



FORK SHOALS SCHOOL
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Pelzer, South Carolina 29669
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www.greenville.k12.sc.us/forksh/
Grades Served: K5-5th
Christopher Ross Principal
School District of Greenville County
Dr. Phinnize Fisher: Superintendent
2005-2010

COVER PAGE FOR SCHOOL PLANS

SCHOOL INFORMATION AND REQUIRED SIGNATURES

FORK SHOALS SCHOOL SCHOOL DISTRICT OF GREENVILLE COUNTY

SCHOOL RENEWAL PLAN FOR YEARS: 2008-2013
SCHOOL RENEWAL ANNUAL UPDATE FOR: 2006

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Keith Ray		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Phinnize Fisher		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Shannon Owen		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Christopher Ross		
PRINTED NAME	SIGNATURE	DATE

ADDRESS: 916 McKelvey Road, Pelzer, South Carolina 29669

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <i>POSITION</i> | <i>NAME</i> |
|---|------------------------------|
| 1. PRINCIPAL : _____ | <u>Mr. Christopher Ross</u> |
| 2. TEACHER : _____ | <u>Mr. Mason Garrett</u> |
| 3. PARENT/GUARDIAN : _____ | <u>Mrs. Lindsey Williams</u> |
| 4. COMMUNITY MEMBER : _____ | <u>Mr. David King</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL: | <u>Mrs. Shannon Owen</u> |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<i>POSITION</i>	<i>NAME</i>
<u>Assistant Principal</u>	<u>Mrs. Kim Reid</u>
<u>Instructional Coach</u>	<u>Mrs. Amy Giles</u>
<u>Guidance Counselor</u>	<u>Ms. Autumn Cline</u>
<u>SIC</u>	<u>Mr. Adam Henderson</u>
<u>SIC</u>	<u>Mrs. Stacy Hall</u>
<u>SIC</u>	<u>Mrs. Tricia Robinson</u>

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

Assurances

Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

(Initial each category to document that assurances are met).



Academic Assistance, PreK–3 The school/district 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). A good example of academic assistance services for PreK–3 may be found at:

Goal: 2 **Strategy 4** **Activity 3, Page 62 of the Plan.**



Academic Assistance, Grades 4–12 The school/district 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). A good example of academic assistance services for grades 4–12 may be found at:

Goal 1 **Strategy 2** **Activity 2, Page 60 of the Plan.**
 Goal 2 **Strategy 4** **Activity 2, Page 62 of the Plan**



Parent Involvement The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, 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. A good example of parent involvement may be found at:

Goal 3 **Strategy 3** **Activity 4, Page 66 of the Plan.**



Staff Development The school/district 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*. A good example of staff development may be found at:

Goal 2 **Strategy 1** **Activity 3, Page 62 of the Plan.**



Technology The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. A good example of the use of technology may be found at:

Goal 1 Strategy 5 Activity 2, Page 61 of the Plan.



Innovation The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. A good example of the use of innovation funds may be found at:

Goal 2 Strategy 4 Activity 3, Page 62 of the Plan.



Recruitment The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.



Collaboration The school/district (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).



Developmental Screening The school/district 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.



Half-Day Child Development The school/district 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, although they may be housed at locations with other grade levels or completely separate from schools.



Best Practices in Grades K–3 The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.



Developmentally Appropriate Curriculum for PreK–3 The school/district 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.



Parenting and Family Literacy The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This

program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.



Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide 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.



The School-to-Work Transition Act of 1994 (STW) The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Dr. Phinnize Fisher
Superintendent's Printed Name
(for district and school plans)

Superintendent's Signature

Date

Christopher Ross
Principal's Printed Name

Principal's Signature

Date

As chairperson of the SACS CASI Quality Assurance Review Team, I certify that _____ School has a continuous improvement plan that meets all requirements of the South Carolina Department of Education's model planning process as specified in State Board of Education Regulation 43-261 and that the school meets SACS CASI accreditation requirements.

Quality Assurance Review
Team Chair Printed Name

QAR Team Chair's Signature

Date

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Introduction

FORK SHOALS SCHOOL Strategic Planning Guide was developed to document the changes and progress Fork Shoals School has made while working to continuously improve everything we do. The Strategic Planning Guide provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this Strategic Planning Guide are based upon the Education for the Future Initiative Continuous Improvement Continuums, adapted from business' Malcolm Baldrige Award Program for quality business management and achievement. These categories were selected because we agree that the philosophies written into the continuums will lead to **FORK SHOALS SCHOOL** becoming a quality school. Within each category is a description of the intent of the category, a brief summary of where we are as a school, and our next steps.

The seven categories utilized in this Strategic Planning Guide are—

- Information and Analysis
- Student Achievement
- Quality Planning
- Professional Development
- Leadership
- Partnership Development
- Continuous Improvement and Evaluation

This Strategic Planning Guide is a living document that describes **FORK SHOALS SCHOOL** and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The Strategic Planning Guide also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. The last section, Continuous Improvement and Evaluation,

summarizes our assessments on the Continuous Improvement Continuums. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout **Fork Shoals School** during this time. It also shows how all of the parts fit together to make Fork Shoals School a positive place for our students.

A team of teachers was involved in developing the narrative for our Strategic Planning Guide based on input from the whole staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work using the Continuous Improvement Continuums. During these bi-yearly assessments, staff was asked to contribute “evidence” of our progress—actual documents that show the changes in our practices.

At the beginning of the school year 2004, Fork Shoals Faculty reviewed the mission, vision, and beliefs. We revisited our essential agreements for teaching, learning, and assessment. Later in the fall, faculty discussed and reached consensus on ratings for each of the Continuous Improvement Continuums. Teachers then met in focused groups for school profile, information analysis, instructional and organizational effectiveness, student achievement, professional development, leadership, and partnerships. The groups made self-guided updates to the school’s strategic plan using information from student test data, teacher input, parent comments, and current demographic information. We also developed needs for next steps in each of the areas for the Continuous Improvement Continuums. The goals were developed based on the needs assessments from student achievement and the ratings in each of the areas. We created strategies for each goal in planning for improvement.

The SACS chairperson has met with SIC and sent emails to involve stakeholders in the process. The SIC SACS committee was also invited to several faculty meetings to be involved in making updates to the plan. The principal met with the PTA board and discussed the goals for the action plan. Members gave input for strategies to meet the goals particularly school climate and parental involvement. At the January PTA meeting,

parents were given a questionnaire about their volunteer opportunities and wishes. The principal and SACS chair met with SIC to discuss the action plan and for further strategy ideas especially communication. Teachers then met to review the updated document.

Executive Summary

Introduction to the Fork Shoals School Strategic Planning Guide

Profile

Fork Shoals School is the southern most school in Greenville County. The school is in a rural area that is currently experiencing a high rate of housing growth. The district has also expanded the attendance areas for the school. This has resulted in an increase from 370 students to 770 over the last 8 years. Approximately 13% of the students attending Fork Shoals do so through the districts school choice program. All students are accommodated in a 10-year-old state of the art facility on 19 acres.

The student population is mostly white (81%) with 10% African American , 4% Hispanic, and 5% other ethnicities. The African American and Kurdish percentages have stayed stable over time. The Hispanic population has also leveled off and remained consistent over the past 3 years. The school has a small population of Kurdish students that make up 1% of the student population. Thirty-three percent (32%) of the students are on free and reduced lunch. Eighteen percent (18%) of the student body has been labeled disabled. Seven percent is in a resource model, 11% is in speech and two percent are in a self-contained model. The primary language at Fork Shoals School is English. We do have some Spanish and Kurdish speaking students. In some cases these students may speak English but heir parents primarily speak their mother tongue.

Of the school staff of 53 certified teachers, over half have ten years or less of experience. Over half the teachers have a master's degree, and we have three National Board Certified teachers. Almost all of our teachers are white females. We have two black female teachers and one teacher of Middle Eastern descent. We also have two white male teachers. The school staff includes teachers of Spanish, music, art, physical education, media, guidance, technology, science lab, guidance, speech therapy and instructional coach. We also have a Piedmont Mental Health counselor on staff. The principal is in his fourth year as leader of the school.

Parents are very involved at Fork Shoals. The PTA received the National PTA Parental Involvement School of Excellence Award for 2004. They are active on the PTA Board and School Improvement Council.

Instructional and Organizational Priorities

Teachers, parents and students are surveyed annually. The results are very positive. There is universal support for the quality of the instructional program, support for student learning and school climate. These surveys have been correlated with the state report card surveys in all areas. Although all areas are highly rated, parents generally lag students and teachers in overall reported satisfaction.

Instructionally, Fork Shoals is an innovative school. We use the 4 Blocks Model for reading instruction. The district's pacing guide for math guide is used by all teachers. Fork Shoals integrates social studies and science with the curriculum through an inquiry based approach to instruction. Fork Shoals is now an authorized International Baccalaureate primary Years Program school. This is an internationally minded inquiry based approach to teaching. The teachers have developed six, six week units of instruction geared around central ideas. Writing, reading, and character education are integrated into this whole child approach to instruction.

Mission, Vision and Beliefs

The IB-PYP process was integrated with the strategic planning process and was instrumental in shaping our mission, vision and beliefs. **The mission of Fork Shoals School is to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen. The vision for Fork Shoals is that our students will be principled, knowledgeable, open-minded, reflective, balanced, caring, inquirers, thinkers, communicators, and risk-takers. They will seek answers to questions to guide their learning. They will use this education to be active citizens with a deeper appreciation and understanding of the world to enhance their quality of life.**

We believe...

Curriculum

- Is integrated
- Has a real world purpose
- Must be supported with field experiences related to content
- Has a global application
- Is focused on students' strengths and weaknesses
- Is developmentally appropriate
- Presents various perspectives

Instruction

- Provides students the opportunity to be teachers
- Is inquiry based

- Is engaging
- Involves high levels of problem solving
- Provides for multiple modalities
- Is project based
- Values multiple intelligences
- Incorporates a network of community resources
- Uses technology to enhance effectiveness
- Is applicable to real life

Assessment

- Is ongoing
- Uses ongoing observation
- Is meaningful
- Guides instruction
- Is clear, concise, and consistent
- Is authentic
- Uses rubrics
- Is standardized
- Provides an opportunity for reflection

Learning Environment

- Is safe
- Is community based
- Encourages parent/family involvement
- Encourage students to take risks
- Is inviting
- Is educationally stimulating in all areas of the school.
- Uses all of the available educational assets
- Focuses on the positive
- Has multilevel resources
- Has varied resources

Student Learning Needs:

Overall Fork Shoal School is improving academically. The school met adequately yearly progress (AYP) this past year and received an average rating on the report card. Students taking the Iowa Test of Basic Skills (ITBS) score above the 50th percentile compared to the national average. The Palmetto Achievement Challenge Test also shows a similar pattern. In reviewing the data by grade level, there is a slow atrophy of achievement as the students move through the grade levels. In most cases we maintain advantages in comparison with state and district comparison. In subgroup comparisons we find students on subsidized lunch score lower than paid students and special education students score lower than non-disabled peers.

We have begun to address the gaps by working to increase parental involvement, increase the use of technology to address learning differences, and the need to integrate content

areas and core subject to improve higher order thinking, inquiry and application of concepts. Teachers need to understand the ever-increasing diversity of needs of students and address them in a coherent manner.

Performance Goals:

PERFORMANCE GOAL 1: Improve student performance in all subcategories on the Palmetto Achievement Test to 60 % proficient and advanced by 2009-2010

PERFORMANCE GOAL 2: Improve personal quality achieving all personnel highly qualified and specialized by 2006-2007 and maintain 100% until 2009-2010.

PERFORMANCE GOAL 3: Students, Parents and Teachers will rate Fork Shoals at an 85% overall approval rating on the state report card annually until 2009-2010.

Accomplishments:

We have continued to make significant progress. Professional development and school resources have been spent with the goals and objectives as key criteria. The school still faces achievement hurdles. Fork Shoals made AYP two of the last three years according to the Federal No Child Left Behind Standards. The school staff, PTA, and School Improvement Council has been involved in the review and assessment of the Strategic Plan. We continue to make progress in addressing deficiencies and needs by implementing the International Baccalaureate Primary Years Program. The school did receive an overall rating of Average on the state school report card. The school received the Silver Award and incentive money for this honor in 2004. The school has also received the National PTA parent Involvement Award.



Please enjoy this comprehensive Strategic Planning Guide as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world! *The Staff of **FORK SHOALS SCHOOL***

Information and Analysis

SCHOOL PROFILE

INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS



Greenville County Schools District Profile—January 2008

Geographic Location

Greenville, South Carolina is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2005 census data, Greenville County has more than 407,300 residents, a 7.3 percent increase since the 2000 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations. Over the past several decades, Greenville has recruited Michelin, General Electric, Hitachi and BMW to the region.

According to 2000 census data, the homeownership rate in Greenville County was 68.2%. The median annual household income for Greenville in 2003 was \$41,984, while 47,205 persons were living below the poverty level. Total assessed property within the Greenville city limits equals over \$221 million.

There are 12 universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, USC Upstate, Tri-County Technology College and Wofford College.

School District Information

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 68,465 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 51st largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. District facilities include 5 child development centers, 47 elementary schools, 17 middle schools, 14 high schools, 4 career centers and 7 special focus centers. Among the elementary, middle and high schools, 12 International Baccalaureate programs and 12 magnet academics operate for unique educational opportunities. The magnet academics include foreign language, communication arts, pre-engineering international studies, science and technology, fine arts, and year-round education.

Greenville is the site of *The South Carolina Governor's School for the Arts* and the *Roper Mountain Science Center*. GCS has 15 Title I schools that receive funds from the federal government to help raise student achievement in schools with high poverty. Two grants allow funding for GCS teachers and local arts to receive training in integrating arts into the regular classroom curriculum. Beginning with Tanglewood Middle, seven Title I schools are now participating in the program.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS is 60.1% White, 26.7 % African-American, 9.8% Hispanic, 2.2% Asian, 0.2% Native American, 0.2% Hawaiian/Pacific Islander and 0.8% of students are classified as “Other.” Dedicated to meeting the educational needs of all students, GCS serves over 8,434 students (12.3%) with disabilities more severe than speech and an additional 2,360+ students with speech disabilities; a total of more than 10,790 students (15.7%). Additionally, over 13,000 students (19.3%) of GCS students qualify for the gifted and talented program. GCS also serves over 3,000 students who meet the state specifications of English as a Second or Other Language (ESOL).

GCS stresses the importance of daily attendance and good health for all students. GCS has an average student attendance rate of 97.7%, and a teacher attendance rate of 97.2%. The 2006-07 student dropout rate is 4.1%. There are 22,000 students who ride one of the 325+ buses in GCS. Breakfast is served daily to over 13,000 students.

Learning Environment

The State Department of Education issues annual report cards rating each school and district with an *Absolute* and *Improvement* rating. In 2007, 68% of GCS schools and career centers earned an Absolute Rating of *Excellent, Good, or Average* on the 2007 SC Report Cards. As part of *No Child Left Behind* (NCLB) legislation, states must also assess whether schools have met Adequate Yearly Progress (AYP) on an annual basis. Many GCS schools have been awarded special honors and titles for school program excellence. Twelve Greenville County schools are *National Blue Ribbon Schools of Excellence*, while 17 schools have been designated with SC’s highest education honor, the *Palmetto’s Finest Award*. Nine schools and four career centers earned Palmetto gold and silver awards recognizing high levels of academic achievement. Additionally, 38 GCS schools have been named *Red Carpet Schools* in response to their levels of customer service to parents and school communities. There are 29 GCS schools that have been named *National Schools of Excellence* by the PTA.

GCS provides students with a strong, qualified teaching staff. There are approximately 9,089 GCS employees; 5,019 of those are teachers. According to the 2007 GCS Report Card, 57.5% of the teachers hold Master’s degrees or higher. The average years of teaching experience in GCS is 11.7 years. The average teacher salary in 2006-07 is \$42,200. Greenville County has 423 *National Board Certified* teachers and seven *Milliken Family Foundation National* educator awards.

Teachers and administrators strive to create a learning environment supported by parents and the surrounding community. GCS actively recruits volunteers to assist in enhancing every student’s learning experience. In the 2006-07 school year, over 80,000 volunteers donated 1.6 million hours of their time to GCS. The Parent Teacher Association (PTA) in GCS has the largest number of units in any one district in SC. The *Report Card Survey* from the State Department of Education is administered in GCS annually to parents,

teachers and students. In 2007 the majority of all three groups reported teachers have high expectations of students and demonstrate commitment toward student achievement.

GCS pays for schools and other education services through six primary fund accounts. Over \$429 million of those funds are designated General Funds and are used to support the day to day school operating expenses (e.g. teacher salaries, instructional supplies, utilities, etc.). The remainder of the budget, which changes every year, includes five fund accounts that provide money for things such as state and local taxes, scholarships and grants as well as building costs. The District has had more than 150 audits over the past three years and has been awarded the *Excellence in Financial Reporting* for 19 consecutive years. GCS has also earned the highest credit rating a school district can receive from two of the top financial rating services. Overseeing the budget and District operations are 12 elected School Board members who entrust the daily operations to Superintendent, Phinnize Fisher, Ed.D. Two Deputy Superintendents help coordinate and oversee all District functions in curriculum, personnel, finance, facilities, technology, and operations.

In an effort to provide “equitable” school facilities for all students and accommodate a growing student population, GCS has implemented an aggressive, innovatively funded school construction program. Advantages to this approximately \$1 billion construction program are all schools will be built or renovated within a six-year time frame, versus a traditional construction plan which would require more than twenty years. Additional benefits to the program are that there are no plans for additional tax millage increases in Greenville County to compensate for building costs. Also, the program provides all students with the opportunity to attend schools that support advancing instructional technology. In addition to the new or renovated schools completed before the construction program began, 67 schools have been completed as part of the BEST program. Two new schools are under construction and will open in August 2008. The last school in the program will be bid this fall.

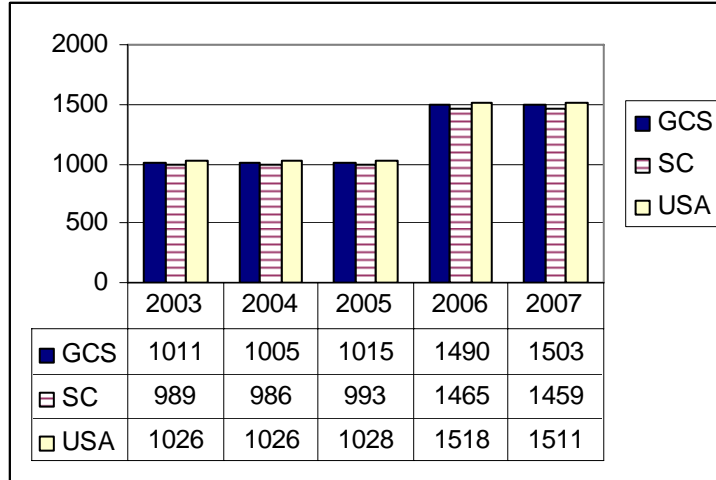
Student Achievement

Committed to student achievement for all students, GCS serves as a leader in education in both the state and nation. Teachers and administrators are continually trained on effective ways to assess student achievement throughout the year. Standardized tests used in the District are Scholastic Aptitude Test (SAT), Academic College Test (ACT), High School Assessment Program (HSAP), Academic Placement (AP) Exams, End of Course Exams (EOCE), Palmetto Achievement Challenge Test (PACT), Iowa Test of Basic Skills (ITBS), and most recently Measures of Academic Progress (MAP). Overall, GCS student achievement has risen in 2007 in almost every test area.

Several secondary assessments are given to students on the high school level. In GCS, the average composite score on the SAT increased from 1490 in 2006 to 1503 in 2007. There were 2,365 GCS students tested, and 61% of 2006-07 seniors took the exam. The average critical reading score was 505, the average math score was 508, and the average writing

score was 489. Figure 1 displays the SAT results from the past five years. GCS has remained higher than the average SC score and slightly behind the average national score.

Figure 1. 5-Year SAT Composite Scores of GCS, SC and the Nation



* With the addition of Writing on the SAT in 2006, the Composite Score from 2006 and beyond is out of 2400.

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The Composite score in GCS increased from 20.7 in 2006 to 21.3 in 2007. One-tenth of an ACT point is comparable to four points on the SAT.

Figure 2. 2007 ACT Results in GCS

Location	# of students	Englis h	Math	Readin g	Scienc e	Composit e
GCS	1,223	20.7	21.2	21.6	20.9	21.3
SC	16,716	19	19.8	19.8	19.5	19.6
Nation	1,300,599	20.7	21	21.5	21	21.2

The number of students in 2007 who successfully completed AP courses demonstrated the commitment of GCS to high school curriculum and achievement. As displayed in *Figure 3*, the percent of students scoring 3-5 increased by 3.1% in GCS in 2007.

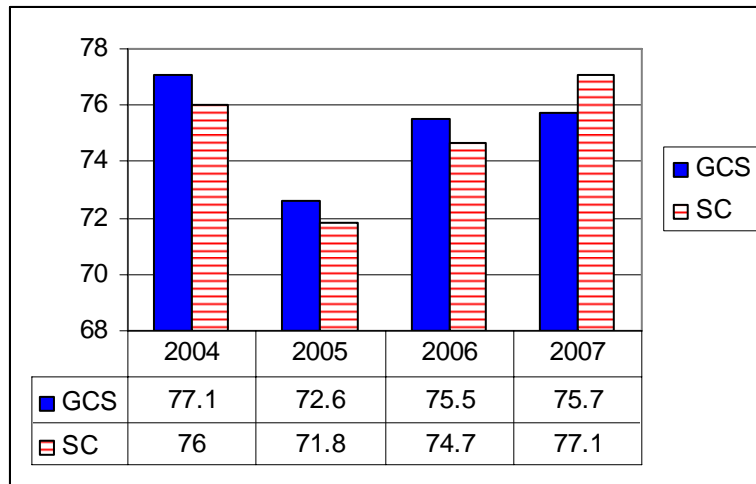
Figure 3. Number of AP Exams and Percent Scoring 3-5 in GCS

Year	Number Scoring 3-5	Percent Scoring 3-5
2007	2524	51.1%
2006	2192	48.0%
2005	2096	43.0%
2004	1815	48.1%

2003	1803	52.5%
2002	1581	54.9%
2001	1241	59.8%

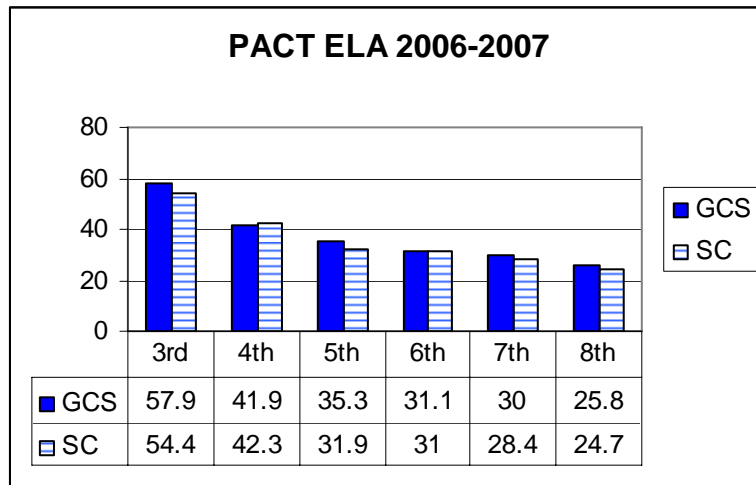
After a three-year implementation phase, in 2005-06, SC's EXIT Exam changed from the Basic Skills Assessment Program (BSAP) to the High School Assessment Program (HSAP) exam. The 75.7% of GCS students passed both sections of the HSAP on their first attempt is lower than SC's 77.1%. From 2006 to 2007, the percentage of students who passed the English Language Arts section of the High School Assessment Program on the first attempt increased by 2.2%. From 2006 to 2007, the percentage of students who passed the Mathematics section of the High School Assessment Program on the first attempt decreased by 1.1%.

Figure 4. Percent Passing Both Sections of HSAP on 1st Attempt



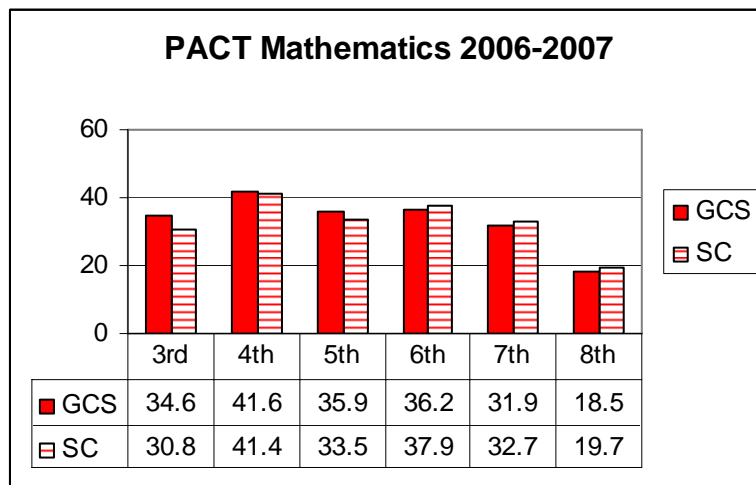
GCS annually tests all students in grades 3-8 on the state's criterion referenced exam, the PACT. As evidence of meeting federal NCLB legislation, GCS annually tracks the percent of students scoring Proficient and Advanced on PACT exams, for English Language Arts (ELA), math, science and social studies. As shown in Figure 5, GCS has outperformed SC's aggregate score of students scoring Proficient or Advanced on the ELA portion of the PACT.

Figure 5. Percent Proficient and Advanced on PACT ELA



In GCS, the percent of students scoring proficient and advanced on the PACT ELA was as high or higher than the average percent in SC, with the exception of 4th grade. On PACT Math, GCS students scored higher than SC’s averages, with the exception of 6th, 7th, and 8th grades.

Figure 6. Percent Proficient and Advanced on PACT Math



The next two graphs, Figures 7 and 8, display the percent of students scoring proficient and advanced in Science and Social Studies. GCS students performed higher than the average of SC students in all grade levels in both Science and Social Studies.

Figure 7. Percent Proficient and Advanced on PACT Science

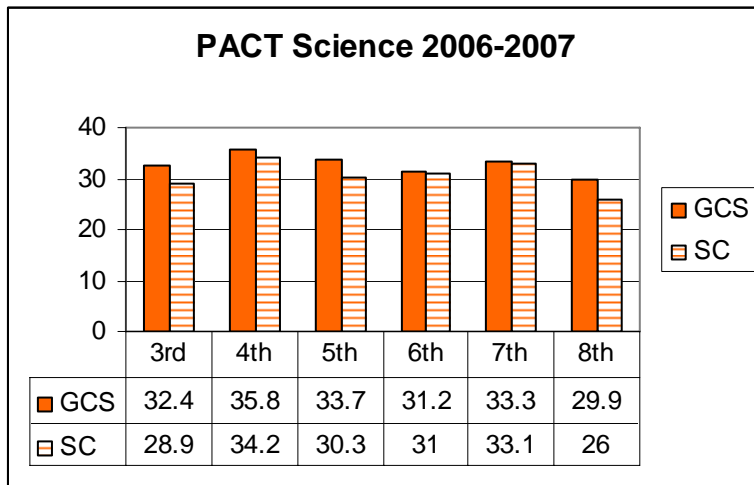
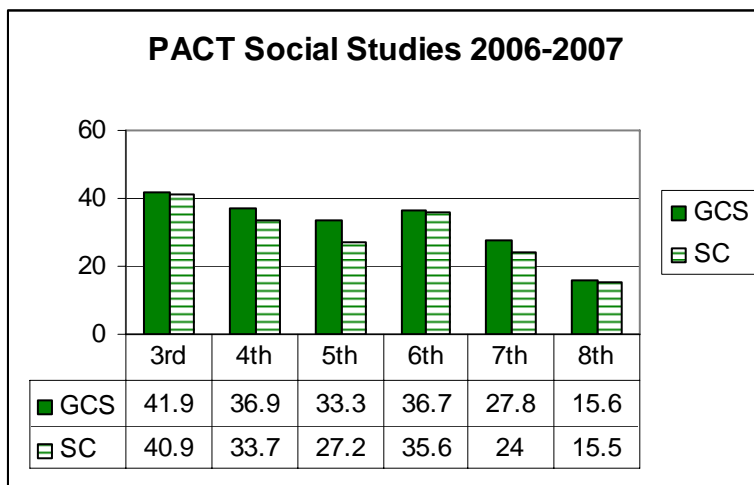


Figure 8. Percent Proficient and Advanced on PACT Social Studies



In 2005-06, an additional resource for assessment in Greenville County is the Measures of Academic Progress (MAP) testing. This computerized system of testing is administered two to three times a year in every school in reading, language, mathematics,

and one optional subject, science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to individual students' performance; meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PACT and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year.

Fork Shoals School Profile



Class Picture 1923

Fork Shoals School is a public elementary school located in the southernmost part of Greenville County in the piedmont of South Carolina. Founded in 1877, this school has gone from a one-room log cabin to a 90,000 square foot, state of the art educational facility and community resource center. The new facility was completed in 1998. Fork Shoals School currently houses 770 students in Kindergarten through grade 5. It has 53 instructional, 5 office staff members, and two administrators. Fork Shoals is one of 50 elementary schools in the School District of Greenville County.

Although our school is physically in Greenville County, the school mailing address is Pelzer, South Carolina. The town of Pelzer, however, is in Anderson, South Carolina. Fork Shoals students are residents of a rural community with addresses from several small towns: Belton, Honea Path, Piedmont, Pelzer, Simpsonville, and Fountain Inn. The latest population figure (2002) indicates that there are 8,208 residents, which shows an increase of 13 percent during a five-year period. The community is predominately white at 84 percent of the population, while 14 percent is African-American, and 2 percent is classified as other. The average household income is \$33,400 with 61 percent of the population employed in blue-collar jobs and 39 percent employed in white-collar jobs. In addition, 87 percent of the community's families own their own homes and 13 percent

rent their homes. The average value of a home is \$64,200. These homes are found in small trailer parks and in mobile home communities. Some residents have mobile homes on their own land and some live in older homes in mill-village communities. Fork Shoals still has an agricultural base with many large older and some newer homes on farmland. There are also new subdivisions being built with large homes on a variety of lot sizes. The crime rate in this area is only eight percent.



Through 130 years of growth and change, this community-based school has managed to hold on to its warm child-centered atmosphere. In the midst of 38 classrooms, each child is made to feel he/she is the brightest of the Fork Shoals “Freedom Stars”.

While retaining the feel of the old school, this facility boasts the latest technology in its science, art, music, multipurpose, computer and media centers. There is a separate fully equipped science lab. The computer lab has 28 computer stations and maintains the school computer network system. The media center has a state of the art production studio currently used to broadcast the school’s morning news program. Fork Shoals also offers a

flexible schedule to enable maximum use of the library media center. The art room is equipped to meet the standards for elementary art and, in addition, has a kiln room. The music room has portable risers, which are used for class time and in musical productions. The multipurpose room has adjustable



basketball goals, a removable volleyball net, and other equipment to support a top-notch physical education program. In addition, each classroom has an up to date computer for teacher use and 1 to 2 student computers all linked to the school computer network.

The modern attributes of Fork Shoals are complimented by a strong sense of nature and life. Pristine pastureland and endless room to run surround the school. A butterfly garden, complete with an underground irrigation system and a fountain, graces a centrally located courtyard. Various play areas, baseball fields, basketball courts and modern playgrounds are all part of Fork Shoals' 22 acre complex.

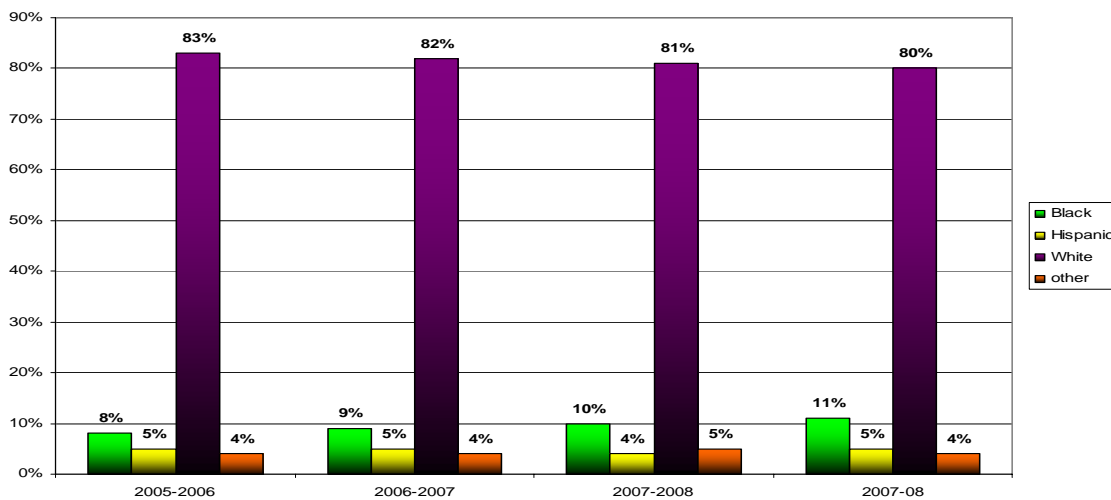
The school's current enrollment configuration by grade level is as follows: kindergarten has 111 students, grade one has 138 students, grade two has 138 students, grade three has 136 students, grade four has 125 students, and grade five has 120 students. There are 13 Students in a self-contained special education class that are not included in those numbers.



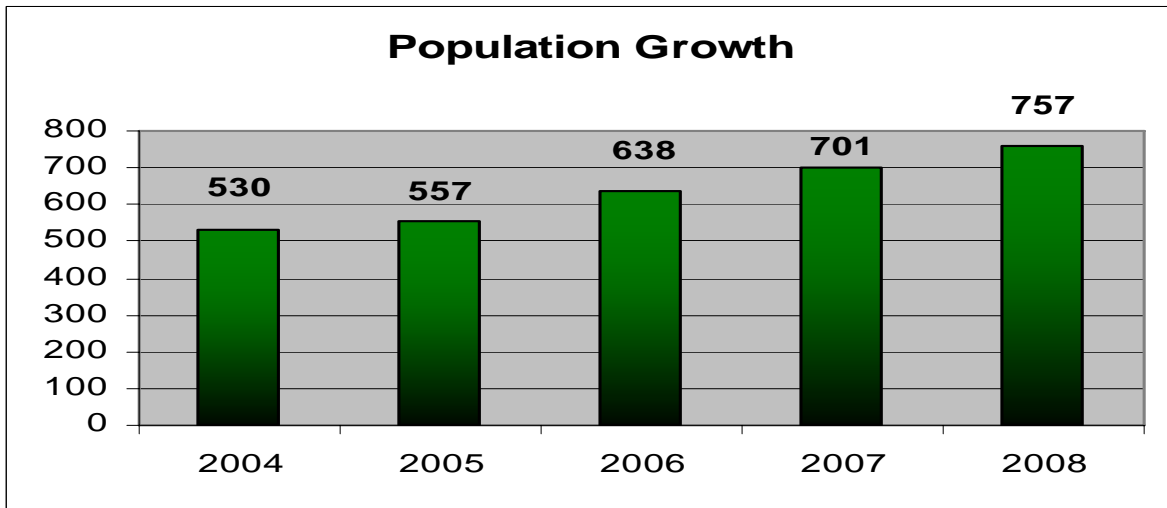
Fork Shoals School Students

At the present time, the student enrollment at Fork Shoals School is made up mostly Caucasian, 11 percent African-American, and 5 percent Hispanic, and 4 percent other ethnicities, which include Kurdish, Columbian, and Russian.

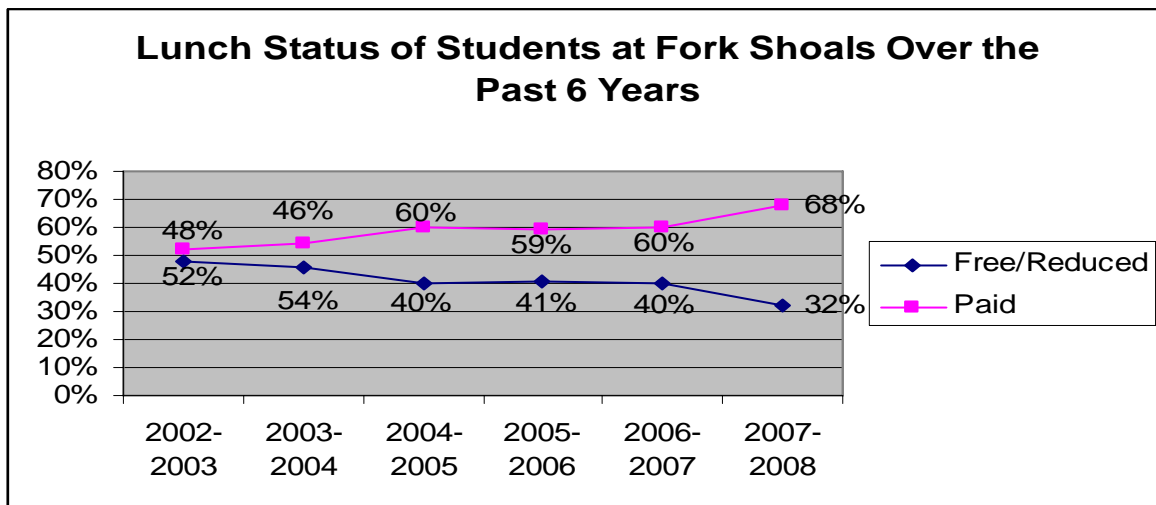
Fork Shoals Ethnicity



Over the past seven years, our population has changed as shown in the bar graph below. Each year the enrollment has increased with the exception of the 2000-2001 school year in which we had a decrease of two from the previous year. While enrollment has increased, the majority of the population continues to be Caucasian. The percent of African-American students has remained rather constant as well as our Hispanic population. The overall student population has increased from the high 300s to the high 700's in eight years.



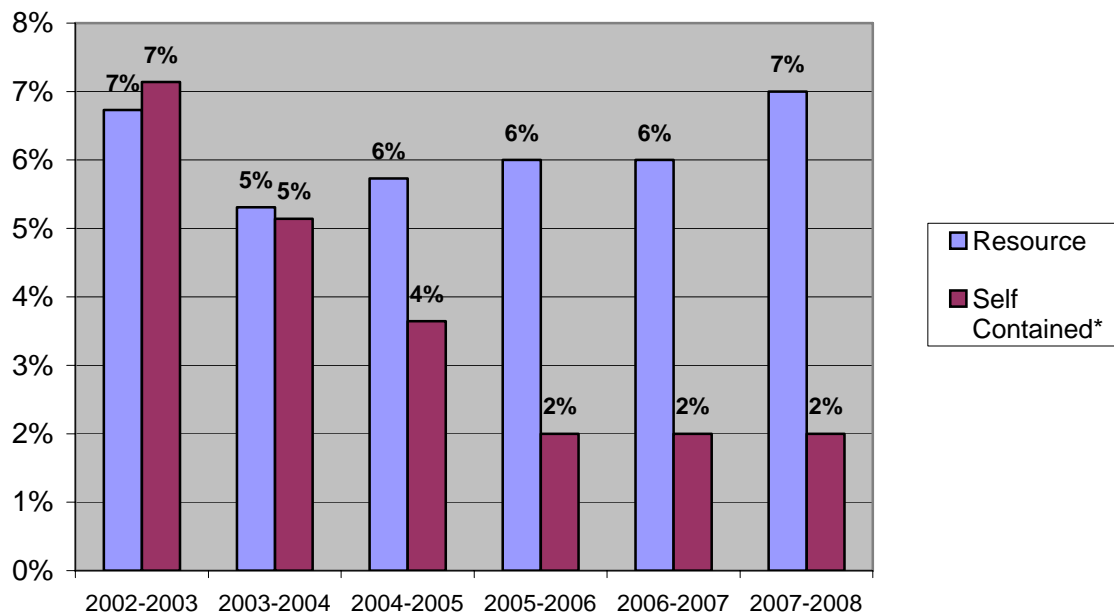
Thirty-two percent of the students qualify for free or reduced priced meals. The percentage of free and reduced lunch has decreased by eight percent over the past year and significantly over the past six years.



Special Education:

Fork Shoals staffs' commitment to providing the most appropriate learning environment for every child can be seen in the number of children qualifying for special services. The percentage of students in resource remained constant, while the numbers in self-contained has decreased. Although the percentages in resource are constant, the actual number of students has increased due to student enrolment increasing. The decrease in self contained students can be attributed to the relocation of two of Fork Shoals' self-contained classes in 2005, which leaves our school with only one self-contained class.

Special Education by Model 2002-2008



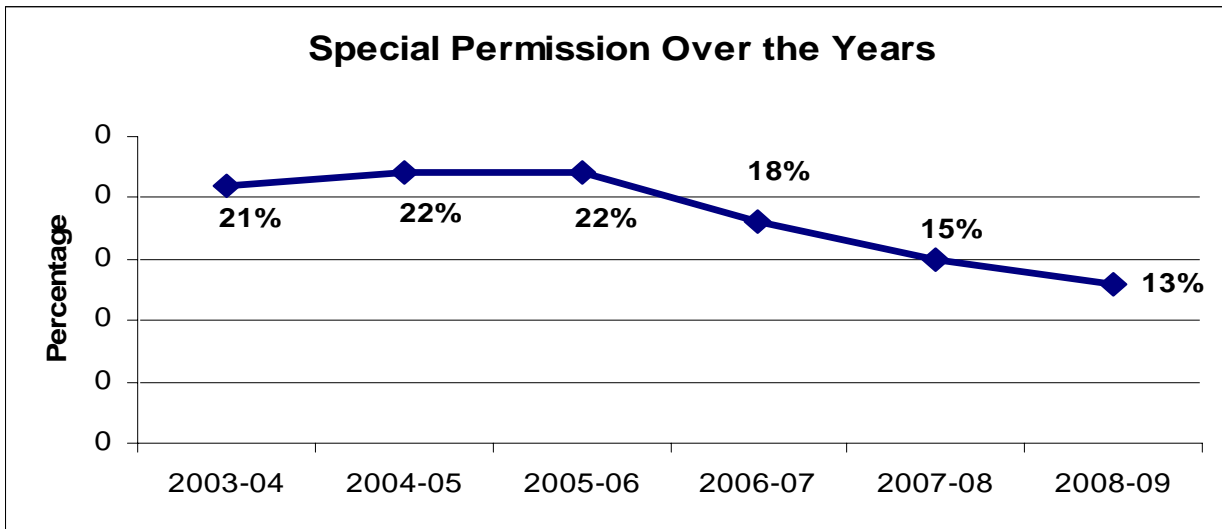
Other Student Factors

The student population is comprised of students with three home languages. These languages, in order of student enrollment are English, Hispanic, and Kurdish. Fork Shoals School has several funded programs, which focus on helping “at risk” students,

and the special needs of all students. Having both during and before programs with specialized instruction provide this assistance as well as a 0.6 ESOL teacher for our students whose parents speak a language other than English in the home. Children with learning disabilities are served in both self-contained and resource classrooms. Fork Shoals School also has a gifted and talented program for identified students. This program has grown this past year from serving 49 students in 2007 to 61 students in 2008.

Attendance and Mobility

Student attendance rates at Fork Shoals School have remained steady over the past few years. Fork Shoals School has an average daily attendance of 96 percent. Enrollment numbers increase/decrease approximately 4.25 percent annually over the past three years. The mobility rate is currently at about 8 percent coming in and 5 percent leaving Fork Shoals.



Above is a graph indicating the number of students attending with special permission over the past few years. The percentage of students coming to Fork Shoals on special permission has decreased due to the reduction in allotments. Four years ago the school was open to anyone who wanted to bring their child to the school on special permission. Then, as our attendance increased, our allotments decreased. In 2005-06 we could only

take 25 special permission kindergarteners (who would go through the entire 6 year program) and no new special permission students in any other grade. Existing special permission students could stay through 5th grade. The following year the allotment decreased to 15 in kindergarten and then to 8 in kindergarten this past year. The school fully expects to be closed for special permission in the years to come.

Fork Shoals School Staff

Fork Shoals Elementary School boasts a dynamic faculty and staff. We are a family of diverse backgrounds and talents working together for the benefit of all children. There are 34 regular education teachers and 6 teacher assistants in grades K5 – 5th. Our student/teacher ratio is 25 to 1 in kindergarten, 18 to 1 in first grade, 22 to 1 in second and 3rd grade, and 25 to 1 in 4th and 5th grade. We enjoy the privilege of full-time related arts teachers in the areas of Art, Music, Physical Education, and Computer lab, as well as a part time team 2 days a week. We also have a part time science lab instructor who serves our 3rd – 5th grade three days a week. The children are learning about other cultures and languages with the help of our full-time Spanish teacher and a half-time Spanish teacher. Our full time Media Specialist and an assistant implement a “flex schedule” to help enhance the library skills of all children in the school. Fork Shoals services a diverse group of special education children with one learning disabled intermediate (grades 3rd-5th) self-contained special education teacher and one assistant. Special assistance is provided for struggling students with the help of one full-time resource teacher and one half-time resource teacher. Fork Shoals has English as a Second Language teacher who works with students whose language spoken in the home is something other than English. One full-time and one half-time speech and language pathologist work with our students. We have one full-time guidance counselor and one half-time guidance counselor. Fork Shoals has a challenge teacher who servers students three days a week.

Twenty-four of the staff at Fork Shoals has obtained a Masters Degree and three are Nationally Board Certified. All teachers at Fork Shoals teach using the IB Primary Years Program. Teachers continue to attend training sessions and visit other IB schools. Additionally, all regular education teachers have received training in the Four Blocks Method of reading instruction.

As our school continues to grow, so does our need for new teachers. In the 2008-2009 school year, 5 new teachers were hired.

Teaching Staff Gender & Ethnicity

Fork Shoals has predominately female teachers. The exception is a male 5th grade teacher and a male kindergarten teacher. The school has three African American female teachers, one teacher of Middle Eastern descent, one Columbian, and the rest are Caucasian. Additional personnel include the school principal, assistant principal, secretary, instructional coach, guidance counselor, social worker, attendance clerk, nurse, plant engineer, five custodians, one food manager, five food service workers and six bus drivers also provide services to students.

- **100% Highly Qualified (HQ)**
- **56% with a Masters Degree**
- **5 National Board Certified**
- **44 Caucasian**
- **3 African American**
- **1 Middle Eastern**
- **1 Columbian**
- **47 Female Teachers**
- **2 Male Teachers**

Our Leaders

Our principal is Christopher D. Ross. This is his fourth year as principal at Fork Shoals. He comes to Fork Shoals after serving as an assistant principal at Buena Vista Elementary School. Prior to being an administrator, Mr. Ross was a fourth grade teacher at Oakview Elementary School for 5 years. While teaching fourth grade, Mr. Ross worked on his Master Degree in School Leadership at Furman University. Within six months of receiving his degree he was named Buena Vista's Assistant Principal. During the 2003-2004 school year, Mr. Ross was named the Assistant Principal of the Year for Greenville County Schools. A year later he left Buena Vista to become the principal of Fork Shoals School. Mr. Ross is married with two children. His wife, Ashley, was born and raised in Mauldin. She was a kindergarten teacher for seven years. Mr. Ross met his wife Ashley while they attended Winthrop University. They both were Early Childhood majors and graduated with honors. They have been married for ten years and look forward to raising their children in the Greenville, South Carolina.

Our assistant principal is Kim Reid. This is her fourth year as assistant principal. She is a product of Greenville County Schools and attended Simpsonville Elementary, Plain Elementary, Bryson Middle, and Hillcrest High. After graduating high school, she attended the University of South Carolina-Spartanburg. At USC-S, she received a Bachelor of Arts in Education. She is certified in Early Childhood and Elementary Education. She taught her first year in 1997-1998 as a first grade teacher at Fork Shoals. During that year, she was named the District Sallie Mae First Year Teacher. The following year, she began teaching kindergarten and continued for the next six years. In 2000, she was named Fork Shoals Teacher of the Year. She became a National Board Certified Teacher as an Early Childhood Generalist in 2003. Immediately following that, she began work on her Masters Degree. In August of 2004, she graduated from Furman University with a Master of Arts with a Concentration in School Leadership. She then taught one year of second grade. During that year, she was named the Wal-Mart Teacher of the Year. She left the classroom to be Fork Shoals School's first assistant principal.

In her third year she was named the Assistant Principal of the Year for Greenville County Schools. She and her husband live in Fountain Inn with their three children.

Safety, Cleanliness, and Adequacy of School Facilities

Fork Shoals School and the School District of Greenville County are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates. The school also has an AED and trained staff to use the AED in an emergency.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of six custodians performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Lockdown Drills
- Tornado Drills
- Earthquake Drills
- Hurricane Drills
- Installation of surveillance cameras (coming Fall 2008)
- Fire safety inspections
- Campus supervision



An initiative of the South Carolina Department of Education

Fork Shoals School was honored as a Red Carpet School by the State Department of Education twice. The Red Carpet School program honors schools that provide a warm, friendly environment, where people

not only are welcomed but also are made to feel part of the school family. Fork Shoals received Red Carpet status for the first time in 2002 and a second time in 2008.

Parent Involvement/Learning Climate

Fork Shoals provides a disciplined, but stimulating, inquiry-based learning climate for students. The climate for learning at Fork Shoals is enhanced by involved parents. Parents are encouraged to become involved in school communities and councils, to help



with homework, and to encourage and honor their child's successes. Our PTA reached 100% PTA Membership for the 2006-2007 school year. Parents participate in Math Superstars, SEEDS, make copies, tutor, and mentor and help with clubs and after school programs. Fork Shoals has an active PTA and School Improvement Council as well.

In fact Fork Shoals PTA has been recognized on a national level as a National PTA Parental Involvement School of Excellence.

The learning environments foundation is inquiry-based and focused on using our knowledge to act in the world. This is being accomplished through the implementation of the International Baccalaureate Primary Years Program. The aim of this program is to

develop in our students sensitivity to the experiences of others through their curriculum, develop characteristics in our students (learner profile) that they will become inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, balanced and reflective. This program will provide an opportunity for our students to construct meaning, principally through concept-driven inquiry. The culture is maintained with regular routines and clear expectations for classroom behavior based on the student's characteristics.



The learner profile is based on a core set of student attitudes that form the core of our character education and student discipline. Student discipline is the responsibility of all members of the Forks Shoals Community including our students. Therefore, we have implemented a system to help our students manage their behavior. Each class has displayed the class rules in a place that is visible to students at all times. These rules have been communicated to all the students in that class. Some teachers use the card system where colored cards are flipped and certain consequences follow. Other teachers use a Conscious Discipline model where logical consequences follow rules being broken.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Fork Shoals goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Fork Shoals offers many opportunities for student participation and recognition. One way we are encouraging this student participation and recognition is by implementing the International Baccalaureate philosophy of education. This program

focuses on the heart as well as the mind and addresses social, physical, emotional, and cultural need as well as academic ones. Subject matter and courses are reviewed on a regular basis by staff and administration. Academic Standards have been developed in alignment with State Academic Standards and local needs. Parents are encouraged and welcome to be active participants in the process.

COMMUNICATION WITH PARENTS:

Realizing the value of parental involvement to student achievement, Fork Shoals strives to utilize every avenue to communicate with parents. One essential element in this endeavor is the use of daily assignment logs. The assignment logs are provided to the students as a tool to record assignments, test and project due dates, materials to be taken home each night and a place for parent/teacher comments. Another key element in our communication process is weekly newsletters. The classroom teacher distributes these each Monday. The newsletter allows the parents to have one reference point to look for key assignments, weekly spelling words, current unit of inquiry, weekly skills being taught, and important dates for their student's class. In order to more effectively communicate with parents, each teacher develops a yearly syllabus to reflect the curriculum.



Interim progress reports go home in the middle of each formal grading period. This allows parents to be aware of student performance early enough to address any concerns. Formal report cards are issued each quarter. There is a mandatory parent conference after the first quarter report, with additional conferences available as needed.

Student-led conferences were conducted in all grade levels for the first time this past school year.

To further enhance our communication with parents, monthly and yearly calendars are provided. The calendars are a convenient resource for long-range planning. They serve as early notification of projected snow days, testing dates, and other pertinent information relevant to students and their school activities.

Finally, technology is serving as one of our most valuable tools in communication. Through the convenience of the Internet, parents are able to gain access to information about their child's class by visiting teacher web pages and e-mailing their teacher. Each teacher has a school district e-mail address and website.

Fork Shoals is proud of their commitment to parental involvement in the education of children. We feel student achievement is enhanced when parents have access to the important issues that touch student's daily lives.

Planning Time

Most teachers at Fork Shoals Elementary are given one period per day to plan. Each grade level has one planning period per week in order to plan together. Teachers are also given two professional development days during the school year. Much planning is completed after school. There are faculty meetings every other week. Committee meetings also take place periodically; there are ten faculty workdays a year.

School Improvement Plan

The State of South Carolina and the School District of Greenville County require that we have a School Improvement Plan. This plan is updated once a year. Every five years our school goes through a process called SACS (Southern Accreditation for Colleges and Schools). The Plan is rewritten during this time and a team of evaluators comes in and reviews the plan and talks to faculty, staff, students, and community members.

Budget

Fork Shoals receives money from the district in two forms, the general fund and special revenue fund. The general fund provides monies for instructional materials in the classroom. The special revenue fund provides for our International Baccalaureate Program, technology refresh program (once every five years), and supplemental positions such as computer lab manager and instructional coach. In addition to these funds, our PTA supports our school through teacher mini-grants. Fork Shoals also generates monies with an after school childcare program. This is the third year the school has operated this program. The funds generated from this program will go back in to technology, classroom supplies, and the arts.

Counseling and Other Student Support Services

Students at Fork Shoals School receive a high level of support services from an outstanding staff. Our support personnel include two guidance counselors, an instructional coach, a media specialist, a speech pathologist, two resource teachers, and a full time related arts team in art, music, and physical education and a part time team two days a week. Fork Shoals School also receives support from a mental health counselor funded through Piedmont Mental Health.

After-School Programs

Our School is a definite support base in the housing of active after-school programs that serve many of the students attending the school. There are activities such as: Fitness Club, Piano Lessons, Art Club, Chorus, Fork Shoals after-school, Good News Club, Guitar Club, Robotics Club, Environmentalist Club, Boy Scouts, Girls Scouts, Beta Club, Safety Patrols, Student Council, and Gardening Club. Fork Shoals School has also begun a 6 week club



period parents and businesses come in for four to six weeks to provide an enrichment opportunity. Some of the clubs offered over this time were chemistry, creative movement, soap carving, and Gaelic football. The school also offers a before school tutoring program in ELA, Math, Science, and Social Studies for students who did not meet standards on the Palmetto Achievement Challenge Test.

Instructional and Organizational Effectiveness:

International Baccalaureate PYP Initiative:

Fork Shoals is is an International Baccalaureate Primary Years School. We were authorized to offer this program in the spring of 2005. Developed by educators from around the world, the Primary Years Programme (PYP) emphasizes internationalism and identifies what students from all cultures should learn in six subject areas: languages, social studies, mathematics, science and technology, the arts, and personal, social and physical education. Fork Shoals uses the South Carolina Standard Course of Study and the Greenville County curriculum; however, teachers use the Primary Years approach to organize and teach curriculum through carefully planned and approved units of study. The goal of the International Baccalaureate Primary Years Programme is to develop learners who become inquirers, thinkers, communicators and risk-takers who are knowledgeable, principled, caring, open-minded, balanced and reflective. Our aim is to promote the following attitudes:

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

The development of the following skills is fostered:

- Thinking
- Communication
- Socializing
- Research
- Self-management

Students are encouraged to put what they have learned into practice through service to the school community, the local community and the global community.

Literacy/Language Arts:

Fork Shoals Elementary School has a strong emphasis on literacy. We approach literacy using the district-wide “Four Blocks” approach. Fork Shoals Elementary implemented the Four Blocks model during the 1995-1996 school year. The “Four Blocks” consist of Guided Reading, Self-Selected Reading, Writing, and Working



with words. Each block represents four different approaches to teaching children to read. The philosophy behind this particular approach states that in order for children to be successful in reading and writing, teachers must incorporate daily instruction in all four of the blocks to provide numerous and varied opportunities for all children to learn to read and write. Teaching all four of the blocks acknowledges that all children do not learn in the same way or at the same rate. This approach allows the instruction to support whatever learning personality a child might have.

It is important to note that while using this approach to teach literacy, standardized test scores and student achievement have improved. It is also important to note that Greenville County provides Four Block training for all new employees.

Math, Science, and Hands-on Learning:

Fork Shoals uses the Houghton Mifflin Mathematics curriculum. Each teacher uses a Mathematics Instructional Planning Guide provided by the School District of Greenville County. This guide includes suggestions for remediation, acceleration, assessment,

manipulatives, and supplemental resources based on the South Carolina Mathematics Curriculum Standards for 2000. Fork Shoals teachers are provided



Science Kits, which contain a resource guide and materials that support the South Carolina Science Standards. Science textbooks are used for frontloading knowledge. We have a Science Lab in our school that provides a place for experiments and hands-on learning. The science lab has an instructor that comes in three days a

week to work with our third-fifth grade students. Our third through fifth grade students also participate in a Science Fair project each year. They must investigate, collect data, and record their findings. The students compile this information and display their findings in the school. Parents are invited to explore both math and science on a special night during the year. Each teacher provides hands-on math and science activities for the students and their parents to complete together.

Standards and Assessment

Our district has moved towards a standards-based assessment system. Teachers plan and prepare lesson based on our state's standards. Each lesson targets a specific standard.

The instructional coach at our school meets with each grade level in order to make certain each teacher is following the district and state standards. The teachers develop a syllabus that incorporates all the state standards to be taught for the entire school year.

The syllabus is distributed to parents at Meet the Teacher each year and is posted on the school's website.

Teachers use formative and summative assessments to gage the students' understanding of the standards. The teachers use summative assessments at the conclusion of each IB planner (integrated unit of study). The summative assessments are a project-based

approach that requires the students to use their knowledge in an authentic form. Examples of summative assessments would be research reports, presentations, publishing books, dramatic performances (skits) and debates. Each student also maintains a portfolio of their work. The work represents the student's growth academically and socially/emotionally over the course of the year. Traditional assessments, tests and quizzes, are still used throughout the curriculum.

Student Support Systems

Recognizing that some students need support beyond that available in the classroom, Fork Shoals has developed with the district a variety of special services

- We have one self-contained special education class
 - LD for 3rd-5th grade
- We have two special education resource teachers to work with students with learning disabilities. They follow a pull out model for students who need extra help on specific skills.
- We have a full time speech pathologist and a half time speech pathologist who teach speech and language skills to students with those areas of difficulty.

When a teacher determines that a student has special needs that require attention, the student is referred to the Assistance Team. The purpose to this team is three fold

- To assist and advise the regular ed teacher of potential interventions
- To recommend screening for possible areas of difficulty
- If needed to recommend formal testing of student for a disability

We are committed to place every student in the best possible learning environment to help him or her be successful. We offer a morning tutorial program, before school, that accomplishes the following:

- Targets students who scored below basic on the state test, PACT
- Provides small group instruction based on their specific area of need

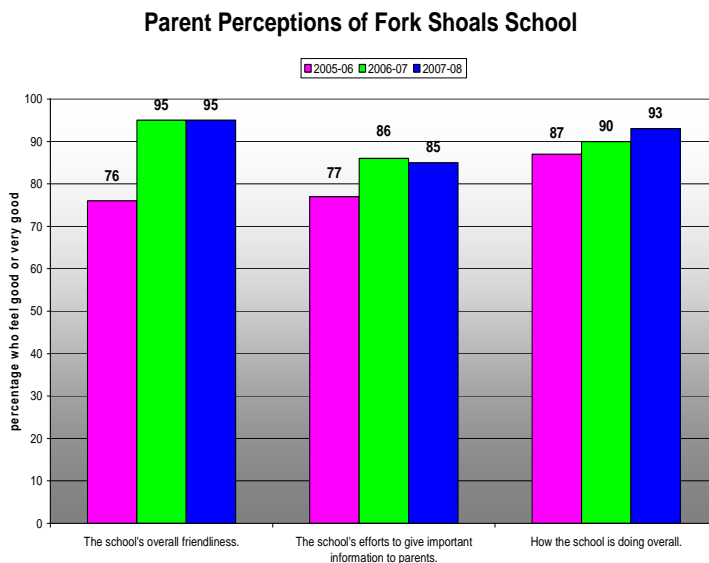
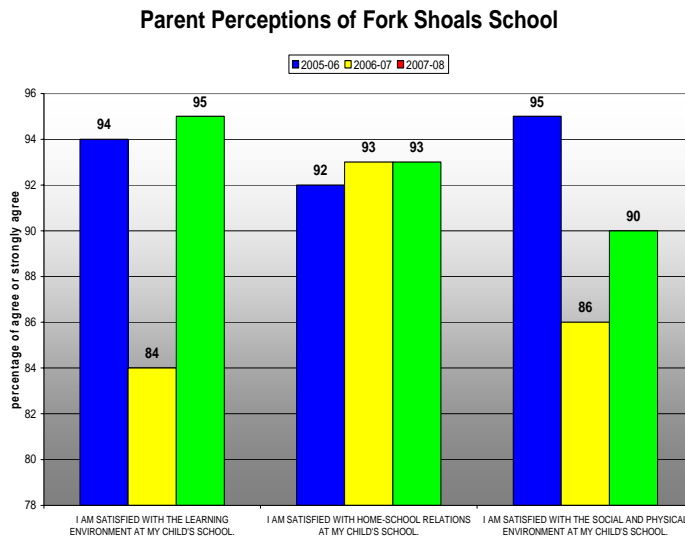
- Utilizes MAP data to measure progress
- Works on test taking skills in preparation for standardized and classroom tests
- Remediates the curriculum to build important basic skills

Certified Staff Evaluation Measures:

Greenville County Schools' Performance Assessment System is an evaluation that incorporates a process for collecting and presenting data to document performance that is based on well-defined job expectations. All teachers and administrators are evaluated using this system.

Perception and Survey Data

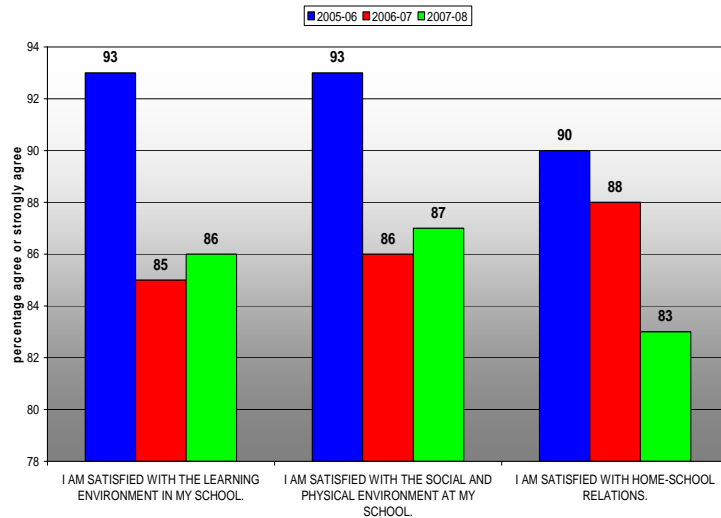
Surveys are used to determine the level of agreement for various priority standards that drive our daily curriculum and improvement. Parents, teachers, and students are surveyed to get each area of opinion. Greenville County schools give the NSSE (National Study of School Evaluation) Survey yearly to our entire 5th grade, all our 5th grade parents, and our entire teaching staff. The results are broken down by two areas that are surveyed.



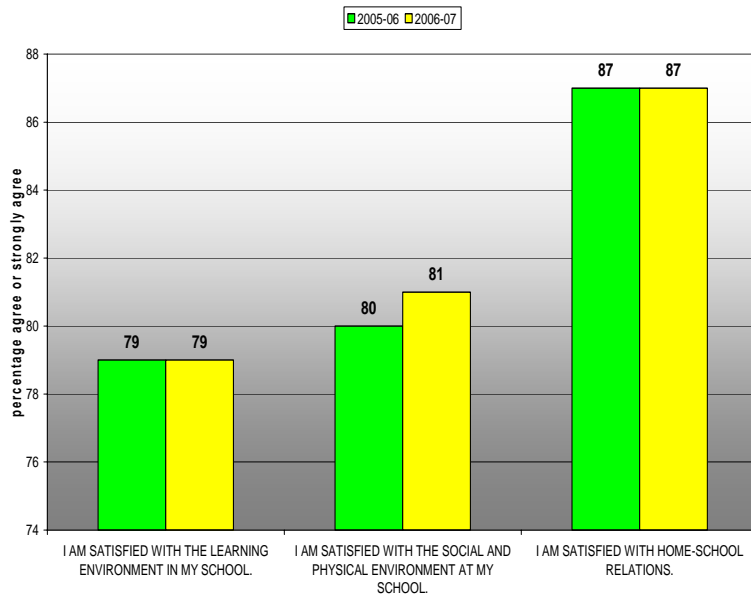
This past school year showed parent perceptions increase in all areas except one from the previous year. The overall perception increased from 90% to 93%. That may be due in to the increase in learning environment and the physical environment. The learning environment rose by 11%. All areas except giving information fell in the 90% agree or strongly agree range. Home/school relations remained consistent as well as overall friendliness. Our survey results compare favorably with district averages from a year ago. The district average show parents overall feeling of good or better to be 72% compared to Fork Shoals at 93%. In all areas Fork Shoals School was perceived by our parents more favorably than the district averages.

This past year showed an increase in two areas and a decrease in one area. The learning and physical environment increased slightly while home school relations was dropped. This trend contradicted the parent perceptions in these same areas. Parents perceived the school a lot better than the students do, especially with home school relations. 10% more parents were satisfied than the students with the home school relations. The students still perceive their school in a more favorable light than most students in the school district. Only one area, home/school relations, is perceived to be less. The other two areas are higher.

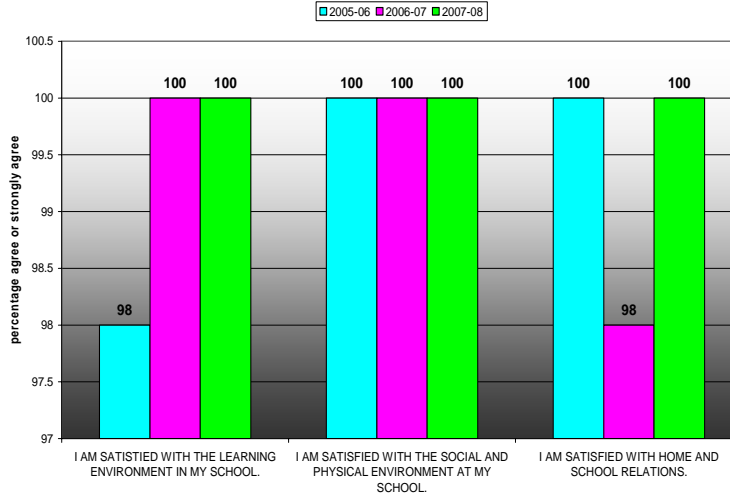
Student Perceptions of Fork Shoals School



District Averages of Student Perceptions

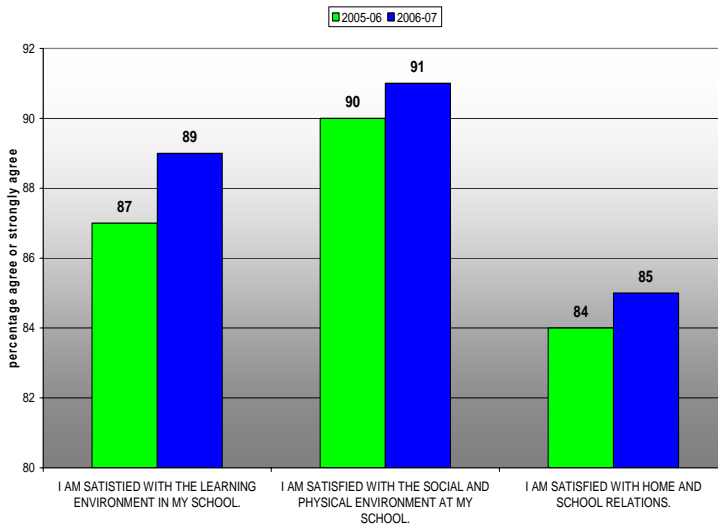


Teacher Perceptions of Fork Shoals School



The teachers' perception of Fork Shoals rated extremely high in each of the three major categories. They all topped out at 100% agree or strongly agree. The specific statements that received the highest feedback based on percentage of strongly agree involved teachers focusing on standards, high expectation for learning, challenging curriculum, administrators clearly communicate, administrators visit classrooms, and administrators have high expectations. Two areas that received a ten percent sometimes disagree were the school has sufficient computers and sufficient amount of instructional time. Overall, our teachers view Fork Shoals School highly, especially

District Average of Teacher Perceptions



To address overall weaknesses, Fork Shoals School engages in

Baccalaureate Programme which focuses on inquiry-based instructional practices, but it also has a strong social and emotional factor that is integrated in the curriculum.

Training using the IB attitudes and learner profile will continue to strengthen our students' behavior in school. Efforts have been made to include the Fork Shoals family (parents, teachers, staff, and community) in current decisions through School Improvement Counsel meetings and PTA Meetings.

Student Achievement

Belief, Vision, Mission

Student Learning Needs



Mission and Beliefs:

The mission of Fork Shoals School is to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

Fork Shoals School Vision

Fork Shoals School students will be principled, knowledgeable, open-minded, well-balanced, caring, inquirers, thinkers, communicators, and risk-takers. They will seek answers to questions to guide their learning. They will use this education to be active citizens with a deeper appreciation and understanding of the world to enhance their quality of life.

We believe...

Curriculum

- Is integrated
- Has a real world purpose
- Must be supported with field experiences related to content
- Has a global application
- Is focused on students' strengths and weaknesses
- Is developmentally appropriate
- Presents various perspectives

Instruction

- Provides students the opportunity to be teachers
- Is inquiry based
- Is engaging
- Involves high levels of problem solving
- Provides for multiple modalities
- Is project based
- Values multiple intelligences

- Incorporates a network of community resources
- Uses technology to enhance effectiveness
- Is applicable to real life

Assessment

- Is ongoing
- Uses ongoing observation
- Is meaningful
- Guides instruction
- Is clear, concise, and consistent
- Is authentic
- Uses rubrics
- Is standardized
- Provides an opportunity for reflection

Learning Environment

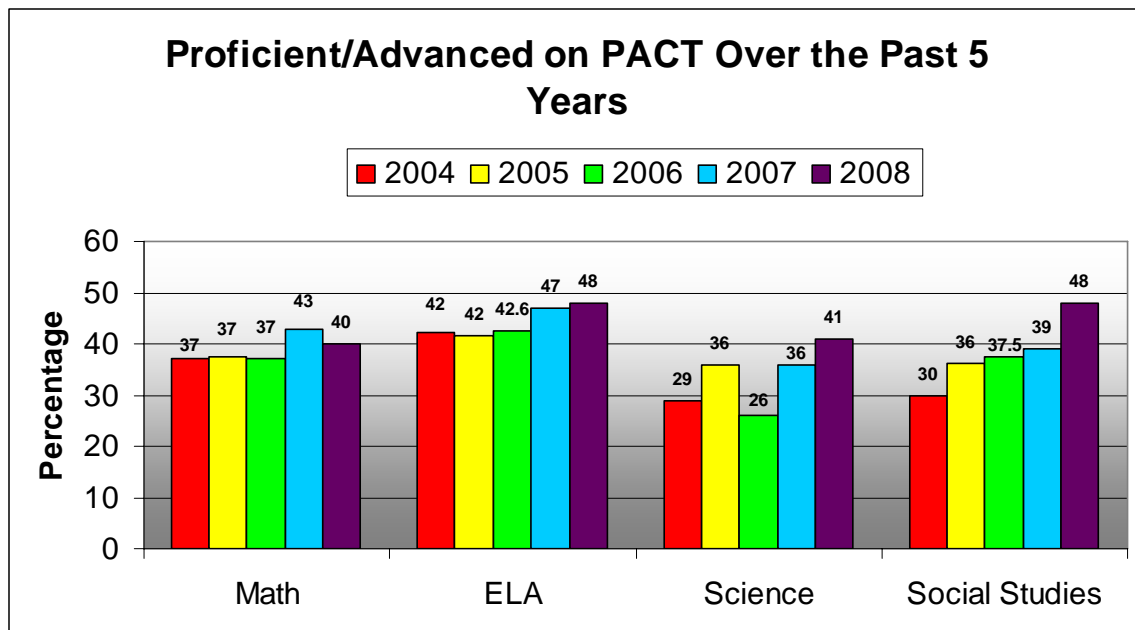
- Is safe
- Is community based
- Encourages parent/family involvement
- Encourage students to take risks
- Is inviting
- Is educationally stimulating in all areas of the school.
- Uses all of the available educational assets
- Focuses on the positive
- Has multilevel resources
- Has varied resources

Student Learning:

Fork Shoals relies on test scores from the Palmetto Achievement Challenge Test (PACT), Measuring Academic Progress (MAP) and the Iowa Basic Skills (ITBS) Test to assess student achievement. Fork Shoals sets the highest achievement expectations for our students. We are committed to meet Adequate Yearly Progress standards set by NCLB guidelines. We want to continually improved student performance on standardized tests. Grades three through five are measured primarily through PACT and MAP.

Palmetto Achievement Challenge Test (PACT)

The Palmetto Achievement Challenge Test is our statewide assessment that is based on South Carolina State Standards. This test has been given to our 3rd-5th grade students since the 1998-1999 school year and this past school year is the last year it will be used. The state will replace it with another standardize statewide test that meets the criteria for the Federal Law of No Child Left Behind. The PACT test categorizes students into 4 areas: advanced, proficient, basic, and below basic. At the school level, we look at which students fall into the below basic level and set those students up on an academic plan. These students attend a before school tutorial program throughout the school year. Over the past few years we have looked at test results and have compared grade levels, ethnicity, special education to regular education, and free/reduced lunch to paid students.



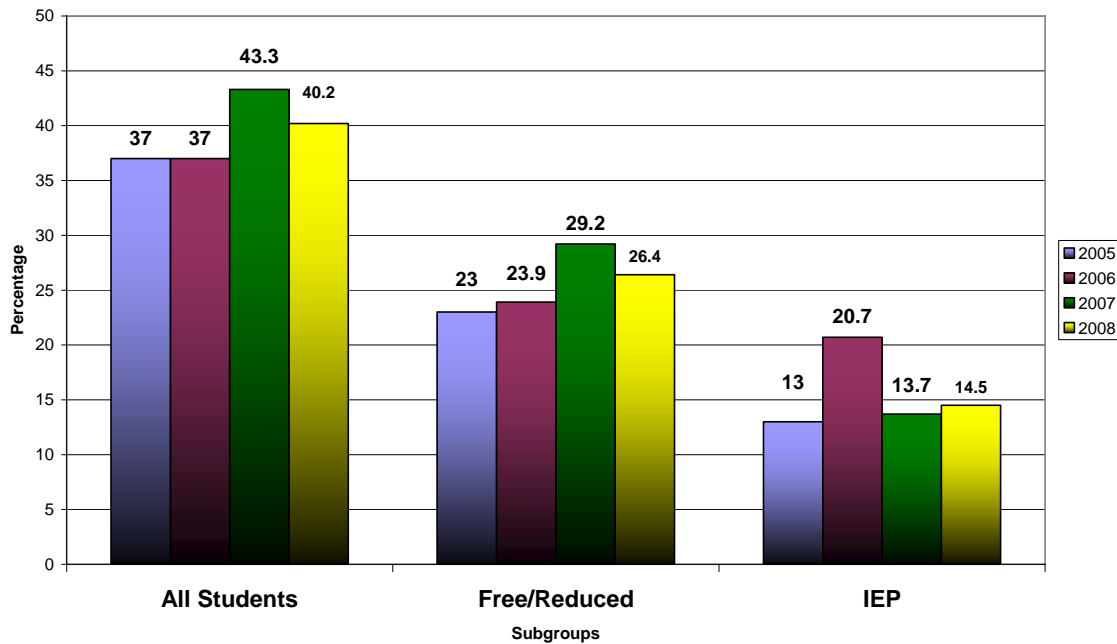
The past five years has shown Fork Shoals increase in all areas of the PACT test. The school has shown a steady climb in Social Studies with an average increase of 3% each year and an extreme jump of 9% this past year. Science has been the most inconsistent with a big gain 3 years ago, then a drop, and then another big gain this past year. The Math dropped slightly this past after a 6% jumped two years ago. ELA grew a small amount after a 5% jump two years ago. Overall, in the past 5 years, Fork Shoals School

has made significant gains in Science and Social Studies and steady gains in math and ELA on the state test.

Adequate Yearly Progress (AYP)

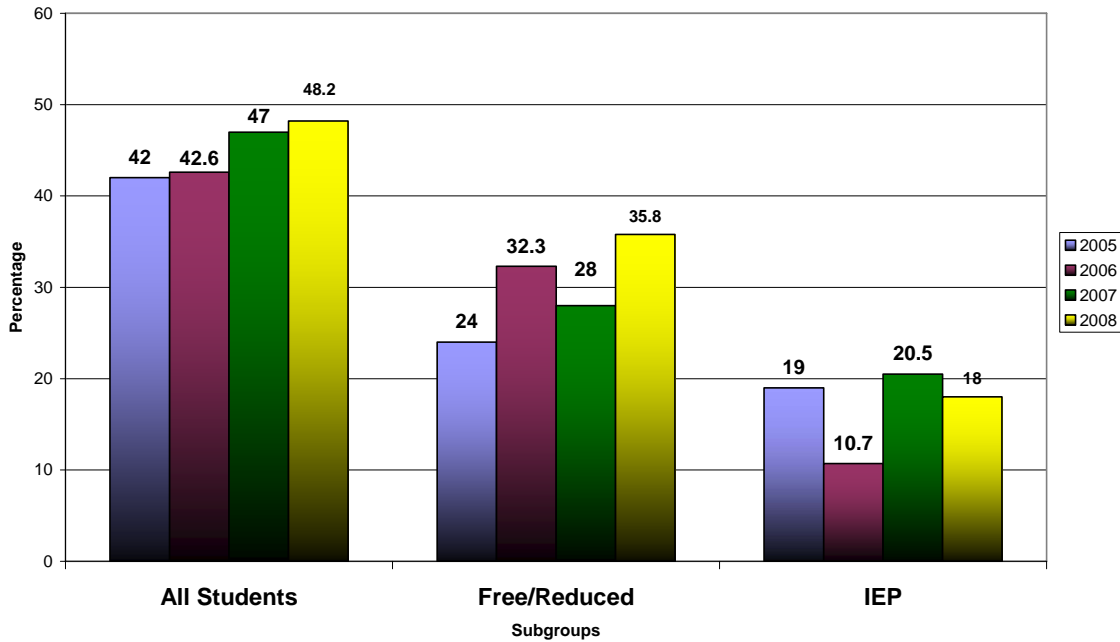
AYP is a federal mandate set by the No Child Left Behind legislation. Each school is measured by their overall student population as well as subgroups within the general education population scoring proficient or better in the areas of mathematics and english language arts (ELA). A subgroup, denoted by a yellow star, is defined as a group of students greater than 40 (50 students in the area of special education, denoted by a green star). Each subgroup must meet the defined minimum percentage set by the legislation. The bar, indicated by a red line below, is raised every three years until it reaches 100% in 2014. The bar has been set at 58% in math and 57% in ELA.

PACT Math Proficient/Advanced



The past year our students in grades 3rd-5th decreased slightly in Math in all subgroups except special education. Our biggest gains over the years have come in the area of free and reduced lunch students in ELA.

PACT ELA Proficient/Advanced



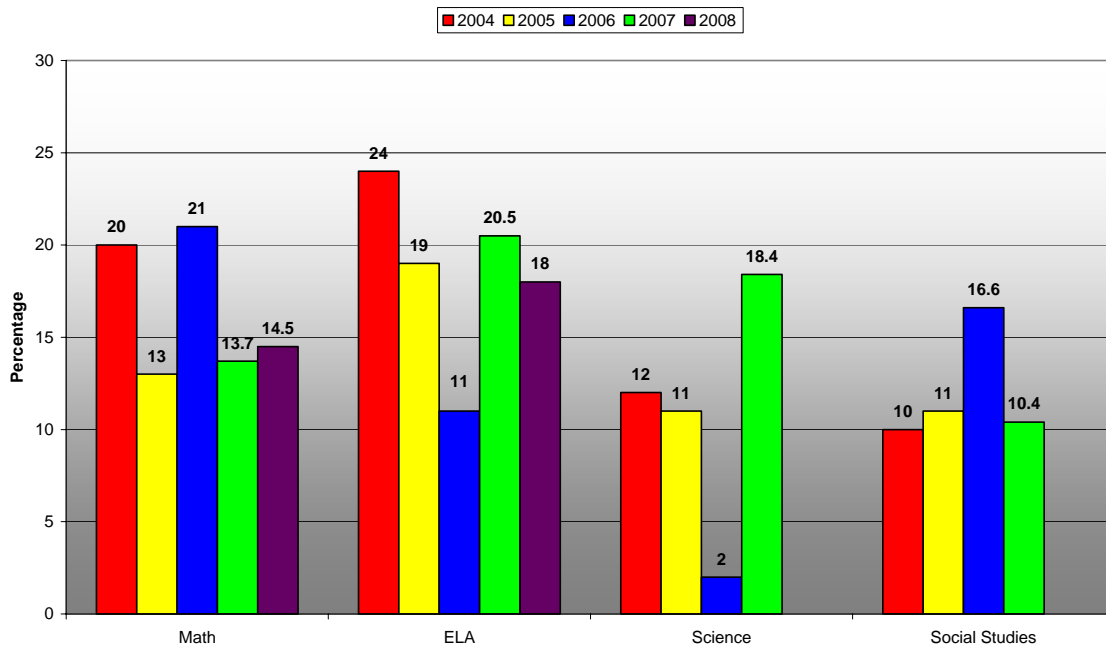
Overall our students have performed at higher than where they were 4 years ago. Fork Shoals School has met the student achievement indicators for AYP from 2005-2007. This past year was the first year the school did not meet the student achievement indicators. We met 18 of 21 objectives. Our special education students in Math and ELA as well as our African American students in Math did not meet the criteria set by our state. Our Free and Reduced lunch students met the criteria in ELA and Math as well as our whole student population. This was the first year African American Students have been a subgroup at Fork Shoals School.

Palmetto Achievement Tests Results by Sub Categories

Special Education Student Achievement

Special education students' PACT scores have been inconsistent over the past five years as indicated in the graph below. This past year was the highest percentage of students scoring proficient or better in science. Math and ELA have been inconsistent with increases then decreases every other year. ELA showed a huge gain 2 years ago after three years of declining. The past two years all of our special education population has been testing on grade level, whereas in prior years they were tested on their ability level. State mandates require all students, regardless of their disability, to test on grade level.

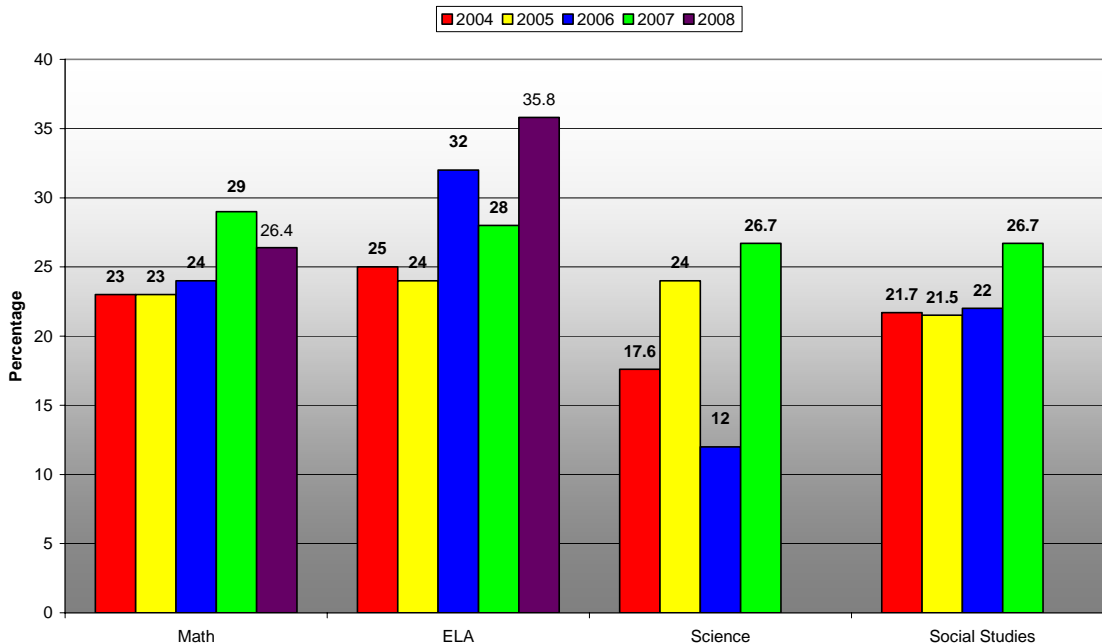
Special Education Students Scoring Proficient or Advanced on PACT over the Past 5 years



Free and Reduced Meal Students

Students that receive a free or reduced priced meal (FARMS) have increased in their performance on PACT over the years. Even though this past year showed a slight decline in math, the greatest gains in the past five years have come in ELA. This past year three of the four areas showed an average increase with Science having the biggest gains with 14%. Overall, our students on free or reduced meals are achieving at a higher level the past five years.

FARMS Students Scoring Proficient or Advanced on PACT Over the Past 5 Years

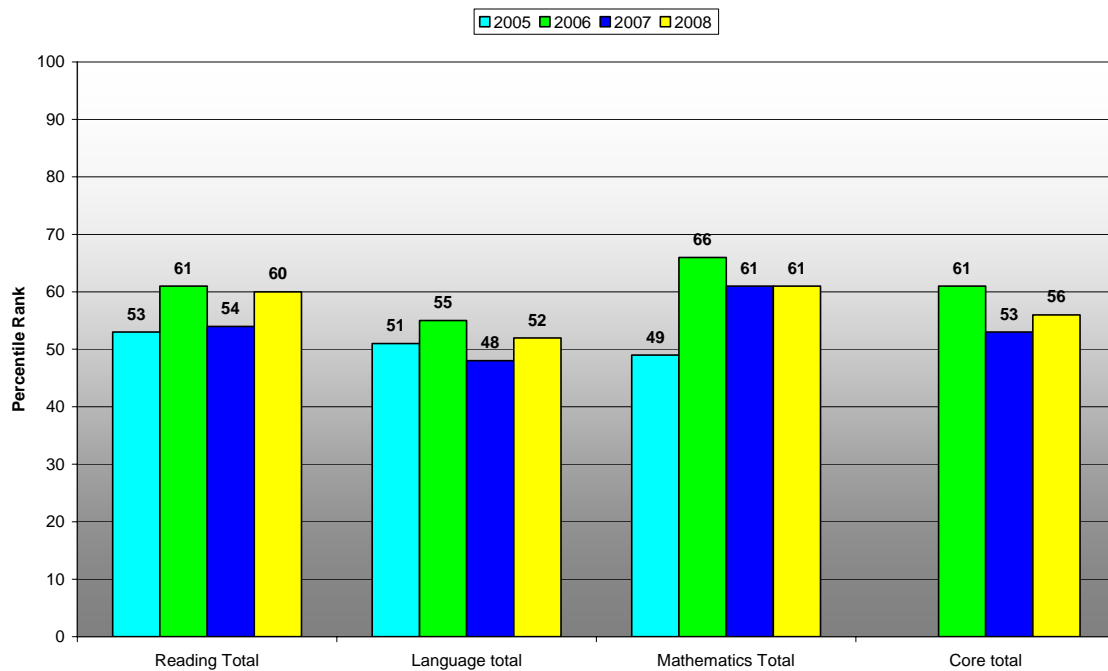


Students who pay full price perform at a higher level than students on free or reduced meals. The gap between these students has been as great as 28%, but it is decreasing. Closing of the gap is attributed to a significant increase by the FARMS students and a slight decrease by the students who pay full price.

Iowa Test of Basic Skills

The Iowa Test of basic Skills (ITBS) is a national standardize test given to all 4th graders in Greenville County. This test differs from the PACT test in the fact that it is a norm referenced test. Students are compared to a national norm group, whereas the PACT test has the students compared to set criteria to make basic, proficient or advanced. The ITBS is given beyond the state of South Carolina whereas the PACT test is a state test only given to students in South Carolina. Below are the results of the students at Fork Shoals on this national norm referenced test.

4th Grade ITBS Scores Over the Past 4 Years



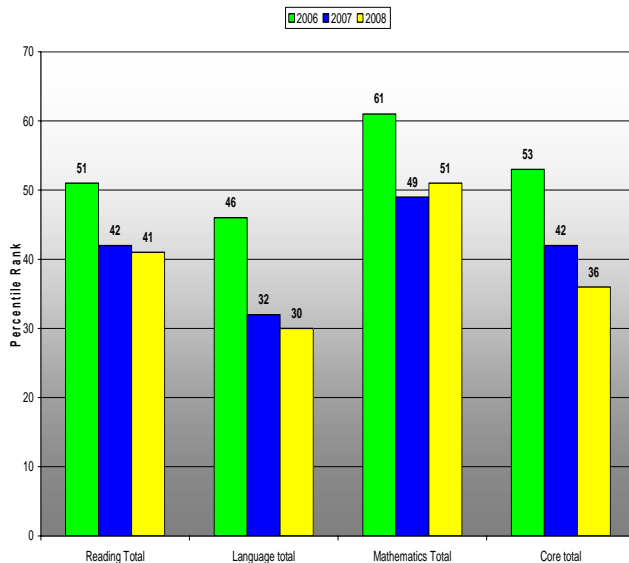
Fork Shoals School consistently scores above the national average which would be the 50th percentile. This means that students at Fork Shoals scored better than 50% of the norm group that they were compared to. The graph above breaks down the school's scores over the past four years. Overall, math was the strongest area and language was the weakest.

The charts below show two groups of students and their performance on ITBS over the past three years. Free and reduced lunch meal students (FARMS) and students with disabilities are two subgroups recognized by the state and measured for adequately yearly progress.

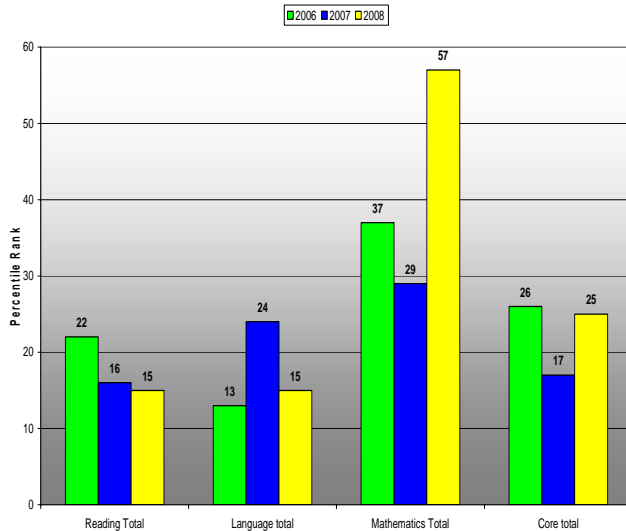
FARMS students have declined in their achievement on the ITBS over the past three years. The greatest decline has been in the area of language with a 16 percentile drop. All areas dropped significantly 2 years ago and have maintained this past year. Math is the area that is strongest as these students on free or reduced meals are performing just above the national average of all students.

Special education students have been inconsistent. Gains have been made in math, but declines have been seen in reading and language. Overall, special education students at Fork Shoals School score better than 25% of the national group consisting of all students.

Free or Reduced Meal Students on ITBS



Special Education Students on ITBS



LOOKING AT THE GAPS AND ROOT CAUSES

What are the gaps? Based on our standardized testing results, gaps were found in our student population. Two specific groups of students did not perform as well as the rest of our students. These groups are divided by special education and lunch status. The gap in our FARMS students has decreased this past year in Math as measured by the PACT test, but increased in ELA. The opposite occurred with special education students. The gap decreased for ELA but increased for math. The gaps are not as prevalent when you compare the scoring levels of basic and above. ITBS did not support the PACT findings with our FARMS. The gaps increased in all areas for these students from 2006 to 2007. Special education students showed similar trends for ELA and math as it did on the PACT test.

How did the students score? The students at Fork Shoals increased in all areas with the greatest gains in science, 10%, as measured by PACT. The other areas grew anywhere from 2% to 6%. Our students showed gains, 2 to 6 percentiles, across the board in ITBS in the areas of reading, language, and mathematics. FARMS students showed growth on the PACT in all areas except ELA which dropped 4%. Science had a 14% increase as the greatest area of growth. Special Education students rose 16% in Science and 9% in math on the PACT test, but fell 7% in ELA and 6% in social studies. PACT scores showed consistent growth while ITBS scores showed moderate growth.

What do they know? What do they not know? Science was the greatest improvement for our students this past year, but ELA remains the school's greatest strength with 47% scoring proficient or better on the PACT test. Students on free or reduced price meals need to continue the growth they made in science, social studies, and math. Special education students must improve in math and social studies as they fell by an average of 6%. They improved in ELA and science by an average of 13% and must maintain and/or increase this improvement.

How were they taught? Students who qualify for free/reduced meals (who did not qualify for special education service) were taught in the same way as other students in regular education classes. Special education students are taught according to their abilities and are mainstreamed into the regular education classrooms as often as possible. Special education classes use the SRA model for reading, Project Read for writing, and Math Steps for mathematics. In the younger grades, Early Reading Intervention (ERI) is used for kindergarten and Soar to Success for first grade students who fall in the at risk range based on national benchmarks. Both of these models are research based reading intervention programs. These student receive 30-40 minutes of instruction daily.

Regular classroom students are taught reading using the Cunningham 4 Blocks Method in grades one through three. In fourth and fifth grade, students have been using the “Big Blocks” method, which integrates content areas into the core-reading program. Third-fifth grade use a writer’s handbook approach to teaching writing and language skills. Differentiating instruction in reading occurs using MAP results from the Fall testing period. All grades follow the state standards. In mathematics, teachers have used a wide array of materials and textbook adoptions over the course of achievement testing. Only over the past three years has this approach been consistent across grade levels and district wide. Support is now congruent with standards and professional development support. All our students use an inquiry-based approach to instruction as part of our IB philosophy. In this structure, students are the center of the learning that transpire in the classroom through their questions and research.

Root Causes:

There can be many factors in determining what causes gaps in achievement to occur. Fork Shoals has gaps in achievement with students achieving at high levels (proficient and advanced) across all grade levels, mathematics achievement and achievement of at risk students (special education and free and reduced lunch populations). The causes of these can be attributed to a lack of parent involvement, diagnosed learning disabilities, and the need for a more challenging and integrated approach to teaching the curriculum.

Using Student Achievement Data:

MAP data is obtained in the fall during a September testing window. This norm referenced tests gives our teachers and parents immediate feedback on areas that are strengths and weaknesses. Teachers use this data to focus whole group, small group, and individualized lessons with students. Teachers are able to access specifically which standards students enhance, develop, and be introduced to. This test is computer generated and given to the students twice a year. We compare test scores according to several subgroups: gender, ethnicity, free/reduced lunch and student disabilities; such as learning disabled. MAP will also indicate the level of growth we should expect from each student in the span of a year. Special education students are measured using the Woodcock Johnson and goals are set for the upcoming school year based on their results.

CURRENT CONDITIONS:

The staff of Fork Shoals School has evaluated the results of standardized testing and has made three main conclusions based on the data. This includes:

- Students are growing and achieving at a higher rate than they have in the past
- There is significant difference between students who qualify for free and reduced lunches as compared to those who pay for lunches.
- There is also a discrepancy between special education and regular education performance.

Goals:

PERFORMANCE GOAL 1: Improve student performance in all subcategories on the Palmetto Achievement Test to 60 % proficient and advanced by 2009-2010

PERFORMANCE GOAL 2: Achieving all personnel highly qualified and specialized by 2005-2006 and maintain 100% until 2009-2010.

PERFORMANCE GOAL 3: Students, Parents and Teachers will rate Fork Shoals at an 85% overall approval rating on the state report card annually until 2009-2010.

Quality Planning

Performance Goals & Action Plan



ACTION PLAN 2005-2010

GOAL AREA 1: Raise the Academic Challenge and Performance of Each Student



District Focus Area: Student Learning and Achievement

PERFORMANCE GOAL 1: At least 50% of the students in 3rd-5th grade will meet their MAP target growth in the area of Math for in 2008-09 and 60% of the students in 3rd-5th grade will meet their target growth by 2013.

OBJECTIVE 1: Students will demonstrate mastery in Mathematics through authentic assessment correlated to the standards as shown by an increase in the percentage of students meeting their target RIT growth goal from 50% to 60%, an average increase of 2% each year.

OBJECTIVE 2: By improving assessment and student support strategies, students with disabilities, African American and free/reduce lunch students will increase the percentage meeting their target RIT growth goal annually by 5%.

Mathematics (Objective 2)						
1. Teachers will establish a system of benchmarks for assessing/improving student performance						
<ul style="list-style-type: none"> PACT Math Practice Three times yearly 	Tri-annual	Instructional Coach	\$400	General Fund (Copying)	Test score profile sheets	M- No longer required by district
2. Teachers will implement programs to enhance student academic strengths and remediate student academic weaknesses.						
<ul style="list-style-type: none"> Math Superstars 	September-May	PTA: Sponsor	\$1,000	General Fund (Copying)	MAPtest Score Data, Mathuperstar participation rates	C
<ul style="list-style-type: none"> After School program 	Yearly October-May	Assistant Principal	\$8,450	General Fund (designated for Academic assistance)	Attendance Logs, Summary sheets, Green APS Folders, State Department Report, MAP test Scores	C
3. Evidence of test data analysis tin inform instructional planning						
<ul style="list-style-type: none">  Breakdown of PACT Scores and discussing gaps in achievement 	Aug-Nov	Principal	\$0	EASE-E, Planit.com	Graphs, Charts, AYP Report, School Report Card	F October 2007
<ul style="list-style-type: none"> Planning & professional development based on test score data 	Aug-May	Principal	\$3,175	Professional Development Funds	GBE Goals, Committee Reports, Lesson Plan Observation records, Classroom observation Anecdotal Reports	F October 2007
4. Improve math instruction through professional						

development:						
<ul style="list-style-type: none"> Hands on math strategies 	TBA	Instructional Coach	\$894	Professional Development Line	Inservice Certificates, faculty meeting agendas, Test scores	C
<ul style="list-style-type: none"> Differentiated instruction 	Fall 2006	Principal	\$4,000	IB Line (Professional Development)	Inservice Certificates, faculty meeting agendas, Test scores	F Jan. 2007
<ul style="list-style-type: none"> Calendar math across all grade levels 	Yearly for new teachers	District Coordinator, Instructional Coach	None	NA	Inservice Certificates, faculty meeting agendas, Test scores	C
<ul style="list-style-type: none"> Teachers will develop student portfolios to analyze and evaluate student work over time. 	August-May	Teachers	None	NA	Vertical Evaluation Teams	F May 2007
<ul style="list-style-type: none"> Fifth Grade students will develop and exhibition of their work. 	May	5 th Grade Teachers	None	NA	Exhibition rubric	F May 2005
Gaps in Achievement (Sub-Categories)						
Objective 2:						
5. Teachers will improve the use of technology in the classroom to assist students with disabilities and address students learning styles						C
<ul style="list-style-type: none">  Use assistive technology, CD's, tape recorders, video clips to support instruction 	September	Media Specialist	\$11,000	Lottery (Tech Money)	Observation Records	C
<ul style="list-style-type: none"> Promethean Board Training 	Spring 2006-Fall 2009	Principal	None	N/A	Certificate of Completion	C
<ul style="list-style-type: none">  Create multi-media classroom projects and presentations that can accommodate student academic strength and weaknesses. 	September	Media Specialist	\$11,000	Lottery (Tech Money)	Observation Records	C
6. Instruct students in Foreign Language: Spanish						
<ul style="list-style-type: none"> Screen and support ESOL students 		ESOL teacher	\$55,000	General Staff Allocation (IB Line Item)	Class Schedule, TSOL Records	C
<ul style="list-style-type: none"> Integrate the instruction of foreign language with grade level instruction 		ESOL Teacher	See above	General Staff Allocation (IB Line Item)	Class Schedule, TSOL Records	C
<ul style="list-style-type: none"> Translate student work and instructional materials as needed for Spanish speaking students 		ESOL Teacher	See above	General Staff Allocation (IB Line Item)	Class Schedule, TSOL Records	C
7. Support special education students across the curriculum						
<ul style="list-style-type: none"> Special education training for teachers 	Annual in August	Special Ed. Chair	None	NA	IEP Modifications Form	F August 2007
<ul style="list-style-type: none"> Mainstream all special education students into grade level content areas with support 	Daily	Special Ed. Chair	None	NA	Student IEP's and comparison test scores	C
<ul style="list-style-type: none"> Continue to implement and refine SRA reading instruction for targeted students 	Bi-Quarterly	Special Ed Chair	None	NA	Student IEP's and comparison test scores	C
8. Enhance the Student Assistance Team (A-Team)						
<ul style="list-style-type: none"> Provide support materials and training to increase strategies and interventions 	Monthly	A-Team Chair and Team Leaders	\$500	General Fund (Supplies)	A-Team Logs	C
<ul style="list-style-type: none"> Review and evaluate the profile of students referred for the A-Team 	Monthly	A-Team Chair and Team Leaders	None	NA	A-Team Logs	F March 2008


GOAL AREA 2: Raise the Academic Challenge and Performance of Each Student

District Focus Area: Student Learning and Achievement

PERFORMANCE GOAL 2: At least 50% of the students in 3rd-5th grade will meet their MAP target growth in the area of Reading for in 2008-09 and 60% of the students in 3rd-5th grade will meet their target growth by 2013.

OBJECTIVE 1: Students will demonstrate mastery in Reading through authentic assessment correlated to the standards as shown by an increase in the percentage of students meeting their target RIT growth goal from 50% to 60%, an average increase of 2% each year.

OBJECTIVE 2: By improving assessment and student support strategies, students with disabilities, African American and free/reduce lunch students will increase the percentage meeting their target RIT growth goal annually by 5%.

STRATEGY Activity	<u>Timeline</u> (Month)	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding Sources</u> (Act 135, academic assistance, categorical funding, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
English Language Arts (Objective 1)						
1. Refine and improve the effectiveness of 4 Blocks Instruction						
• Attend 4 Block Trainings	April 2009	Instructional Coach	None	NA	Certificates of participation as needed	F May 2008
• Benchmark assessments review (Rigby)	Bi-Annual	Instructional Coach	None	NA	Assessment work samples	F May 2008
• Attend Learning Focused Training	Fall 2008	Principal	None	N/A	Certificates of participation as needed	F
• Peer Coaching	On-going	Instructional Coach	None	Professional Development Line Item	Coaching logs	C
2. Using technology, implement individualized reading assessment: (Accelerated Reader)						
•  Administer and evaluate STAR Reading Tests	September, January, & April	Computer Lab Manager	\$500	Lottery (tech line)	AR classroom assessment sheets	F May 2008
• Quarterly review student progress and develop academic goal setting	October, January, March, May	Classroom Teachers	none	NA	Goal summary sheets (PD8 PAS-T)	F 2008
3. Improve writing instruction and student performance						
• Benchmark student writing using district developed Key papers	Bi-Annual	Instructional Coach	None	NA	Rubric Log Summary	F May 2008
• Develop and evaluate strategies to	Quarterly	Instructional Coach	None	NA	Rubric Log Summary	C

improve student performance using state writing rubrics						
<ul style="list-style-type: none"> Integrate writing across the curriculum through the IB program of Inquiry 	Daily	Classroom Teachers	None	NA	Rubric Log Summary	C
4. Teachers will implement programs to enhance student academic strengths and remediate student academic weaknesses.						
<ul style="list-style-type: none"> SEEDS Program 	September-May	PTA: Sponsor	\$1,000	General Fund (Copying)	MAP test Score Data	C
<ul style="list-style-type: none"> Before School program 	Yearly October-May	Assistant Principal	\$8,450	General Fund (designated for Academic assistance)	Attendance Logs, Summary sheets, Green APS Folders, State Department Report, MAP test Scores	C
<ul style="list-style-type: none"> ERI Program (K5 and 1st grade) 	September-May	Principal	\$1,000	General Fund	AIMSWeb Benchmarking	C
Gaps in Achievement (Sub-Categories) Objective 2:						
1. Teachers will improve the use of technology in the classroom to assist students with disabilities and address students learning styles						C
<ul style="list-style-type: none"> Use assistive technology, CD's, tape recorders, video clips to support instruction 	September	Media Specialist	\$11,000	Lottery (Tech Money)	Observation Records	C
<ul style="list-style-type: none"> Create multi-media classroom projects and presentations that can accommodate student academic strength and weaknesses. 	September	Media Specialist	\$11,000	Lottery (Tech Money)	Observation Records	C
2. Instruct students in Foreign Language: Spanish						
<ul style="list-style-type: none"> Screen and support ESOL students 		ESOL teacher	\$55,000	General Staff Allocation (IB Line Item)	Class Schedule, TSOL Records	C
<ul style="list-style-type: none"> Integrate the instruction of foreign language with grade level instruction 		ESOL Teacher	See above	General Staff Allocation (IB Line Item)	Class Schedule, TSOL Records	C
<ul style="list-style-type: none"> Translate student work and instructional materials as needed for Spanish speaking students 		ESOL Teacher	See above	General Staff Allocation (IB Line Item)	Class Schedule, TSOL Records	C
3. Support special education students across the curriculum						
<ul style="list-style-type: none"> Special education training for teachers 	Annual in August	Special Ed. Chair	None	NA	IEP Modifications Form	F August 2007
<ul style="list-style-type: none"> Mainstream all special education students into grade level content areas with support 	Daily	Special Ed. Chair	None	NA	Student IEP's and comparison test scores	C

<ul style="list-style-type: none"> Continue to implement and refine SRA reading instruction for targeted students 	Bi-Quarterly	Special Ed Chair	None	NA	Student IEP's and comparison test scores	C
4. Enhance the Student Assistance Team (A-Team)						
<ul style="list-style-type: none"> Provide support materials and training to increase strategies and interventions 	Monthly	A-Team Chair and Team Leaders	\$500	General Fund (Supplies)	A-Team Logs	C
<ul style="list-style-type: none"> Review and evaluate the profile of students referred for the A-Team 	Monthly	A-Team Chair and Team Leaders	None	NA	A-Team Logs	F March 2008

GOAL AREA 3: Provide a School Environment Supportive of Learning

District Focus Area: School Environment

PERFORMANCE GOAL 3: Parents will rate Fork Shoals at an 90% overall approval rating on the state report card annually until 2013.

OBJECTIVE 1: Develop through communication strategies, relationships with parents, students, teachers, business and community members to improve school climate and maintain a 90% approval rating annually.

OBJECTIVE 2: Increase the number of volunteer hours by the percentage of annual growth yearly.

OBJECTIVE 3: Improve student and teacher attendance by 1% annually until the threshold of 98 % is reached.

STRATEGY Activity	<u>Timeline</u> (Month)	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding Sources</u> (Act 135, academic assistance, categorical funding, etc.)	<u>Indicators of</u> <u>Implementation</u>	<u>Monit</u> <u>or</u> (Date) Finished Continued Modified
Communication (Objective 1)						
1. Communicate goals, mission, vision of the school to parents & staff						
<ul style="list-style-type: none"> Present Annual Strategic planning Guide to Parents & Staff Staff pledges and commits to plan 	September	Principal	\$100	General Fund	Meeting agenda, handouts, parent sign in sheet	F September 2005
<ul style="list-style-type: none"> Review & Analyze School Report Card data 	Annual November	Principal	None	NA	Faculty Meeting Agenda, Test score graphs and teacher analysis	F October 2007
<ul style="list-style-type: none"> School Report to the Community 	Annual April	Principal	\$100	General Fund	Meeting agenda, handouts, parent sign in sheet	F March 2008
<ul style="list-style-type: none"> IB Parent Nights (town meetings) 	Yearly	Principal	\$100	General Fund	Meeting agenda, handouts, parent sign in sheet	F September 2007
2. Understand Internationalism as it relates to the School Student Profile, IB Attitudes and Program of Inquiry.	August	IB Coordinator	\$20,000	General Fund: IB Line Item: Professional Development days	IB Application A & B, Consultant Report, Authorization Report, IB Rubrics	
<ul style="list-style-type: none"> IB Actions from Units of Inquiry/ 5th Grade Exhibition 	Annual May	Grade Level Teachers	\$500	IB Line Item	Exhibition rubric, parent surveys	F May 2008

• IB Awards	Quarterly	Grade Level Teachers	\$500	IB Line Item	Certificates, Pictures of bulletin boards	F May 2008
• Weekly student reflections of the student profile	August-May	Grade Level Teachers	\$1,000	IB Line Item	Student reflections	C
• IB Attitude Awards	Quarterly	Teachers	None	NA	List of winners	M 2006 F October January March May
• TEAM Days	Yearly Sept.- Oct.	Physical Education Teacher	\$500	IB	Student and parent reflections	F September 2007
• Field Days	Yearly April	Physical Education Teacher	\$500	IB	Student and parent reflections	F April 2008
• Student Council	October – May	Guidance Counselor	\$200	General Fund	List of Community service	C
3.Improve Teacher parent communication and involvement						
• Provide up-to date-WebPages and weekly newsletters	Weekly	Teachers	None	NA	Use district rubric	C
• Guidance Home Visits for at-risk students	Quarterly	Guidance Counselor	None	NA	Intervention List	C
Volunteer Hours (Objective 2)						
• Volunteer Training	Bi-Annual	PTA Volunteer Coordinator	None	PTA Budget	Volunteer Hours Log and meeting attendance log	August 2007 January 2008
• Parent Workshops, Orientations, and personal partnership development	Bi-Annual	PTA Parent Programming Coordinator	None	PTA Budget	Volunteer Hours Log and meeting attendance log	September 2007 March 2008
4. Develop Community and Business Support						
• Career Day	Yearly	Guidance Counselor	None	NA	List of participants, pictures	April 2008
• Field Trips to local Businesses related to Units of Inquiry	Annually by grade level	Classroom Teachers Instructional Coach	None	NA	List of businesses, pictures	C

• Develop Business Partners	Annually	Guidance Counselor SIC Principal	None	NA	List of partners	C
• Develop Community Service Partnerships	Annually	Guidance Counselor SIC	None	NA	List of partners	C
• Develop Community Service Provider partnerships	Annually	Guidance Counselor SIC	None	NA	List of partners	C
• Develop parents as partners	Bi-Annually	PTA SIC	None	NA	List of PTA Members and partner agreements	C
Student & Teacher Attendance (Objective 3)						
Improve Student Attendance						
• Conduct student attendance Blitz	Annually	Attendance Clerk Guidance Counselor	None	NA	Attendance Rates	F October 2008
• Attendance interventions	Monthly	Guidance Counselor	None	NA	Intervention Logs, Attendance Rates	C
• Home visits and counseling for chronic attendance issues	Monthly	Guidance Counselor	None	NA	Intervention Logs, Attendance Rates	C
• Develop communication with feeder schools to review long-term student success	Monthly	Counselor	None	NA	Intervention Logs, Attendance Rates	C
Improve teacher attendance						
• Provide attendance rates per teacher on a monthly basis for self monitoring	Monthly	Principal	None	NA	Attendance Rates	C
• Provide surveys, support and celebrations for teachers and staff to maintain and improve staff morale	Monthly	Principal	None	NA	Attendance Rates; surveys	C

Professional Development Plan



Professional Development

Fork Shoals School has implemented a number of different professional development activities over the past three years. Since 2002, the primary focus has been on implementing the International Baccalaureate Primary Years Program. In order to become an authorized IB-PYP schoolteachers must complete three levels of training. All current teachers on staff have completed the IB-PYP Introductory training. The administration, IB coordinator, and many teachers have attended Level 2 & 3 trainings. The principal and IB coordinator have attended the past two North American Regional conferences.

Along with the implementation of IB, teachers have been focusing on over all strategies to address student achievement. These areas have been primarily through brain-research, book studies on inquiry based teaching, multiple intelligences, differentiated instruction, and technology workshops.

Professional Development PLAN 2009-2013

GOAL AREA 1: Raise the Academic Challenge and Performance of Each Student **District Focus Area: Student Learning and Achievement**

PERFORMANCE GOAL 1: At least 50% of the students in 3rd-5th grade will meet their MAP target growth in the area of Math for in 2008-09 and 60% of the students in 3rd-5th grade will meet their target growth by 2013.

OBJECTIVE 1: Students will demonstrate mastery in Mathematics through authentic assessment correlated to the standards as shown by an increase in the percentage of students meeting their target RIT growth goal from 50% to 60%, an average increase of 2% each year.

OBJECTIVE 2: By improving assessment and student support strategies, students with disabilities, African American and free/reduce lunch students will increase the percentage meeting their target RIT growth goal annually by 5%.

Professional Development STRATEGY Activity	<u>Timeline</u> (Month)	<u>Who Participates</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
<ul style="list-style-type: none"> How to review Benchmark assessments 	January	Classroom Teachers	None	NA	Assessment work samples	C
<ul style="list-style-type: none"> How to hold academic goal setting 	October, January, March, May	Classroom Teachers	none	NA	Goal summary sheets (PD8 PAS-T)	F September 2006
<ul style="list-style-type: none"> How to develop and evaluate strategies to improve student performance using state writing rubrics 	Quarterly	All Teachers	None	NA	Rubric Log Summary	C
<ul style="list-style-type: none"> How Breakdown of PACT and MAP Scores and identify gaps in achievement 	Yearly Sept.	All Teachers	\$0	NWEA website	Graphs, Charts, AYP Report, School Report Card	F September 2007
<ul style="list-style-type: none"> How to use Hands on math strategies to improve achievement 	Summer 2005	Teachers as designated	\$894	Professional Development Line	In-service Certificates, faculty meeting agendas, Test scores	F June 2005
<ul style="list-style-type: none"> How to Differentiate instruction 	Sept-Dec. 2006	Teachers	\$4,000	IB Line (Professional Development)	faculty meeting agendas,	F Jan. 2007
<ul style="list-style-type: none"> Calendar math across all grade levels 	Yearly	Teachers as designated	None	NA	In-service Certificates, faculty meeting agendas, Test scores	C
<ul style="list-style-type: none"> Annually review Program of Inquiry 	Yearly	All Teachers	None	NA	Peer review, IB rubric	F Summer 2008
<ul style="list-style-type: none"> Develop and integrate Essential agreements on Assessment for the Program of Inquiry 	Summer 2005	All Teachers	None	NA	Peer review, IB rubric	F September 2005
<ul style="list-style-type: none"> Develop vertical planning teams to review and evaluate the Program of Inquiry and calibration with state standards 	Yearly	All Teachers	None	NA	Peer review, IB rubric	F August 2007

<ul style="list-style-type: none"> Teachers will develop student portfolios to analyze and evaluate student work over time. 	May 2006	Teachers	None	NA	Vertical Evaluation Teams	F May 2006
<ul style="list-style-type: none"> Train teachers in the use of projection devices, and Promethean technologies 	On-going	Teachers as designated	\$100,000	Lottery (Tech Money)	Observation Records	C
<ul style="list-style-type: none"> The instructional coach will facilitate collaboration between computer lab manger, media specialist and classroom teachers 	Monthly	Teachers as designated	None	NA	Media Schedule Log, Surveys	C
<ul style="list-style-type: none"> Use assistive technology, CD's, tape recorders, video clips to support instruction 	Yearly	Teachers as designated	\$11,000	K5 Enhancement Money	Observation Records	C
<ul style="list-style-type: none"> Create multi-media classroom projects and presentations that can accommodate student academic strengths and weaknesses. 	Yearly	Teachers as designated	None	N/A	Observation Records	C
<ul style="list-style-type: none"> Integrate the instruction of foreign language with grade level instruction 	2006-2007	Spanish Teachers	\$5,000	General Staff Allocation (IB Line Item)	Class Schedule, KITE-LL Curriculum Plans	F August 2006
<ul style="list-style-type: none"> Special education training for teachers 	Yearly Sept.	All Teachers	None	N/A	IEP Accommodation Forms	F August 2007

GOAL AREA 2: Raise the Academic Challenge and Performance of Each Student

District Focus Area: Student Learning and Achievement

PERFORMANCE GOAL 2: At least 50% of the students in 3rd-5th grade will meet their MAP target growth in the area of Reading for in 2008-09 and 60% of the students in 3rd-5th grade will meet their target growth by 2013.

OBJECTIVE 1: Students will demonstrate mastery in Reading through authentic assessment correlated to the standards as shown by an increase in the percentage of students meeting their target RIT growth goal from 50% to 60%, an average increase of 2% each year.

OBJECTIVE 2: By improving assessment and student support strategies, students with disabilities, African American and free/reduce lunch students will increase the percentage meeting their target RIT growth goal annually by 5%.

Professional Development STRATEGY Activity	<u>Timeline</u> (Month)	<u>Who</u> <u>Participates</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u> (act 135, academic assistance, categorical funding, etc.)	<u>Indicators of</u> <u>Implementati</u> <u>on</u>	<u>Monitor</u> (Date) Finished Continued Modified
<ul style="list-style-type: none"> Attend 4 Block Trainings 	Yearly for new teachers Sept.-May	1 st Year teachers and those who need additional help	None	NA	Certificates of participation as needed	F April 2008
<ul style="list-style-type: none"> How to review Benchmark assessments 	January	Classroom Teachers	None	NA	Assessment work samples	C
<ul style="list-style-type: none"> Use of Accelerated Reader and Star to administer and evaluate student reading 	August	Classroom Teachers	\$500	Lottery (tech line)	AR classroom assessment sheets	C
<ul style="list-style-type: none"> How to hold academic goal setting 	October, January, March, May	Classroom Teachers	none	NA	Goal summary sheets (PD8 PAS-T)	F September 2006
<ul style="list-style-type: none"> How to develop and evaluate strategies to improve student performance using state writing rubrics 	Quarterly	All Teachers	None	NA	Rubric Log Summary	C
<ul style="list-style-type: none"> How Integrate writing across the curriculum through the IB program of Inquiry 	Quarterly	All Teachers	None	NA	Rubric Log Summary	C
<ul style="list-style-type: none"> How Breakdown of PACT and MAP 	Yearly	All Teachers	\$0	NWEA	Graphs, Charts, AYP	F

Scores and identify gaps in achievement	Sept.			website	Report, School Report Card	September 2007
<ul style="list-style-type: none"> How to Differentiate instruction 	Sept-Dec. 2006	Teachers	\$4,000	IB Line (Professional Development)	faculty meeting agendas,	F Jan. 2007
<ul style="list-style-type: none"> Annually review Program of Inquiry 	Yearly	All Teachers	None	NA	Peer review, IB rubric	F Summer 2008
<ul style="list-style-type: none"> Develop and integrate Essential agreements on Assessment for the Program of Inquiry 	Summer 2005	All Teachers	None	NA	Peer review, IB rubric	F September 2005
<ul style="list-style-type: none"> Develop vertical planning teams to review and evaluate the Program of Inquiry and calibration with state standards 	Yearly	All Teachers	None	NA	Peer review, IB rubric	F August 2007

GOAL AREA 3: Provide a School Environment Supportive of Learning
District Focus Area: School Environment

PERFORMANCE GOAL 3: Students, Parents and Teachers will rate Fork Shoals at an 85% overall approval rating on the state report card annually until 2009-2010.

OBJECTIVE 1: Develop through communication strategies, relationships with parents, students, teachers, business and community members to improve school climate and maintain a 90% approval rating annually.

OBJECTIVE 2: Increase the number of volunteer hours by the percentage of annual growth yearly.

OBJECTIVE 3: Improve student and teacher attendance by 1% annually until the threshold of 98 % is reached.

Professional Development STRATEGY Activity	<u>Timeline</u> (Month)	<u>Who Participates</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
<ul style="list-style-type: none"> How to improve teacher parent communication and involvement 	August	All Staff	None	NA	Newsletters, volunteer hour logs	C
<ul style="list-style-type: none"> How to develop parents as partners 	August	All Staff	None	NA	Newsletters, volunteer hour logs	C
<ul style="list-style-type: none"> How to Improve Student Attendance 	October	Guidance Counselor	\$100	Student Activity Funds	Newsletters, volunteer hour logs	F October 2007

Professional Development

Fork Shoals School

Professional Development Calendar

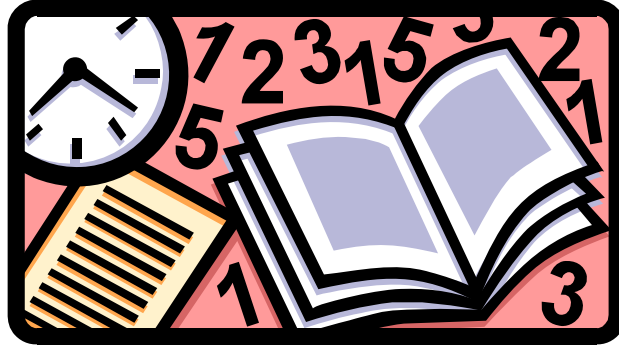
2008-2009

Date/Time	Type	Description
August 7-8, 2008 All day	Overview IB Curriculum in the Primary Years Programme	IB Trainer meets with all teachers new to Fork Shoals to provide background and strategies for inquiry-based instruction and the IB philosophy.
August 13, 2008 8:00 –1:00	Overview of the Teacher Handbook and PBIS Training	Principal will set expectations for faculty by going over the teacher handbook. The PBIS committee will train staff in school wide expectations.
August 20, 2008 3:00-4:30 PM	Safety Training & Test Score Presentation	Assistant Principal discusses the school safety plan, crisis response duties, and conducts Bloodborne pathogens, OSHA, and slip/trip/fall training. Principal shares PACT test results with the staff
August 27, 2008 3:00-4:30 PM	IB Reauthorization Report Presentation	IB coordinator shares the results from the reauthorization visit with the staff. This report is compared with the 5 year goals of the school and addendums are made for the future
September 3, 2008 3:00-5:00	Learning Focused Training Part I	Teaching and Learning representative give an overview of the model, the research supporting leaning focused, purpose of student learning maps, essential questions, acquisition lessons, and vocabulary
September 17, 2008 3:00-5:00	Learning Focused Training Part II	Teaching and Learning representative give an overview of the model, the research supporting leaning focused, purpose of student learning maps, essential questions, acquisition lessons, and vocabulary
September 24, 2008 3:00-4:30	Assistance Team Coordinator, A-Team Interventionist, and School Psychologist	School Psychologist and A-Team Coordinator present procedures and changes in qualifying for new school year. A-Team Interventionist describes her role in the program and her services for our school.

Date/Time	Type	Description
October 1, 2008 3:00-4:30	Learning Focused Training Part III	Teaching and Learning representative give an overview of the model, the research supporting leaning focused, purpose of student learning maps, essential questions, acquisition lessons, and vocabulary
October 15, 2008 3:00-4:30	Learning Focused Training Part IV	Teaching and Learning representative give an overview of the model, the research supporting leaning focused, purpose of student learning maps, essential questions, acquisition lessons, and vocabulary
October 29, 2008 3:00-5:00	Technology Part I	Teachers will receive Promethean Board and flipchart Training
November 5, 2008 3:00-4:30	Technology Part II	Teachers will receive Promethean Board Training or Compass Learning Training
November 12, 2008 3:00-5:00	Technology Part III	Teachers will receive Promethean Board Training or Compass Learning Training
November 19, 2008 3:00-5:00	Technology Part IV	Teachers will receive Promethean Board Training or Compass Learning Training
December 3, 2008 3:00-5:00	Technology Part V	Teachers will receive Promethean Board Training or Compass Learning Training
January 7, 2009 3:00-4:30	Book Club Part I	Staff breaks in to one of four book clubs to read: <i>Ladybugs, Tornadoes, and Swirling Galaxies, Shouting Won't Grow Dendrites, 6 + 1 Traits of Writing, Why Gender Matters, Mechanically Inclined</i>
January 14, 2009 3:00-4:30	Book Club Part II	Staff breaks in to one of four book clubs to read: <i>Ladybugs, Tornadoes, and Swirling Galaxies, Shouting Won't Grow Dendrites, 6 + 1 Traits of Writing, Why Gender Matters, Mechanically Inclined</i>
January 16, 2009 8:00- 10:00 10:00-12:00	Curriculum Committees & Curriculum Events	Vertical articulation of best practices and differentiating instruction ideas by content area Staff breaks out in to curriculum events to share ideas and plan

January 28, 2009 3:00-4:30	Book Club Part III	Staff breaks in to one of four book clubs to read: <i>Ladybugs, Tornadoes, and Swirling Galaxies, Shouting Won't Grow Dendrites, 6 + 1 Traits of Writing, Why Gender Matters, Mechanically Inclined</i>
February 11, 2009 3:00-4:30	Book Club Part IV	Staff breaks in to one of four book clubs to read: <i>Ladybugs, Tornadoes, and Swirling Galaxies, Shouting Won't Grow Dendrites, 6 + 1 Traits of Writing, Why Gender Matters, Mechanically Inclined</i>
February 18, 2009 3:00-4:30	Book Club 1 Presents	Teachers from this Book Club Present their findings and share ways to implement practices in to the classroom
February 25, 2009 3:00-4:30	Book Club 2 Presents	Teachers from this Book Club Present their findings and share ways to implement practices in to the classroom
March 11, 2009 3:00-4:30	Book Club 3 Presents	Teachers from this Book Club Present their findings and share ways to implement practices in to the classroom
March 25, 2009 3:00-4:30	Book Club 4 and 5 Presents	Teachers from this Book Club Present their findings and share ways to implement practices in to the classroom
April 1, 2009 3:00-4:30	Book Club 6 and 7 Presents	Teachers from this Book Club Present their findings and share ways to implement practices in to the classroom
April 15, 2009 3:00-4:30	End-of-Year Planning Part I	Principal goes over end-of-year procedures by handing out Clearinghouse Checklist
Date/Time	Type	Description
April 22, 2009 3:00-4:30	End-of-Year Planning Part II	Review student handbook and calendar for changes next year
April 29, 2008 3:00-4:30	End-of-Year Planning Part III	Staff reviews the CIC's for the school portfolio and evaluates the school's progress
May 13, 2008 3:00-4:30	End-of-Year Planning Part IV	Assistant Principal leads staff in developing duty, related arts schedule, and committees for 2007-2008 school year

Leadership



Fork Shoals Leadership Structure

Meeting Times for Staff



All staff members have committed to meet on Wednesdays after school. The purpose of these meetings will be to enhance curriculum, instruction, and assessment. During the meetings, teachers will have the opportunity to meet in committees and across grade-levels to examine student work and make connections. Speakers and/or training will be utilized during this

time to develop curriculum and instruction. In addition, each teacher will meet on his or her grade level teams once a week. Each teacher will help the Assistance Team in developing teaching strategies to improve student achievement.

Roles and Responsibilities

It is each staff member's responsibility to implement the standards in his/her classroom. All staff members meet in grade level teams, cross-grade level teams, committee teams, and as a whole faculty. In addition, some staff members will participate on Faculty Council. The roles and responsibilities of each team are defined below.

Grade Level Teams

The purposes of grade-level teams are to discuss curriculum and to plan in order to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level.

- Every teacher will participate in meetings with his/her grade level.
- Teachers will support and help one another to implement the standards and vision in each other's classrooms.
- The grade-level team will decide on a day, time, and place for a weekly meeting. Each grade-level member will commit to meeting at this grade level planning.

Cross-Grade Level Teams

The purposes of the cross-grade level teams are to maintain unity of curriculum, instruction, and assessment, specifically to:

- Improve instruction school wide.
- Discuss student achievement and strategies to improve it.
- Coach and support the quality implementation of subject areas.
- Review data and plan for improvement.

Cross-grade level teams will be randomly assigned consisting of teachers of different grade-levels or subject areas (related arts, guidance, etc.). The teams will examine student work and discuss the correlation of the assignments with the standards.

SCHOOL IMPROVEMENT COUNCIL:

The council is composed of parents and teachers. The principal serves as an ex-officio member. The council meets monthly and are open to the public. The meeting times are posted in the parent handbook and in bi-monthly parent newsletters. The purposes of the council are:

1. To gain knowledge concerning the purpose and goals of the school.
2. To disseminate information to other parents and citizens within the community and to clarify information concerning the school programs.
3. To offer for consideration to the school principal suggestions concerning program improvements with Respect to student needs and program operation within the individual school, area, or district.
4. To assist in the preparation of the Annual School reports as required by the School Finance Act of 1977 and ACT 135 of 1993.

Faculty Council

The purposes of Faculty Council are to:

- Work with the principal in decision-making.
- Improve instruction and student achievement results school wide.
- Guide, enforce, and reinforce the school plan.
- Assist with the development of agendas for meetings.
- Monitor progress and address concerns.
- Review data and plan for improvement.
- Trouble-shoot the concerns of teams.
- Share ideas and meeting notes with grade-level teams.

Faculty Council will meet on the second Tuesday of each month and other times as necessary. Members of Faculty Council will consist of one representative from each grade level, media specialist, instructional coach, principal, one special education teacher, and one related arts teacher. Each member will remain for at least a two-year rotation without the entire team being replaced in any one given year.

Assistance Team

The purpose of the Assistance Team is to develop strategies and practices to improve student achievement. Each teacher will assist in developing strategies for the Assistance Team during monthly faculty meetings. The Coordinator will compile information to send to Psychological Services if necessary, provide support, and attend district meetings. A Team of teachers will meet once a month to determine if screenings are needed for any students having difficulties.

Leadership

Self-Guided Review

2007-2008

The Fork Shoals Leadership structure meets the goal of increasing student achievement. Teachers have committed to meet as a faculty weekly to discuss curriculum, instruction, and assessment. Grade level teams meet weekly with the instructional coach to plan the curriculum. The instructional coach serves as a liaison between teachers and district curriculum coordinators and school based special area teachers. The committees for Math/Science, Reading/Writing, IB, Partnership Development, and Technology have been changed since the instructional coach is the contact for each of the curriculum areas. Teachers now sign up to help coordinate events. Some examples of events are Children's Book Week, Math and Science Night, Children's Poetry Week, Team Days, and Red Ribbon Week. The event setup will help to streamline responsibilities for each area. Committees were then developed based the needs of the school using test score data, and district and state initiatives. Currently, Fork Shoals is divided into five committees. In addition to these committees, Faculty Council works with the principal in making decisions for the school. Each teacher is also a member of an Assistance Team (A-Team) to problem solve and develop strategies to assist students who are struggling academically and/or with behaviors. Each of the committee responsibilities are described below.

Faculty Council

The Faculty Council meets in the summer to assist the principal with decision making for the upcoming school year. The committee creates the related arts, lunch, and bus duty schedules. They also aid in the development of the budget. Meetings are monthly.

Assistance Teams (A-Teams)

Each teacher is a member of one of the five A-Teams. The teams meet to brainstorm strategies to help students who are struggling with academics and/or behavior. Each team meets as their own entity; however, each chairperson meets periodically with the school A-Team Coordinator. The A-Team Coordinator attends district meetings to ensure that policies are kept within the assistance teams guidelines.

IB Committee

One teacher from each grade level serves as the grade level IB Coordinator. These teachers have been to advance training in the IB process and work with the IB Coordinator to

ensure that communication is created among grade levels in the process. The committee meets periodically to review the process and current status. Members are also responsible for keeping grade level notebooks of planners, activities, and reflections.

Mentor/Mentees

Teachers who are in their first year or it is their first year teaching in South Carolina meet monthly to discuss their experiences with their mentors. They meet with the principal and instructional coach to reflect and share in their experiences with the evaluation process.

Reading/Writing Committee

The reading and writing committee exists to provide a knowledge base in using reading and writing in all areas of the curriculum. This committee reads professional literature and works to ensure that writing is further developed in the school.

Math/Science Committee

The math and science committee has attended IB conferences in the area of mathematics and other professional conferences for science. They discuss best practices in mathematics and science and how the teachers can integrate them in to the planners.

Technology Committee

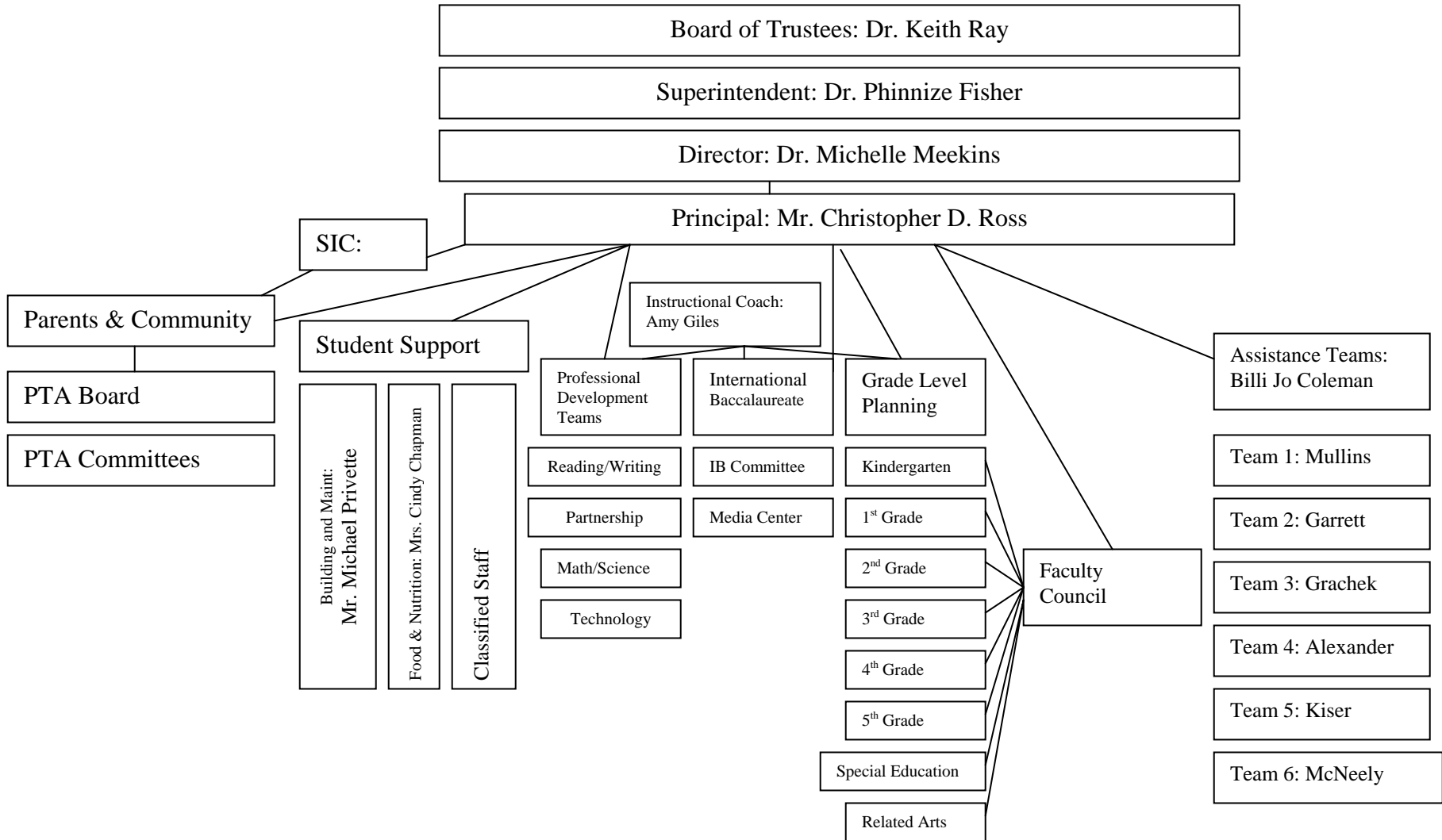
The technology committee reviews and updates the technology plan. They administer a survey to the teachers to gain their wants in the realm of technology. They also plan and conduct technology in-services for the staff in areas noted in the school portfolio.

Partnership Development Committee

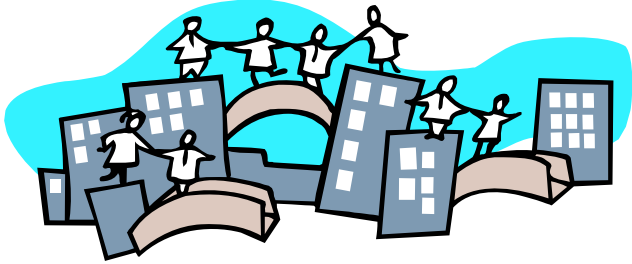
This committee consists of staff members and parents. They review our current partnerships as well as seek out new partners in the community. They approach businesses and other community agencies in working with our students towards our school goals.

Each of these committees is crucial to the success of increasing student achievement. We also have a SIC committee that consists of parents, teachers, and community members. The SIC committee has been reorganized into teams to address each of the school goals. The committees meet and then report back to the complete SIC team.

Organizational Chart



Partnerships



Partnerships:

Fork Shoals School envisions our families, staff, and community working together to improve student performance. This is a shared responsibility among all stakeholders in the school. We are committed to exploring and developing new strategies in which to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

Present Role of Our Parent Community

When students enroll at Fork Shoals School, parents are given the opportunity to meet with the principal and tour the school to see staff and students in action.

At the beginning of the school year, parents and students are invited to attend a Back-to-School Night. During this time they meet teachers and are given information about how they can be involved in the school. Parents receive a weekly newsletter from teachers and all teachers have a website where information is kept up-to-date. Teachers have created e-mail distribution lists for their classes. Parents may call their child's teacher at any time since every teacher has a phone in their classroom. Every nine weeks the school sends out a school wide newsletter with information regarding school activities from the PTA board, the related arts teachers, and the principal. Fork Shoals sends weekly information into the Tribune Times and Greenville News newspapers to keep our parents up-to-date on up and coming events at our school. Parent volunteers play an important role in the success of our school. They work on fundraising, go on field trips, tutor, and help classroom teachers.

Present Role of the Community

Fork Shoals School works very closely with the Vermont Community, the Boy Scouts, and the Girl Scouts. The Boy Scouts are currently working on a nature trail. Lowe's awarded a grant to fund this project. Our school recycling program has been greatly helped by Lowe's and Waste Management with donations of recycling bins for all of our classrooms and a giant receptacle for glass and plastics. The old YMCA building is shared between the school and community. The school uses it for classes once a week; while the community uses it to hold senior citizen aerobics and student clubs. The community churches, businesses, and parents always volunteer

to help provide Christmas to the students and their siblings in the school that would otherwise not be able to afford it. The Reedy River Watershed Project came to the school last year to teach our students about water conservation. Every year Fork Shoals holds a parade that the school takes part in with our local community members.

Present Role of Businesses

This has been a year to build relationships in our community. After realizing that we had only minimal contact with businesses we set out to establish more partners to help us carry out the vision at Fork Shoals. We have built relationships with Vulcan Materials, Canebreak Fire Department, Greenville Technical College-Brasher Campus, Verdmont, Upstate Nursery, & GE. These businesses help us in building productive citizens and future leaders. We have taken field trips to visit some of our partners integrating curriculum with career guidance. At the present time we are working to establish relationships with other businesses in our community. Offering them the opportunity to help build a student that can someday change our world.

Partnerships

SELF-GUIDED UPDATE 2007-2008

The Partnership planning team consists of Guidance Counselor, PTA, parents, other school staff, businesses, churches, community volunteers, and the Chamber of Commerce. The team will report to and develop plans in cooperation with the teachers. They will make ongoing reports in faculty meetings. In the partnership process, we seek to establish reciprocal relationships by asking key questions.

- *What can we do for the partner?
- *What can they do to help our students develop their IB attitudes?
- *What services do they offer that will help students develop citizenship skills?

We recognize that the rural location of Fork Shoals creates a challenge with regards to business partnerships. We have fewer businesses from which to develop relationships. However, as the area continues to develop, we look forward to expanding those partnerships with new businesses as well as enhancing our relationships with existing partners.

Partnerships that have been added:

*Early Release and Good News Club to help model our student profile and attitudes, which help to promote character education within our school.

*Cedar Lake Animal Hospital

*Grand South Bank

*Jelly Beans

*Governor's School

*Pizza Hut

*Sticky Fingers

*Pizza Inn

*AIG Financial Company

*Mystery Donor's Choose

*Bi-Lo

*Greenville Hospital System

*BJ's

*Simpsonville Police Department

*Simpsonville Fire Department

*Simpsonville City Hall

*Anita's

*The Glazing Pot

*McDonald's

*McAlister's Deli

*Panera Bread Company

*Arby's

*Moe's

*Furman University

*Greenville County Library

*Greenville City Hall

*Quizno's

*Callaham Farms

*Canebrake Fire Department

*Peace Center

*Publix

*Chick-A-Fila

*Piedmont Mental Health

*Local churches

*Carrabba's

*Upstate Karate

*Pump It Up

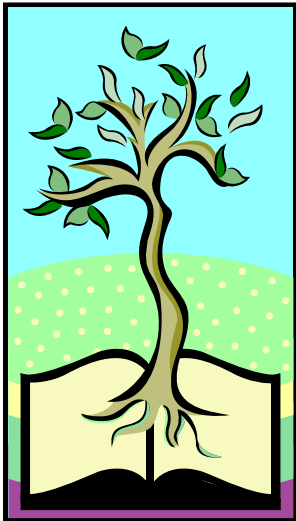


School Partnership Statement

In order to facilitate the effective transition of students through the academic system Fork Shoals recognizes the need to develop communication and accountability with the feeder schools our students will attend. The goals for this communication include:

1. Bridging the gap for students between schools so that they will know what to expect at each stage of transition.
2. Provide parents with the resources available to them to make good decisions related to their child's education options.
3. Providing services for students who need extra support to succeed.
4. Involve teacher cadets.
5. Improve school/community support due to increased interscholastic communication.
3. Following students who need more support to succeed.
4. Involve teacher cadets.
5. Improve school/community support due to increased interscholastic communication.

Continuous Improvement & Evaluation



FORK SHOALS SCHOOL
SCHOOL DISTRICT OF GREENVILLE COUNTY
PELZER, SOUTH CAROLINA

CONTINUOUS IMPROVEMENT CONTINUUMS BASELINE ASSESSMENT

SCHOOL IMPROVEMENT COUNCIL:

The council is composed of parents and teachers. The principal serves as an ex-officio member. The purposes of the council are:

1. To gain knowledge concerning the purpose and goals of the school.
2. To disseminate information to other parents and citizens within the community and to clarify information concerning the school programs.
3. To offer for consideration to the school principal suggestions concerning program improvements with Respect to student needs and program operation within the individual school, area, or district.
4. To assist in the preparation of the Annual School reports as required by the School Finance Act of 1977 and ACT 135 of 1993.

The current council meets monthly. Each member of the committee has been part of a sub-committee whose job is to evaluate and review the progress of the School Improvement Plan.

Each meeting, committees report their findings, answer follow-up questions and then set actions for the next meeting. The committee has also completed the annual School Report to the

Community. The SIC committee is composed of the following members:

Mark Palmquist	Chairperson	elected
Tuffy Atkins	Community Member	appointed
William Baker	Parent	elected
Renee Brown	Parent	elected
Heather Caragiulo	Parent	ex officio
Autumn Cline	Guidance Counselor	appointed
Laurie Collins	Parent	elected
Mase Garrett	Teacher	appointed
Regina Kruszka	Parent	elected
Rena Leopard	Parent	elected
Christina Moroney	Teacher	appointed
Kim Reid	Assistant Principal	appointed
Christopher Ross	Principal	ex officio
Amy Giles	Instructional Coach	appointed
Lisa Wells	Parent	elected

Continuous Improvement

2007-2008

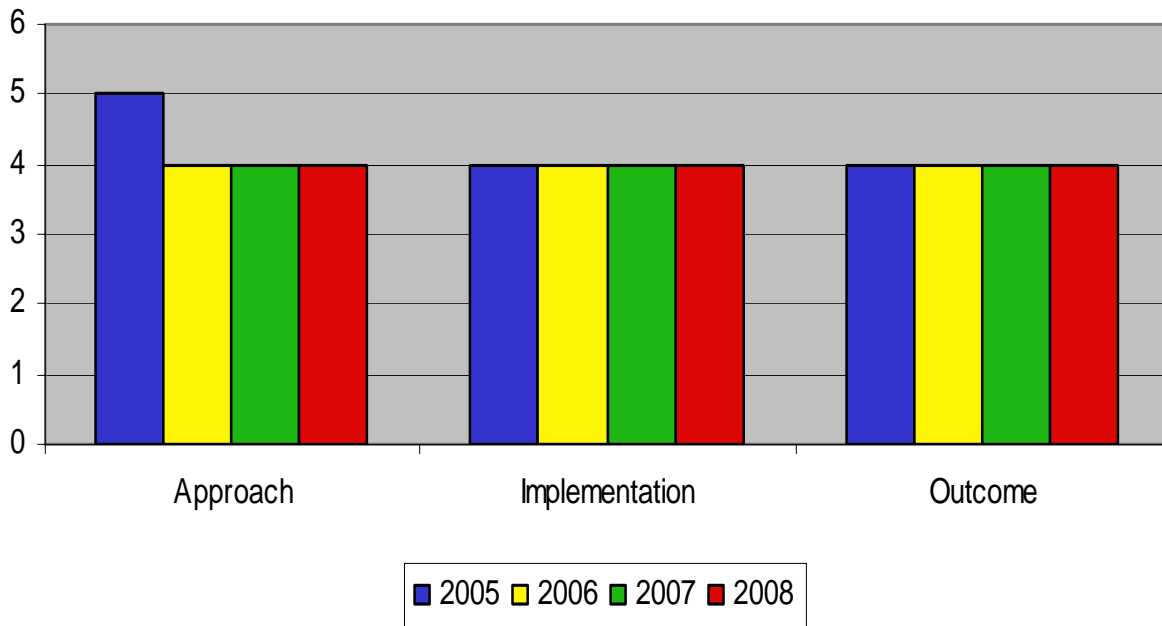
Annually, in May, the staff evaluates our approach, implementation, and outcome in the seven areas of our strategic plan. The results are tabulated and presented on a continuum for each area. The data is added to the previous years' results in a chart (see following pages). The plan is used to develop a yearly professional development plan and is used in the decision-making when purchasing instructional materials for the school. The plan is monitored and analyzed through subcommittees reviewing our current state and deciding what our next steps are going to entail. Results are communicated to our staff through faculty meetings and to the community through PTA meetings, SIC meetings, and our Report to the Community.

Self-Guided Update

2007-2008 School Year:

The School Portfolio Continuous Improvement Continuums were reviewed by the staff and updated. Overall, there was a slight decline from the previous year with the exception to partnership development and continuous improvement. Information and Analysis and Student Achievement remained fairly consistent.

Information & Analysis



Information and Analysis

Fork Shoals School staff rated their school a 4 in Approach, 4 in Implementation, and 4 in Outcome with respect to Information and Analysis. This is consistent from the previous year.

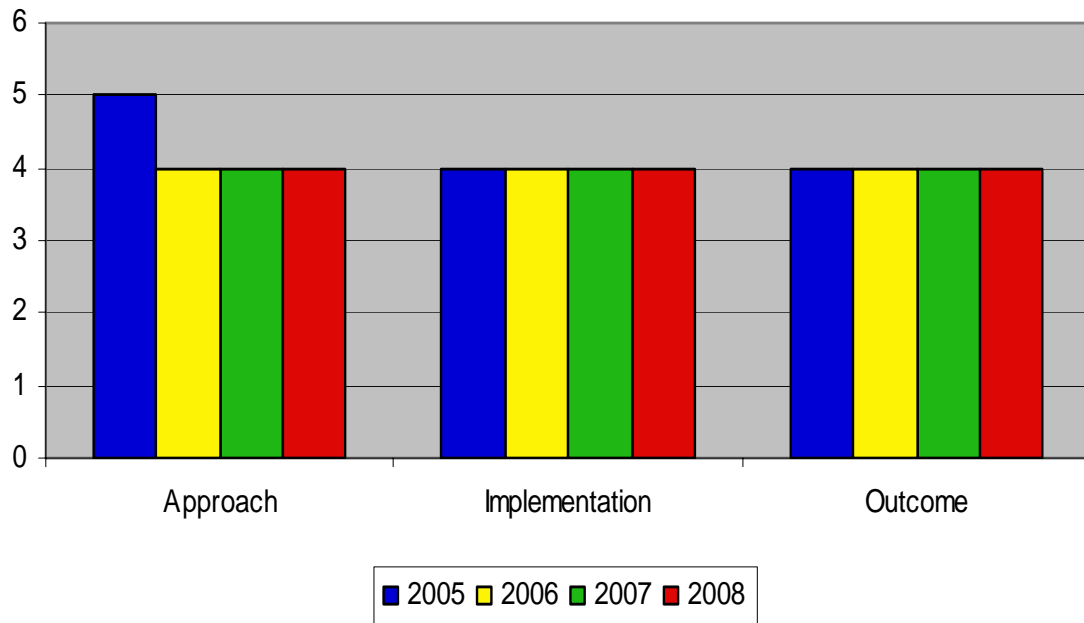
Next Steps:

2008 Update:

Staff agreed that the following needs to happen at the school level with respect to Information and Analysis:

- Research ideas of how to involve students in gathering and analyzing data
- Using the research, develop a plan of how to implement one of the strategies

Student Achievement



Student Achievement

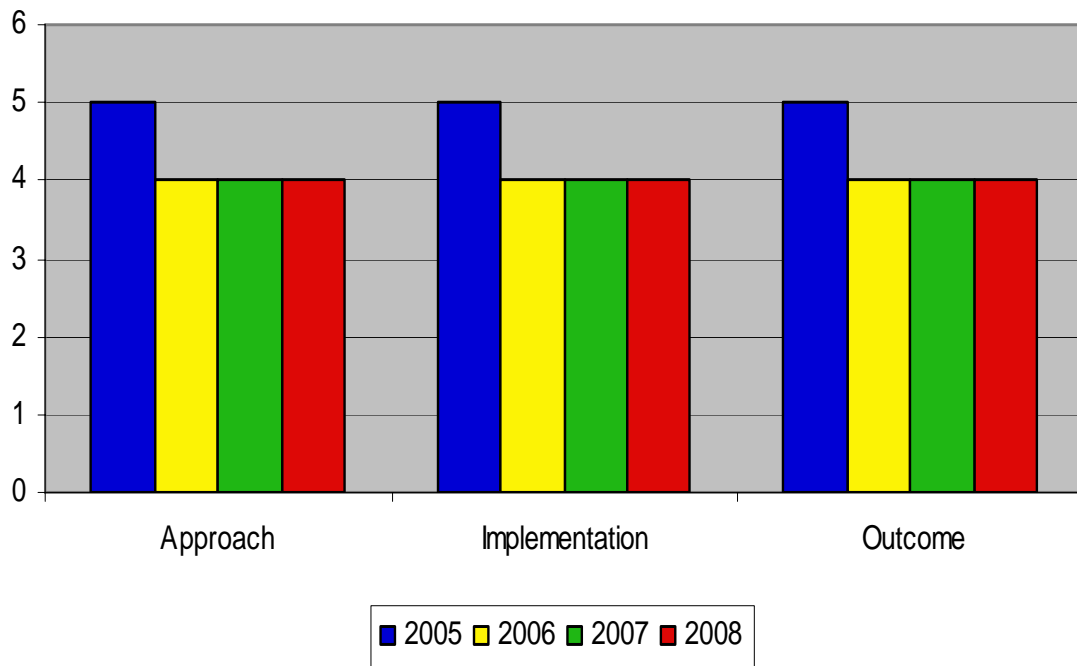
Fork Shoals School staff rated their school a 4 in Approach, 4 in Implementation, and 4 in Outcome with respect to Student Achievement.

Next Steps

Staff agreed that the following needs to happen at the school level with respect to Student Achievement:

- Use pretests and posttests to plan for instruction
- Trainings for assessment strategies
- Focus on informal assessments and self assessments

Quality Planning



Quality Planning

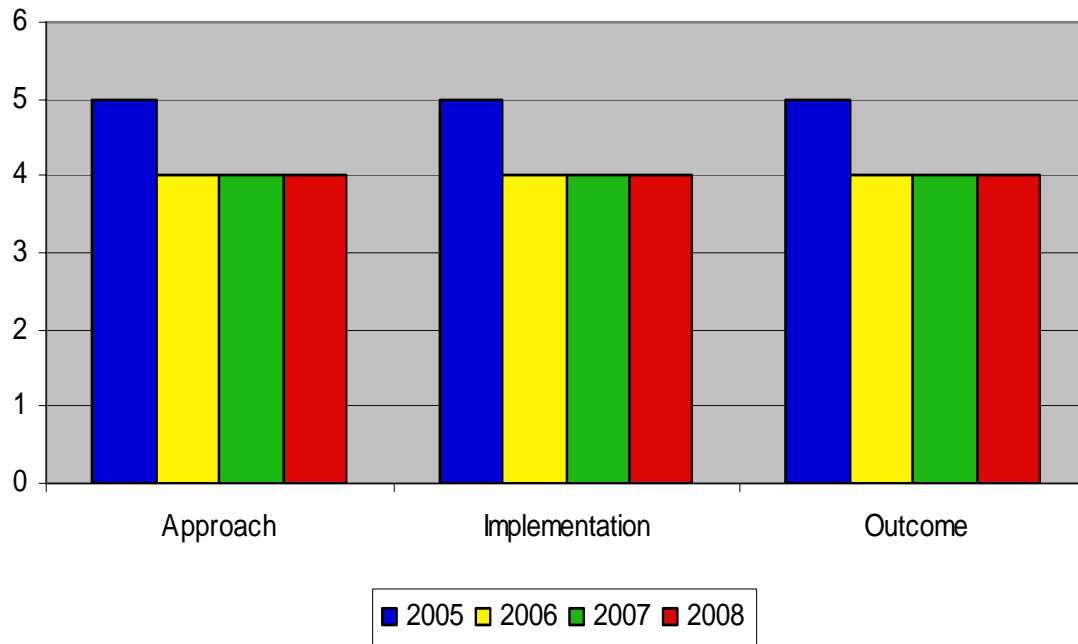
Fork Shoals School staff rated their school a 4 in Approach, 4 in Implementation, and 4 in Outcome with respect to Quality Planning.

Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Quality Planning:

- Involve parents and community members in the planning for IB reauthorization in 2008
- Involve feeder schools in vertical articulation
- Communicate the plan and share specific elements of the plan at meetings

Professional Development



Professional Development

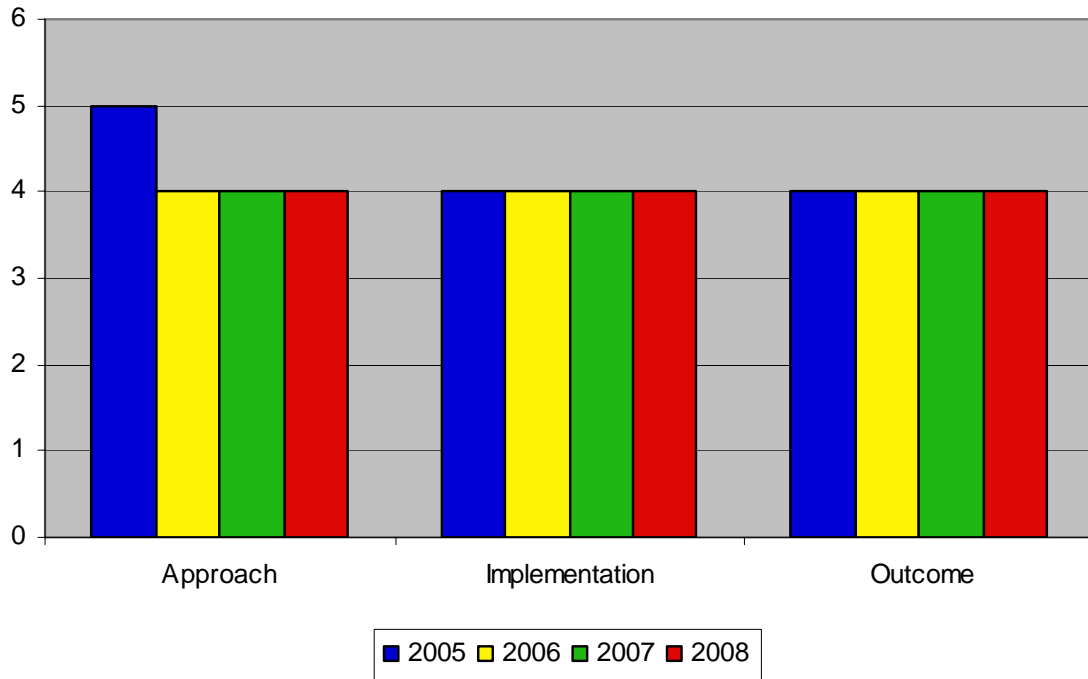
Fork Shoals School staff rated their school a 4 in Approach, 4 in Implementation, and 4 in Outcome with respect to Professional Development.

Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Professional Development:

- Use action research more as basis of decisions
- Teachers conducting more action research
- Work more on differentiating instruction

Leadership



Leadership

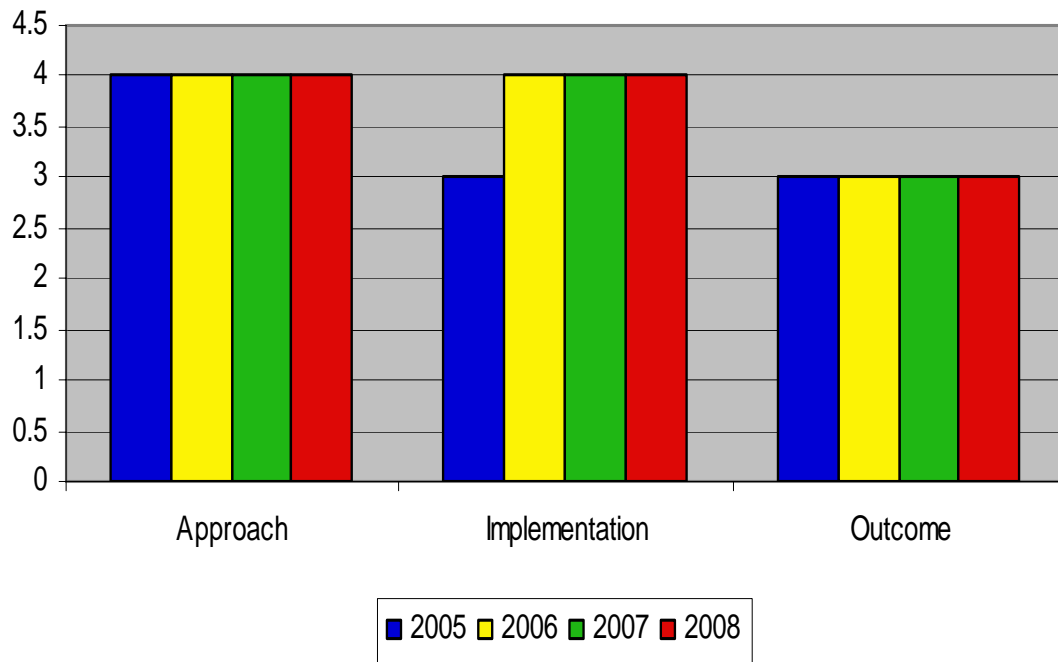
Fork Shoals School staff rated their school a 4 in Approach, 4 in Implementation, and 4 in Outcome with respect to Leadership.

Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Leadership:

- Communicate who is the Leadership Team by saying faculty council is the Leadership Team
- Revisit Vision of the school

Partnership Development



Partnership Development

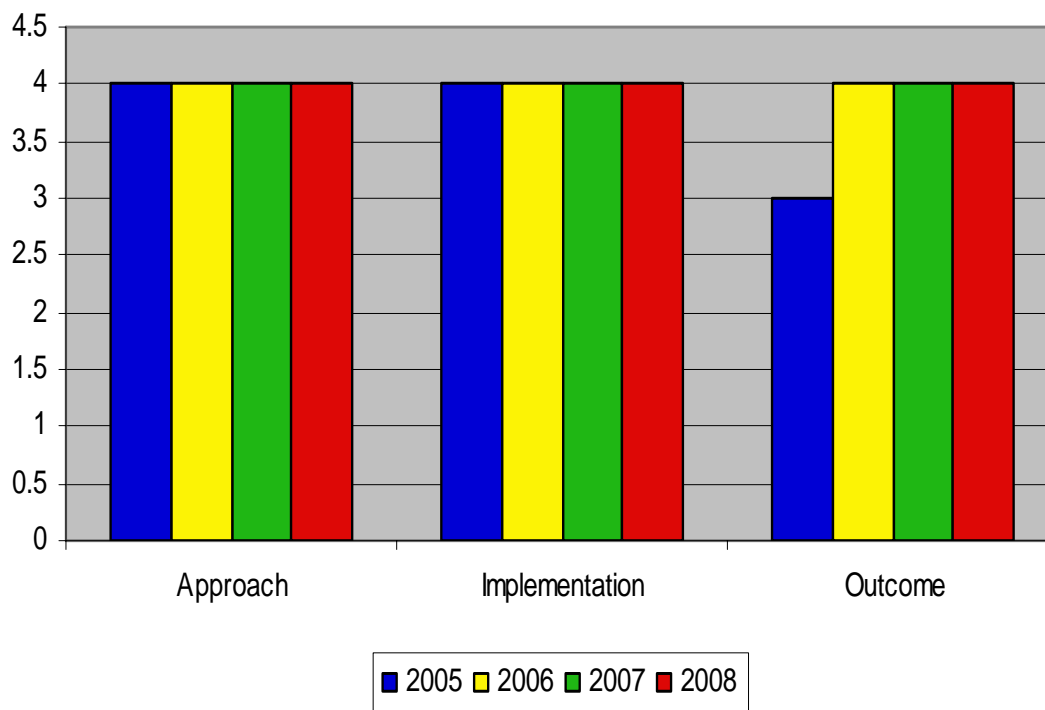
Fork Shoals School staff rated their school a 4 in Approach, 4 in Implementation, and 3 in Outcome with respect to Partnership Development. We have partnerships including:

Next Steps Initial:

Staff agreed that the following needs to happen at the school level with respect to Partnership Development:

- Create a guide to inform parents and teachers of resources in the community
- Plan days to give back to the community

Continuous Improvement



Continuous Improvement and Evaluation

Our School staff rated their school a 4 in Approach, 4 in Implementation, and 4 in Outcome with respect to Continuous Improvement and Evaluation.

Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Continuous Improvement and Evaluation:

- Determine how IB fits in to these continuums

Summary and Next Steps

Continuous Improvement Continuum Baseline

2007-2008

Our students continue to achieve at a higher rate than they have in the past. Technology integration is more prevalent than ever before. All second through fifth grade classes have a Promethean Board in their classroom. The teachers are creating interactive flipcharts to use with their lessons. Our younger grades are using Riverdeep software as part of their lessons and the upper grades used the program to individualize instruction. First grade has taken off with differentiated math groups based on pre test data collected. Our students are in their second year of maintaining a portfolio and they used their portfolio to conduct student led conferences for the first time. This empowers our students to take responsibility for their learning and growth. Assessment was another area of focus for our teachers this year. We studied summative assessments and developed problematic scenarios for each grade level. This form of assessments requires the students to take on a role and apply the knowledge they have learned throughout a unit to solve a problem. Our staff also participated in professional development on inquiry-based instruction, writing, and arts integration.

Overall Next Steps:

- Learning Focus Training for entire staff
- Install Promethean Boards and train first grade classrooms
- Flipchart training for all grade levels
- Implement PBIS (Positive Behavior Intervention and Support)
- IB training of new teachers and Level 2 and 3 training for others
- Differentiate instruction with Math in 2nd-5th grade
- Text-based studies for inquiry, writing, gender differences, and arts integration

2006-2007

The teachers and staff are taking active measure to improve student achievement. MAP data is being used to differentiate instruction in reading and with students in our morning tutorial program. Assessments are being analyzed in the IB planners to make sure they are having the students apply their knowledge through the use of higher order thinking skills. This is the first year students are keeping a portfolio of their work to demonstrate their knowledge and gains through out the school year. LCD projectors are integrate din the classroom to enhance instruction with technology. Our third-fifth graders are receiving 30 minutes of daily Spanish instruction through the Kite-LL (Kids Interacting Through Early Language Learning) Program. We continue to train our staff in inquiry-based instruction. All our new teachers to the school received a 2-day training in August before the school year began. Two more teachers attended a level 2 conference during the school year. Professional development in the areas of differentiation, brain-based research, multiple intelligences, and inquiry-based instruction occurred.

Overall Next Steps:

- Continue to differentiate instruction with focus on Math
- Integrate Riverdeep software in lessons and on an individual basis for grades 2nd-5th
- Create interactive lesson using Promethean Boards in grades 2nd-5th
- IB training of new teachers to Fork Shoals
- Conduct student-led conferences

2005-2006

A review was conducted to evaluate progress of our action plan. Our teachers are implementing four blocks with the emphasis on leveled readers during the self-selected and guided reading block. The MAP test has provided in depth data to pinpoint areas of strength and improvement in grade levels, classes, and individual students. The writer's handbook is a method of teaching writing and is being implemented in 3rd-5th grade. The administration has made a push for higher order thinking skills through the emphasis on Math Superstars and questioning using Bloom's Taxonomy. The use of interactive pads (Smartpads) and interactive boards is occurring in certain grade levels. Video streamline is being used to enhance the curriculum in Social Studies and Science. Every teacher has a webpage and is using it to update their parents and community of events and curriculum. Grade levels have reworked IB planners this year to make them better suited for their grade level needs and standards. An addendum to the student report card was also developed to assess and provide parents feedback on their child's social and emotional development in relation to the IB attitudes. The new teacher evaluation model was introduced and implemented this year at Fork Shoals. All teachers are being evaluated under the PAS-T model. Staff in-services have been conducted to familiarize the teachers with the instrument, and to provide support in their first year of implementation. Eight of our ten teachers new to Fork Shoals received Level 2 training in the IB Program. All new staff received an overview and consultation by our IB district coordinator and school level coordinator. Three of our six grade levels have had days where parents could come in to see their child's summative assessment of one of the planners. These are the objectives and strategies the school has worked towards using our action plan and IB authorization suggestions as tools to guide us.

Overall Next Steps:

- Use MAP data to differentiate instruction in mathematics and reading
- Increase the use of higher order thinking skills through the use of Bloom's Taxonomy
- Develop a student portfolio in grades kindergarten through fifth
- Increase the use of technology through the use of LCD projectors
- Implement the KITE-LL foreign language model in the intermediate grades
- Provide IB training to new teachers and send some other teachers to higher level training

2004-2005

SACS Review and Self Guided Update: See appendix

2003-2004

Staff members have conducted a mid-year review of the current plan during the January 14th faculty meeting. Currently the action plan will continue as noted in the previous sections, however we are awaiting a consultation visit by International Baccalaureate to evaluate our progress implementing the Primary Years Program. After the review, more strategies and professional development sessions may be needed. The next review of the continuums will occur in May 2004.

Reviewed goals and notations are evident and noted in the Quality Planning section. The next steps noted in the following pages are accurate until further review.

2002-2003

Members of the Fork Shoals School staff conducted a baseline assessment on each of the Education for the Future Initiative Continuous Improvement Continuums. Staff made their rating of where they thought the school was on each continuum, and then everyone agreed upon one number that represented where they as a group felt the school was. Next steps were developed for each continuum. The overall next steps in priority order are as follows:

Overall Next Steps:

- We need to periodically review student performance data.
- We need to provide times to collaborate and discuss student achievement based on instruction.
- We need to plan opportunities for professional development to enhance curriculum and instruction (International Baccalaureate Program and Technology).
- We need to create a shared decision-making structure that is congruent with the school vision.
- We need to seek partnerships through parents, community, and business partners and develop a plan to utilize them.

Fork Shoals School

APPENDIX

