

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2022/23
Upcoming School Year: 2020/21

School Name:	Joseph Keels Elem
SIDN:	4002075
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 02
Address 1:	7500 Springcrest Drive
Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	Alvera C. Butler
School Plan Contact Phone:	803-736-8754
School Plan E-mail Address:	abutler@richland2.org

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Baron R. Davis, Ph.D.</u> Printed Name	_____ Signature	_____ Date
<i>Principal</i>		
<u>Alvera C. Butler</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, District Board of Trustees</i>		
<u>Honorable James Manning</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, School Improvement Council</i>		
<u>Bakir Williams</u> Printed Name	_____ Signature	_____ Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Michelle Evans</u> Printed Name	_____ Signature	_____ Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Alvera C. Butler
2.	Teacher	Mitchell Bailey
3.	Parent/Guardian	Bakir Williams
4.	Community Member	John Brown
5.	Paraprofessional	N/A
6.	School Improvement Council Member	Jestherly Joy Dato-on
7.	Read to Succeed Reading Coach	Michelle Evans
8.	School Read To Succeed Literacy Leadership Team Lead	Michelle Evans
9.	School Read To Succeed Literacy Leadership Team Member	Whitney Prowell
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	
	School Improvement Council Member	LaTisha McCannic
	PTO President	Joy McClendon

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

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Not Applicable

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
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STRATEGIC PLAN 2018-2022

Joseph Keels Elementary

Mission:

In partnership with the community, JKE creates learning opportunities by enhancing academics with real life experiences.

Vision:

Leading In... Learning,
Entrepreneurship and Character!

Our Core Values:

The Four Squares- Learning,
Character, Community and Joy-
embody everything that we do.



Formative Assessment Data

Measures of Academic Progress (MAP)

Table 1: Percent of Students Who Met Their Growth Target on MAP by Subject and Subgroup

Subject and Subgroups	2015-2016		2016-2017		2017-2018	
	Count	Percent	Count	Percent	Count	Percent
Mathematics						
All Students	380	36.8%	347	40.6%	286	36.4%
Ethnicity						
American Indian or Alaska Native	0	--	0	--	0	--
Asian	4	--	5	--	2	--
Black or African American	349	35.8%	308	39.6%	247	35.2%
Hispanic or Latino	22	54.5%	26	57.7%	26	42.3%
Native Hawaiian or Other Pacific Islander	0	---	0	--	0	--
Two or More Races	1	--	1	--	5	--
White	4	--	7	--	6	--
Gender						
Female	212	37.7%	194	31.4%	158	37.3%
Male	168	35.7%	153	52.3%	128	35.2%
Reading						
All Students	385	43.1%	346	50.0%	292	38.0%
Ethnicity						
American Indian or Alaska Native	0	--	0	--	0	--
Asian	3	--	5	--	2	--
Black or African American	355	43.7%	306	50.3%	253	36.8%
Hispanic or Latino	22	40.9%	27	48.1%	26	46.2%
Native Hawaiian or Other Pacific Islander	0	--	0	--	0	--

Two or More Races	1	--	1	--	5	--
White	4	--	7	--	6	--
Gender						
Female	217	42.4%	193	48.7%	161	40.4%
Male	168	44.0%	153	51.6%	131	35.1%

-- Data not reported for subgroups less than 10 students.

Summative Assessment Data

South Carolina Kindergarten Readiness Assessment

Table 2: Percent of students demonstrating readiness by subgroup

Subgroup	2017-2018		2018-2019	
	Count	Percent	Count	Percent
All	26	32.9%	16	26.2%
Ethnicity				
American Indian or Alaska Native	0	--	0	--
Asian	0	--	0	--
Black or African American	23	34.3%	15	29.4%
Hispanic or Latino	0	--	1	--
Native Hawaiian or Other Pacific Islander	0	--	0	--
Two or More Races	3	--	0	--
White	0	--	0	--
Gender				
Female	15	32.6%	11	30.6%
Male	11	33.3%	5	--
Poverty				
Students in Poverty	21	31.3%	14	25.0%
Not Students in Poverty	5	--	2	--
English Proficiency				

LEP	--	0.0%	--	0.0%
Not LEP	26	36.1%	16	28.6%
Disabilities				
Students with Disabilities	1	--	0	--
Not Students with Disabilities	25	33.3%	16	27.1%
Pre-Kindergarten				
Head Start	2	--	3	--
None	3	--	0	--
Other	0	--	0	--
Private	0	--	1	--
Public	6	--	2	--
Richland Two	15	40.5%	10	40.0%
Richland Two Montessori	0	--	0	--
Unknown	0	--	0	--

-- Data not reported for subgroups less than 10 students.

South Carolina READY

Table 3.1: Percent of Students Who Scored Meets or Exceeds Expectations on SC Ready ELA by Subgroup

Subgroup	2015-2016		2016-2017		2017-2018	
	Count	Percent	Count	Percent	Count	Percent
All Students	320	20.0%	280	21.4%	261	27.2%
Ethnicity						
American Indian or Alaska Native	0	--	0	--	0	--
Asian	4	--	3	--	4	--
Black or African American	291	18.9%	248	22.2%	224	26.4%
Hispanic or Latino	19	0.0%	20	0.0%	23	0.0%
Native Hawaiian or Other Pacific Islander	0	--	0	--	0	--
Two or More Races	2	--	1	--	3	--
White	4	--	8	--	7	--
Gender						
Male	177	23.2%	159	27.0%	138	40.6%
Female	143	16.1%	121	14.1%	123	12.2%
Disability						
Disabled	34	5.9%	33	3.1%	33	0.0%
Not Disabled	286	21.3%	247	23.9%	228	31.1%
English Proficiency						
Limited English Proficient	12	0.0%	11	0.0%	13	--
Not Limited English Proficient	308	19.8%	269	21.6%	248	27.0%
Poverty						
Students in Poverty	287	17.4%	247	19.4%	239	26.4%
Not Students in Poverty	31	35.5%	31	32.3%	22	0.0%

-- Data not reported for subgroups less than 10 students for 2016 and 2017, less than 20 students for 2018.

Table 3.2: Percent of Students Who Scored Meets or Exceeds Expectations on SC Ready Math by Subgroup

Subgroup	2015-2016		2016-2017		2017-2018	
	Count	Percent	Count	Percent	Count	Percent
All Students	321	22.1%	280	27.9%	261	32.9%
Ethnicity						
American Indian or Alaska Native	0	--	0	--	0	--
Asian	4	--	3	--	4	--
Black or African American	291	21.0%	248	27.0%	224	30.4%
Hispanic or Latino	20	0.0%	20	0.0%	23	0.0%
Native Hawaiian or Other Pacific Islander	0	--	0	--	0	--
Two or More Races	2	--	1	--	3	--
White	4	--	8	--	7	--
Gender						
Male	177	20.9%	159	28.3%	138	39.9%
Female	144	23.6%	121	27.3%	123	25.2%
Disability						
Disabled	34	5.9%	33	3.1%	33	0.0%
Not Disabled	287	23.7%	247	31.2%	228	36.4%
English Proficiency						
Limited English Proficient	13	0.0%	11	0.0%	13	--
Not Limited English Proficient	308	21.7%	269	27.9%	248	31.9%
Poverty						
Students in Poverty	288	19.5%	247	25.5%	239	32.3%
Not Students in Poverty	31	38.7%	31	38.7%	22	0.0%

-- Data not reported for subgroups less than 10 students for 2016 and 2017, less than 20 students for 2018.

SCPASS

Table 4.1: Percent of Students Who Met or Exceeded Expectations on SCPASS Science by Subgroup

Subgroup	2015-2016		2016-2017		2017-2018	
	Count	Percent	Count	Percent	Count	Percent
All Students	182	50.6%	176	23.3%	76	27.6%
Ethnicity						
American Indian or Alaska Native	0	--	0	--	0	--
Asian	3	--	3	--	0	--
Black or African American	164	51.8%	155	21.9%	69	27.5%
Hispanic or Latino	7	--	12	0.0%	4	--
Native Hawaiian or Other Pacific Islander	0	--	0	--	0	--
Two or More Races	1	--	1	--	0	---
White	2	--	5	--	3	--
Gender						
Male	99	52.5%	100	16.0%	45	35.6%
Female	83	48.2%	76	33.0%	31	16.1%
Disability						
Disabled	19	15.8%	17	0.0%	9	0.0%
Not Disabled	163	54.6%	159	25.7%	67	29.9%
English Proficiency						
Limited English Proficient	7	--	8	--	1	--
Not Limited English Proficient	175	50.3%	168	22.1%	75	26.7%
Poverty						
Students in Poverty	168	50.6%	157	21.0%	71	23.9%
Not Students in Poverty	14	0.0%	18	33.3%	5	--

-- Data not reported for subgroups less than 10 students for 2016 and 2017, less than 20 students for 2018.

Standards and Scale Changed for 2017

Table 4.2: Percent of Students Who Met or Exceeded Expectations on SCPASS Social Studies by Subgroup

Subgroup	2015-2016		2016-2017		2017-2018	
	Count	Percent	Count	Percent	Count	Percent
All Students	182	63.7%	176	63.6%	102	48.0%
Ethnicity						
American Indian or Alaska Native	0	--	0	--	0	--
Asian	3	--	3	--	2	--
Black or African American	164	65.9%	155	62.6%	86	44.2%
Hispanic or Latino	7	--	12	0.0%	8	--
Native Hawaiian or Other Pacific Islander	0	#DIV/0!	0	--	0	--
Two or More Races	1	--	1	--	3	--
White	2	--	5	--	3	--
Gender						
Female	99	64.7%	100	63.0%	47	46.8%
Male	83	62.7%	76	64.5%	55	49.1%
Disability						
Disabled	19	31.6%	17	23.5%	10	--
Not Disabled	163	66.9%	159	67.3%	92	53.3%
English Proficiency						
Limited English Proficient	7	--	8	--	6	--
Not Limited English Proficient	175	64.0%	168	62.5%	96	45.8%
Poverty						
Students in Poverty	168	63.0%	157	63.7%	91	46.2%
Not Students in Poverty	14	0.0%	18	38.9%	11	--

-- Data not reported for subgroups less than 10 students for 2016 and 2017, less than 20 students for 2018.

School Climate

Table 5 shows the percent of teachers, students and parents who indicated they were satisfied learning environment, the social and physical environment, and school-home relations on the 2015-2016 through 2017-2018 South Carolina Department of Education School Climate surveys.

Table 5: School Climate Satisfaction by Teacher, Student and Parent groups for 2015-2016 through 2017-2018

	2015-2016		2016-2017		2017-2018	
	Count	Percent	Count	Percent	Count	Percent
Satisfied with the Learning Environment	53	64.2%	52	55.8%	47	70.3%
Teacher	108	83.4%	86	88.3%	104	83.7%
Student	42	78.5%	45	86.6%	36	83.3%
Parent						
Satisfied with the Social and Physical Environment	53	70.4%	52	61.6%	47	66.7%
Teacher	108	77.0%	86	87.2%	104	81.5%
Student	42	81.4%	45	83.4%	36	83.3%
Parent						
Satisfied with the School-Home Relations	53	51.9%	52	46.1%	47	58.3%
Teacher	108	73.8%	86	88.3%	104	85.4%
Student	42	65.1%	45	60.4%	36	62.9%
Parent	53	64.2%	52	55.8%	47	70.3%

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9NDAwMjA3NQ>

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

Student Achievement, including sub-groups
<i>Early Childhood/Primary (PK–2):</i> During the 2018-2019 Fall administration of KRA, 26.2% of our kindergarten students demonstrated readiness. 25.0% of kindergarten students “in poverty” demonstrated readiness. Based upon our KRA data and the needs of our incoming Kindergartners, we will continue to monitor and increase our intervention support in the early grades to ensure that all of our students are ready to meet the grade level expectations.
<i>Elementary School (3-5)Elementary/Middle (3-8):</i> <i>ELA and Math:</i> During the 2017-2018 spring administration of SC Ready, 21.4% of our third-fifth grade students scored met or exceeds in ELA. This was an increase from 20.4% the previous year. We recognize that the increase was minimal and that our student’s scores fall below expectations for student achievement on grade level. We will continue to focus on improving student achievement in ELA by providing more professional development support for teachers, a more literacy-rich environment and literacy intervention. Our kindergarten and first grade has been utilizing Open Court and it is our goal to ensure that all of our students have a solid phonics background. In addition, we will continue to strive to improve student achievement within all of our subgroups.

During the 2017-2018 spring administration of SC Ready, 27.9% of our students scored met or exceeds in Math. This is up from 22.1% the previous year. Although the 5% increase is marginal, it does represent growth towards our overall expectations and goal of 50% of our students meeting or exceeding on SC Ready Math. We will continue to work with teachers through professional development to improve in the implementation of effective math strategies.

Although we are currently below the district and state averages we are pleased that our students continue to show growth and we are committed to continued work towards the 50% target. Our administration and teachers will continue to work closely with our district content specialists to ensure that the instruction in ELA and Math is fully aligned to the standards specifically in the areas of reading comprehension, text-dependent analysis, and measurement & data analysis.

Science and Social Studies:

During the 2017-2018 spring administration of SC PASS, 23.3% of our fourth and fifth graders scored met or exceeds in Science.

During the 2017-2018 spring administration of SC PASS, 63.6% of our fourth and fifth graders scored met or exceeds in Social Studies.

The SC PASS data in Social Studies has improved over the past three years. The SC PASS Science scores have declined. The administration and teachers are working closely with our district content specialists to ensure that instruction in Science and Social Studies is fully aligned to the standards and that our scores move toward the district and state expectations.

Middle School (6-8)

N/A

High School (9-12)

N/A

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Teacher/Administrator Quality

Joseph Keels is the elementary school in our district with the highest poverty rate. Currently 98% of students at Joseph Keels receive subsidized meals. Joseph Keels faces many of the common problems that high poverty schools face. Teachers serving in a Title One school tend to face more challenges and teacher burnout occurs at higher rates. We will continue to maintain high expectations for teachers and seek and retain the very best teachers at Joseph Keels.

We will continue to provide quality professional development for our teachers to help improve student achievement. Professional development will be specific to school goals and differentiated for our teachers to ensure that we are meeting the learning and socio-emotional needs of our students while also meeting the needs of our teachers.

School Climate

Perception data is very important way to gain insight from all stakeholders to understanding our climate. Based on our 2017-2018 climate survey data, the following trends were noted:

- The percent who were satisfied with home-school relations is down from the prior three years with teachers but up for students and parents: 62.9 % of students were satisfied, 70.3% of parents were satisfied, 85.4% of teachers were satisfied.
- The percent who were satisfied with the learning environment at our school continues to remain over 83%: 83.3% of students were satisfied, 86.6% of parents were satisfied and 83.7% of teachers were satisfied.
- The percent who were satisfied with the social and physical environment at our school continues to remain over 81%: 83.3% of students were satisfied and 81.5% of teachers were satisfied.

Overall, our stakeholders are satisfied with our school climate. We were pleased to see overall satisfaction in our learning, social, and physical environments. We will continue to work on strategies to continuously improve our school's climate.

District Priorities

Joseph Keels aligns are goals and priorities to our district priorities and framework. Our professional development and all of our practices are aligned to learning, character, community, or joy, our district's four squares of success.

Gifted and Talented
Joseph Keels Elementary offers our district's ALERT program which serves students second through fifth grades that are identified as gifted and talented by the state of South Carolina. Our number of identified students has doubled over a 3 year trend. Additionally, we utilize the Total School Cluster Grouping model from Purdue University to grow our number of students in normally underrepresented populations who, over time, meet gifted qualifications.

LEARNING

Learning is the cornerstone on which all that we do at Joseph Keels is built. We strive to provide innovative learning environments in which all partners can acquire knowledge and skills through quality instruction and engaging experiences. Character, Community and Joy help to support this key square.

ACHIEVEMENT GOAL

Using baseline data obtained from 2017-2018 SC Ready scores, Joseph Keels will work to ensure students' academic success by increasing academic achievement in all areas as evidenced by State and District testing:

2018 - 5% increase;
2019 - 7% increase;
2020 - 10% increase;
2021 - 12% increase;
2022 - 15% increase

- ★ **STUDENT OUTCOME** = Our students perform among the highest scorers in the nation on key measures of success.
- ★ **STAFF OUTCOME** = Our staff participate in on-going, relevant professional learning experiences.
- ★ **COMMUNITY OUTCOME** = We collaborate with our partners to provide learning opportunities for community members.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Tiered intervention support (RTI) provided to qualifying students.	Administration Lead Intervention Teacher, Reading Coach and Instructional Assistants	Quarterly Data Reviews	Progress monitoring data	2018-2022 Jumpstart students begin in August, New students begin after BOY data is collected	Instructional Assts. (4) RTI Certified Teacher	General Budget/Title 1/338
After school and summer programs providing additional academic support will be available to qualifying students.	Administration	Standardized Test and Benchmarks	Lesson Plans Observations	2018-2022 Year Round	100K	Title 1 and 21st CCLC Grant

Professional development plan designed based on best practices and needs assessment.	Administration Reading Coach TLC	100% of teachers will attend professional development sessions.	Sign in sheets	2018-2022 Once a Month at Staff Meetings Half-Days	Varies	Title 1
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TALENT GOAL

Joseph Keels will enhance our college and career readiness of students by increasing the percentage of teachers with advanced degrees as reported on the school report card:

2018- 5% increase

2019- 10% increase

2020- 15% increase

2021- 20% increase

2022- 25% increase

- ★ **STUDENT OUTCOME=** Our students benefit from the opportunity to identify their gifts and talents and have the opportunity to pursue a passion.
- ★ **STAFF OUTCOME=** Each employee identifies a passion and pursues that passion while working at Joseph Keels.
- ★ **COMMUNITY OUTCOME =** Community members benefit from students who are taught by teachers with some of the highest credentials.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Achievement Walls prominently displaying the names of teachers with advanced degrees.	Administration	The achievement wall will be updated quarterly to highlight accolades achieved by staff.	Wall Display	2018-2022 Ongoing	N/A	N/A

Recognition Programs for teachers with advanced degrees.	Administration Designated Faculty/Staff	Staff will be recognized quarterly for academic achievement.	Programs Invitations to Events Pictures	2018-2022 Ongoing	\$300 per year	Principal Discretionary
College recruiters from local colleges and universities will be invited to speak with staff about the graduate level programs.	Administrators Teachers	College recruiters will be invited to come out to speak to teachers quarterly.	Sign-in Sheets Transcripts	2018-2022 Ongoing	N/A	N/A

LEARNING

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CULTURE & ENVIRONMENT GOAL

Joseph Keels will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.

- ★ **STUDENT OUTCOME** = We maintain a student centered environment that fosters collaboration and supports learning.
- ★ **STAFF OUTCOME** = Our staff create and maintain an environment that promotes collaboration and supports learning for students and all other partners including themselves.
- ★ **COMMUNITY OUTCOME** = Collaboration with our community partners expands and increases learning opportunities for students, staff, and community members.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Cubs, Cokes and Conversations (C3)	Administrators Reading Coach Technology Coach	C3 will be held once a month with teachers new to Keels along with academic coaches,	Sign-In Sheets Teacher Reflection	2018-2022 Ongoing	\$1,000 per year	Principal Discretion

		administrators, and invited guest speakers.				
Megabyte Monday	Technology Learning Coach	Technology Coach will meet with teachers biweekly to share new tech tips to enhance technology education in the classroom.	Sign-In Sheets Teacher Surveys	2018-2022 Ongoing	N/A	N/A
PLCs	Administrators Instructional Coaches	Topics for PLCs based on needs of staff and goals for the school/district	Sign-In Sheets Teacher Surveys	2018-2022 Ongoing	N/A	N/A
Increase attendance to Parent University	Administrators Parent Educator	Parents will sign in for each parent university.	Sign-In Sheets Parent Surveys	2018-2022 Ongoing	\$1500 per year	Principal Discretion
Common Planning to grade level teachers to promote collaboration.	Administrators	Grade level teachers will have common planning periods to promote collaboration.	Team minutes will be shared with admin team.	2018-2022 Ongoing	N/A	N/A
Increase partnerships within the community.	Administrators Parent Educator	Increased number of community volunteers signed up to take an active part of various programs.	Listing documents partnerships	2018-2022 Ongoing	N/A	N/A

COMMUNITY

We value the power of working with our entire community – students, employees, parents, residents, businesses, faith-based organizations, government entities and elected officials (partners). Working together, we continuously improve the Joseph Keels community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

ACHIEVEMENT GOAL

Joseph Keels will maximize opportunities for partners to collaborate and work together for the greater good.

- ★ **STUDENT OUTCOME** = Students participate in meaningful and relevant community service projects that provide opportunities to expand their learning and support the Richland Two community.
- ★ **STAFF OUTCOME** = Our employees support and serve as leaders in community organizations, building their capacity to support the mission and vision of the district while bettering the community.
- ★ **COMMUNITY OUTCOME** = We capitalize on mutually beneficial community partnerships that support our students, staff and community partners as they pursue their pathways to purpose.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Girls with Pearls and Grooming for Greatness Mentoring Groups to provide Service Learning Activities. As a result, we are increasing the opportunities for students to partner with the community and providing services that will strengthen and support our community.	Asst. Principal (Responsible for Mentoring Programs) Designated Faculty/Staff Members	Improved behavior and academic achievement.	Participation in pre-scheduled mentoring sessions, field studies, and service projects.	2018-22 Ongoing	\$2500	Title 1
School Improvement Council	Administration, Community Members, Faculty and Staff Members	Monthly SIC Meeting, Increase members attending state SIC Meeting	Monthly Meeting Minutes, State SIC Compliance, Apply for Dick and Tunky Riley Award	2018-22 Ongoing	N/A	N/A
Increased publicizing of student and school level accomplishments.	Administration School News Coordinator Administrative Asst. Faculty and Staff	Increased presence in: School Newsletters, School Marquees	Monthly monitoring to check for updated information in all school level and	2018-22 Ongoing	N/A	N/A

		Blackboard Connect Ed, Local Newspapers, Facebook, Twitter	community publications			
Table Talkers (Community Members), Kappa Alpha Psi, Columbia Alumni Chapter Lunch Buddies Partnership	Assistant Principal Community Members, Parent Educator, School Counselor	Increase the number of community members participants	Lobbyguard Volunteer Hours Records	2018-22 Ongoing	N/A	N/A

COMMUNITY

We value the power of working with our entire community – students, employees, parents, residents, businesses, faith-based organizations, government entities and elected officials (partners). Working together, we continuously improve the Joseph Keels community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

TALENT GOAL

Joseph Keels will strive to identify and maximize the collective talent of our partners.

- ★ **STUDENT OUTCOME=** We help our students identify their talents and share them with our community.
- ★ **STAFF OUTCOME=** Our staff identifies their talents and uses them to assist our students in pursuing personal pathways to purpose.
- ★ **COMMUNITY OUTCOME =** Community members share their gifts and talents with Joseph Keels students and employees.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Student Council	Administration, Designated Faculty and Staff Members	Community Service Projects that require Student Council members to use and/or develop talents in order for effective execution	Student council elections held annually with representatives from every grade level	2018-22	N/A	N/A

Table Talkers, Kappa Alpha Psi Lunch Buddies and Community Relations Council partnerships allow for increased opportunities for community members to share gifts and talents with JKE students.	Administration, Parent Educator	Monthly lunches are pre-scheduled in order for community members to eat lunch on a consistent basis with students with the focus of mentoring	Monthly scheduled lunches	2018-22	N/A	N/A
Increase opportunities for students and staff to share their talents to our local community. (Chorus, Strings, Student Council, Girls With Pearls, Grooming for Greatness , and Faculty and Staff Members)	Administration, Students, Faculty and Staff	School Wide and Community Based Performances, Parent University Workshops presented by Faculty and Staff Members, Faculty and Staff Members participation in school initiatives	Faculty and Staff Planning Calendar, Participation Logs, Feedback from Community Members and Partnerships, Surveys	2018-22	N/A	N/A

COMMUNITY

We value the power of working with our entire community – students, employees, parents, residents, businesses, faith-based organizations, government entities and elected officials (partners). Working together, we continuously improve the Joseph Keels community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

CULTURE & ENVIRONMENT GOAL

Joseph Keels will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.

- ★ STUDENT OUTCOME = In all classrooms, it is evident that every student is valued and appreciated.
- ★ STAFF OUTCOME = A highly qualified, premier teacher is in all classrooms in our school.
- ★ COMMUNITY OUTCOME = We maximize opportunities to bring the community together and lead the way in enhancing our local community.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Maintain a diverse faculty and staff where all teachers are highly qualified.	Administration	Early hiring and screening of applicants, provide a variety of support for teachers for professional and personal growth	Surveys, Diverse Faculty and Staff Roster	2018-22	N/A	N/A
Increase opportunities for students and faculty and staff to celebrate positive displays of character, attendance and academic growth and professional growth.	Administration, Team Leaders, Faculty and Staff (Schoolwide Committees)	Prominent Displays or Achievements, Tireless Teacher and Support Staff Superstar Wall, Certificates, and Recognition Ceremonies, Personally written notes from Administrative Team	Surveys, Community Feedback and Response, Academic Growth on Benchmarks, State Testing, and SDE Report Card Ratings	2018-22	N/A	N/A
Grandparent Support Group	Administration Parent Educator	Grandparent Support Group Meetings w/ guest speakers and/or focus areas that bring relevant and meaningful information to the group, Grandparent Support Group Field Trips, i.e. R2i2 Tour, State Fair, Community Line Dancing, etc., Grandparents provide support to school-wide initiatives	Attendance, Surveys, Community and School feedback and responses	2018-22	N/A	N/A

CHARACTER

Character is a building block to a great education. Positive character traits are essential to becoming contributing members of society. Without opportunities to develop and strengthen strong character traits, learning is not complete.

ACHIEVEMENT

GOAL

Using baseline data obtained from 2017-2018 discipline referrals and culture and climate surveys, Joseph Keels will encourage our students to demonstrate a high level of ethical character within and outside of the JKE community as measured by a decrease in discipline referrals and suspensions and an increase in positive culture and climate:

Discipline referrals and suspensions; Culture and climate

2018 - 20% reduction;	5% increase
2019 – 35% reduction;	7% increase
2020 – 50% reduction;	10% increase
2021 – 70% reduction;	12% increase
2022 - 80% reduction;	15% increase

- ★ **STUDENT OUTCOME** = Our students excel in developing and applying the Life and Career Characteristics of the South Carolina Graduate: Integrity; Self-direction; Global perspective; Perseverance; Work ethic and interpersonal skills.
- ★ **STAFF OUTCOME** = Our staff consistently model strong character traits, serving as role models for our students and each other.
- ★ **COMMUNITY OUTCOME** = We work with our community partners to provide opportunities for students and staff to contribute to society.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Reinforce school-wide behavior expectations	Administrators Teachers and staff	By 2022, 100% of JKE will be able to recite the Code of Conduct.	Grade level meetings to review behavior expectations. Monthly review of discipline data.	2018-22 Ongoing	N/A	N/A

Continue supporting mentoring programs and increase participation.	Administrators Parent Educator School Counselor	Increased number of students participating in mentoring programs	Listing of students and mentors.	2018-2022 Ongoing	\$500 per year	Principal's Discretion
Class Guidance Lessons	School Counselor	Lesson plans with a focus on the Life and Career Characteristics of the South Carolina Graduate	Guidance lessons scheduled for the year on school calendar. Career Day	2018-2022 Ongoing	\$300 per year	Principal's Discretion

CHARACTER

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TALENT GOAL

Joseph Keels will work to recruit, develop and retain partners who promote the strong positive character traits that help make learning complete.

- ★ **STUDENT OUTCOME=** Our students serve as ambassadors for Joseph Keels by modeling the core values of the district: Learning; Character; Community and Joy.
- ★ **STAFF OUTCOME=** Our staff demonstrate a commitment to the district's core values, model positive character traits and help students develop those traits as well.
- ★ **COMMUNITY OUTCOME =** Our community provides a safe, secure and inviting place to live which attracts and retains partners who are contributing members of society and positive role models for our students.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Grooming for Greatness	Sponsor (Administrator) Community Partners	4th and 5th grade members of 100% 100% of Grooming for Greatness will	A listing of student participants and a summary/overview of each session.	2018-2022 Ongoing	\$500	Principal Discretion

		continue to meet biweekly with community members and mentors				
Girls with Pearls	Sponsors	100% of Girls with Pearls will meet focus on positive character traits.	A listing of student participants and a summary/overview of each session.	2018-2022 Ongoing	\$500	Principal Discretion
Continue supporting Student Council, Girls with Pearls and Grooming for Greatness and increasing opportunities for these students to lead.	Administrators Student Council, Girls with Pearls, and Grooming for Greatness Sponsors	100% of Members trained to serve as student ambassadors.	Listing of events that, members serve as participants	2018-2022 Ongoing	N/A	N/A
Table Talkers (5th Grade Lunch Buddies)	Administrator Selected Classroom Teacher	Increased number of community members participating in Table Talkers Program	Listing of confirmed Table Talker.	2018-2022 Ongoing	N/A	N/A
Lunch Buddies with Columbia Alumni Chapter of Kappa Alpha Psi	Administrator Parent Educator	Increased number of students participating in Lunch Buddy Program	Listing of students participating in lunch buddies program.	2018-2022 Ongoing	N/A	N/A

CHARACTER

Character is a building block to a great education. Positive character traits are essential to becoming contributing members of society. Without opportunities to develop and strengthen strong character traits, learning is not complete.

CULTURE & ENVIRONMENT

GOAL

Joseph Keels will work to maintain a culture and environment that reinforces positive character traits.

- ★ STUDENT OUTCOME = From pre-kindergarten through fifth grade, our students participate in character education.
- ★ STAFF OUTCOME = Our staff participates in character education and model positive behavior to students.
- ★ COMMUNITY OUTCOME = We partner with the community to provide character education programs, and we recognize

community members who model positive behavior for our students and staff.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Classroom Guidance lesson plans will have a focus on positive character traits.	School Counselor	By 2022, 100% of Joseph Keels students will be exposed to opportunities to demonstrate a high level of ethical character within and outside of the Joseph Keels community.	Guidance lessons scheduled for the year on school calendar. Career Day	2017-2022 Ongoing	N/A	N/A
Staff Recognition	Administrators Faculty and Staff	Monthly recognition of Support Staff and Tireless Teacher	Faculty and Staff nominations	2017-2022 Ongoing	\$200 per year	Principal Discretion
Increased community partnerships and recognition programs of partners	Administrators Parent Educator	Each year increase the number of community partners participating in mentor programs. Host 1 recognition program for community partners each year.	Listing of community partners	2017-2022 Ongoing	\$750	Principal Discretion

JOY

What is success without celebration? We value the practice of honoring our accomplishments. Sharing in the joy of a job well done promotes future success. The Joseph Keels family takes time to revel in the great achievements made by all of our partners. A joyful environment produces happy and productive people who embrace innovation and learning.

ACHIEVEMENT GOAL

Joseph Keels will celebrate and recognize the achievement of all partners.

- ★ **STUDENT OUTCOME =** We celebrate and recognize our students for growth and achievements in academics, arts, athletics, and service.
- ★ **STAFF OUTCOME =** Our staff earn celebrations and recognition for demonstrating growth and excellence.
- ★ **COMMUNITY OUTCOME =** We honor community partners for maximizing their gifts and talents.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Increased student celebrations for academic achievement .	Administration	One major celebration quarterly	Honor Roll Recognition MAP Celebrations	2018-2022	\$1500	Title 1
Increase opportunities for staff to be recognized for excellence	Administration	Monthly recognitions	Tireless Teacher, Support Staff Superstar, Recognition of additional degrees earned, Recognition of NBCT, Improved Student Achievement	2018-2022	\$500	\$500
Increase opportunities to celebrate community members that have partnered with JKE throughout the year.	Administration PTO	Quarterly Celebrations	Lunch Buddies, Table Talkers, Mentors, Speakers	2018-2022	N/A	N/A

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TALENT GOAL

Joseph Keels will consistently look for ways for our partners to experience joy while learning and working.

- ★ **STUDENT OUTCOME=** Our students benefit from multiple opportunities to discover their passions.
- ★ **STAFF OUTCOME=** Our staff participate in ongoing professional and personal growth opportunities to develop work skills and knowledge, and to ensure a healthy work/personal-life balance.
- ★ **COMMUNITY OUTCOME =** In joyful settings, we offer community members opportunities to share their gifts and talents with Joseph Keels students and employees.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Increase the attendance at staff gatherings.	Administration Hospitality Team	100% of staff members will be invited and encouraged to come to staff gatherings	Marketing and advertisements for events, to include emails and other invitations	2018-2022	N/A	N/A
Increase the number of family events for students.	Administration PTO SIC Teachers	2 events per quarter	Chick- Fil A Night, Donuts with Dads, Muffins with Moms, Game Nights, Parent Universities, Report Card Pick Ups, Dances, etc.	2018-2022	\$2500	Title 1
Increase the attendance by community members (established JKE volunteers) at our family events.	Administration PTO SIC Teachers	All established JKE volunteers will be invited to family events	Marketing and advertisements for events, to include emails and other invitations	2018-2022	N/A	N/A
Increase the number of activities for staff geared toward developing and maintaining a healthy work/personal-life balance.	Administration School Nurse	Quarterly activities with a focus on staff maintaining a healthy work/personal-life balance	Biggest Loser Competition Exercise Class/Event	2018-2022	N/A	N/A

JOY

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CULTURE & ENVIRONMENT GOAL

Joseph Keels will strive to have a joyful and productive environment for all partners.

- ★ **STUDENT OUTCOME =** We ensure all students develop meaningful relationships, which are vital to engaging students in purposeful learning.
- ★ **STAFF OUTCOME =** Our staff participate in regular motivational and inspirational activities.
- ★ **COMMUNITY OUTCOME =** We maximize opportunities to bring the community together.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Increase opportunities for staff to participate in motivational and inspirational activities.	Administration	Monthly Celebrations	Tireless Teacher, Support Staff Superstar, Achievement Wall, News show announcements, C3	2018-2022	N/A	N/A
Increase the number or community events.	Administration Teachers PTO	Quarterly Events that involve our local community	RCSD High 5, Speakers at Mentoring and Awards Events, Programs at the school	2018- 2022	N/A	N/A
Provide an adult mentor for students who benefit from such relationships.	Administration Guidance Counselor	Each identified student will be provided a mentor	List of mentor/mentee partnerships	2018-2022	N/A	N/A