:	Student Achievement	District Priority	Teacher/Administrator Quality	x	School Climate		
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

Gold Hill Elementary Action Plan							
Goal Area:	Student Achievement	District Priority	Teacher/Administrator Quality	x	School Climate		
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 Hybridge, 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:	Student Achievement	District Priority	Teacher/Administrator Quality	x	School Climate		
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