Grove Elementary School

Deborah Bauer

Principal

Greenville County Schools

School System

Mr. W. Burke Royster

Superintendent

2013 - 14 through 2017 - 18

School information and required signatures

SCHOOL: Grove Elementary

SCHOOL DISTRICT: Greenville County

☒**SCHOOL RENEWAL PLAN FOR YEARS: 2013 – 14 through 2017 - 18**
☒**SCHOOL RENEWAL ANNUAL UPDATE FOR: 2013 - 14**

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

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Wesley Poole		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Ms. Deborah Bauer		
PRINTED NAME	**SIGNATURE**	**DATE**

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS
(Mandated Component)

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

Position	**Name**
1. **Principal**	Debbie Bauer
2. **Teacher**	Keli Wright
3. **Parent/Guardian**	Jodi King
4. **Community Member**	Deborah Heaton
5. **School Improvement Council**	Wesley Poole

6. **Others*** (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

Position	**Name**
PTA 2nd Vice President	Jochebed Walker
SIC Vice President	Manuel Cantoral
Lauren Phillips	Title I Facilitator
Marie Havran	Instructional Coach
Rebecca Ratcliffe	Instructional Coach

*   **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 FOR SCHOOL RENEWAL PLANS
(Mandated Component)
Act 135 Assurances

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

⊠ **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

⊠ **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

⊠ **Parent Involvement**
The school 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, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

⊠ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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*.

⊠ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

☒ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

☒ **Collaboration**
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

☒ **Developmental Screening**
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

☐ **Half-Day Child Development**
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

☒ **Developmentally Appropriate Curriculum for PreK–3**
The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

☒ **Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their   Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy 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. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover form dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

☒ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Mr. Burke Royster
Superintendent's Printed Name   Superintendent's Signature   Date

Ms. Deborah Bauer
Principal's Printed Name   Principal's Signature   Date

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Introduction

Grove Elementary School faculty and staff began to review information for the School Portfolio update in April 2013. We completed the ADVANCE-ED surveys and self-assessment and at several faculty meetings discussed the results as a follow up. This activity was beneficial and forced everyone to look at how we approach vision/beliefs, curriculum and delivery, assessment, resources/support programs, and leadership.

The school committees in place are the Professional Learning Community, Literacy Committee, Numeracy Committee, and School Environment Committee. The principal, instructional coach, guidance counselor and grade level lead teachers serve on the Professional Learning Community. The assistant principal, additional instructional coach, Title I Facilitator, and other teachers and staff serve on the additional committees, which involve planning parent involvement activities as well as enrichment/remediation activities for students. The faculty and staff, along with parent and community members of SIC and PTA, assist in the review of the school portfolio and action plan yearly. All stakeholders participate in the planning process work and partnership at Grove Elementary School.

Each group was given the task of reviewing the portfolio sections and updating content. A great deal of discussion centered on changes over the past five years, such as curriculum, programs, organizational changes, and improvements. As each section was completed, groups reviewed the work and sometimes included additional comments and/or suggestions.

Executive Summary
Findings for Student Achievement

- Increase student achievement in English Language Arts, Math, Science and Social Studies skills through Common Core Standards (CCS).
- Create common assessments in reading, math, science and social studies throughout the school year and utilize formative assessments to guide instruction prior to summative assessments.
- Continue to enhance science curriculum through the science lab and extension programs. (i.e. butterfly garden, compost project, organic garden, recycling, etc.)
- Improve communication with parents, outside agencies and organizations to yield more involvement and participation in the school.
- Continue to collect data, review with students, assisting them to establish goals and encourage self-assessment for continuous improvement.
- Expand knowledge and continue practice of the authentic writing process throughout the school and community.
- Increase knowledge and practice of Learning Focused instructional strategies.
- Implement a balanced literacy framework (Fountas and Pinnell) to ensure that students on various reading levels are best served.

Student Learning Needs and Desired Results

1. Need: Increasing PASS in Math, English Language Arts, Social Studies and Science scores among student subgroups in grades 3 through 5.

1a. Desired Result: Measurable increased student achievement and Annual Measurable Outcomes (AMO's).

2. Need: Continuing use of data collection to help in decision-making and goal setting for student achievement. (MAP, PASS, Aimsweb, ELDA, LLI, Fountas and Pinnel benchmarking)

2a.Desired Result: Visual evidence of increasing student achievement through charts and graphs.

3. Need: Increasing English fluency among ESOL students

3a.Desired Result: Meaningful communication with teachers and peers through increased vocabulary and language acquisition.

Increase academic progress

4. Need: Create common assessments in reading and math throughout the school year.

4a. Desired Result: Formative assessments guide instruction before administration of summative assessments.

Performance Goals
• Improve student achievement in English Language Arts (reading and writing)
• Improve student achievement in math
• Improve student achievement in science
• Improve student achievement in social studies
• Increased involvement of parents and community

Teacher and Administrator Quality
Grove Elementary School has made significant progress in the last four years. Especially notable accomplishments include the following:

- The school has made significant progress toward its goal of becoming a data-driven school. The principal is highly knowledgeable about data and the effective use of data for instructional planning and has provided strong leadership to the data analysis process.
- Teachers are consistently using technology to support teaching and learning.
- Collaboration is evident throughout the school. Teachers are planning cohesively at all grade levels.
- Teachers have a significant leadership role within the school.
- Professional development of teachers is a high priority across the school environment.
- The focus on health and wellness is a strong support for student learning.

The administrators, teachers, and other school staff demonstrate a genuine respect and concern for the education and well-being of all students, and they, along with parents, are enthusiastic about the leadership, vision, and passion of the principal. Parents believe their children are safe and secure in this academic learning environment.

The audit team encourages the school to focus on two facets of teaching and learning, as it continues on its continuous improvement journey.

- Work to enhance the quality and effectiveness of Learning Focused Schools model implementation, noting recommendations made in this report.
- Improve the precision of instructional processes and instructional support activities, noting recommendations made in this report.

A strong foundation is in place for continued improvement in student achievement at Grove. The faculty and staff have an opportunity to foster and build on their current strengths and continue the progress each has made through participation in continued study, dialogue, and collaboration.

School Climate/Environment
Grove Elementary School is a modern, attractive, well-maintained school which provides an environment conducive to student learning.

Significant Challenges from the past three years:
- Lack of parent involvement among some demographic groups
- High mobility rate of students/families
- Lack of readiness on the part of many children entering school for the first time

Significant Accomplishments/Results in past three years:
- Grove received an A rating according to the ESEA waver annual measurable objectives. Our school performance has substantially exceeded the state's expectations.
- 2011 – 2012, Grove was recognized as a Title I Distinguished School for Performance.
- 2012 Palmetto Silver Award for Performance
- Public Education Partners - award recipient to support literacy implementation
- Grove has a comprehensive plan to provide nutritional education to our students in all classroom environments.
  - The Coordinated Approach to Child Health (CATCH) program integrates healthy eating, activity, and instruction in to a coordinated program to promote a healthy lifestyle. The program focus is a combined effort of school, home, and community.
  - The Fresh Fruits and Vegetables grant (FFPV) provides daily fresh fruit or vegetable snacks to the entire school population.
- The principal is a strong, knowledgeable, involved instructional leader.
- Dedicated administrators and faculty genuinely care about the students and their families.
- There is strong communication and focus from the current administration.
- There is a high level of collaboration among faculty.
- State-of-the-art technology is in place in all classrooms, and resources to support student learning are plentiful.

- The school has developed common grade-level assessments based on state academic standards in English language arts and mathematics. These common assessments are administered weekly with follow-up analysis and discussion of results.

School Profile

Grove Elementary School is located in the southwest area of Greenville County. The original building was constructed in 1969 on thirty-two acres in rural Piedmont. Grove Elementary opened with an enrollment of 350 students and a staff of fourteen teachers, a principal, a media specialist, a secretary, two cafeteria workers, and one custodian. The area served by the school was a stable community of two-parent families of average income who owned their homes. Community members frequently volunteered and attended school events. The first student body was 60% white and 40% African-American.

An increase in enrollment resulted from the closure of West Gantt Elementary School and the building was renovated and enlarged in 1979 to accommodate that change. The facility included thirty seven classrooms, a computer lab, health room, an accelerated learning classroom, guidance office, classrooms for the reading teacher and the speech teacher, a media center, a resource room, and administrative offices. The campus also included three playground areas used for physical education classes and recess. At the end of the 2002-03 school year, the Greenville County School District made the decision to demolish the structure and to build a new school on the present site. Grove Elementary moved to a temporary location during the construction of the new building. The temporary site was too small to accommodate the students; therefore, twenty-two classrooms were placed in portables.

At the end of the 2003-04 school year, Sirrine Elementary School was closed and the ESOL (English Speakers of Other Languages) Program was reorganized. The ESOL students returned to their home-based schools. In addition, attendance zones were adjusted which resulted in a loss/gain of students between Grove and Sue Cleveland Elementary. These factors had a significant effect on the student population. The enrollment increased to approximately 600 students and the Hispanic population increased from 4% to 13% that first year alone. The change in enrollment presented a challenge due to the limited facility in which the school was housed.

The new building was completed and occupied in August of 2005. Over the past four years (2009 – 2013), the student enrollment has remained constant (between 600 and 660 students), but the demographics of the population has changed significantly. In 2012-2013, our student population consists of the following:

- 47% African-American
- 42% Caucasian
- 38% Hispanic
- 3% Other

The residents of our attendance area have become more transient over the years. During the 2010-11 school year, the mobility rate increased to almost 50%. This high mobility rate affects the stability of the student population, and ultimately cohesive instruction. The rate of mobility

continues to remain close to 50%. Many homes in the Grove attendance area are rental properties and mobile homes.

Grove Elementary serves students with disabilities in the areas of speech/language, learning disabilities, Other Health Impairments, and Autism. Students with disabilities currently receive services in the least restrictive environment (LRE). Instruction occurs in resource and inclusion settings. Efforts have been successful to change the LRE of students previously assigned to self-contained special education classrooms to a maximum resource delivery model first piloted in 2011-2012. Due to student success, the delivery model remained in place through 2012-2013, resulting in an increase their time with non-disabled peers. Grove is currently allocated one and a half special education resource teachers and one self-contained (maximum resource) teacher.

To assist with our high enrollment of ESOL students, we currently provide one fulltime ESOL teacher, one .8 ESOL teacher, and one fulltime ESOL teacher assistant. Through Title I resources, we have added two bilingual Parent Coordinator positions to assist and support all parents, including non-English-speaking families. The current ESOL enrollment is 251 students.

Grove Elementary employs 58 certified personnel to meet the educational needs of the students. Many staff members have less than ten years of experience with 34% having five or fewer years of experience.

Grove's current population is 644 students. This consists of 298 females and 346 males. Disaggregated demography identifies the following student breakdown: 90 white, 283 black, 1 Asian, 238 Hispanic, 32 are classified as other (two or more races). English is the predominant language spoken in the homes of Grove students; however, two hundred and thirty-eight (238) students reside in homes where English is the second language. Two hundred forty-five (245) students at Grove have been identified through language screenings conducted at the district level to be sufficiently limited in English proficiency. Of the 644 students, 96 percent qualify for free or reduced lunch. There are eight students identified as gifted and talented. 2.0% of students were retained for the 2011-2012 school year. The attendance rate for students is 96.5%.

Due to our Title I funding, we are able to support reduced class size in five grade levels. For 2012-13 school year, nine teacher positions are provided by Title I funds. The student-teacher ratio varies by grade level, but is lower than state and district requirements in each grade level. In Kindergarten, the ratio is 23:2. Each Kindergarten class has a full time teaching assistant included in the ratio. The first grade student-teacher ratio is 20:1. The second grade student-teacher ratio is 19:1. The third grade student-teacher ratio 17:1. The student-teacher ratio for fourth is 22:1. The fifth grade ratio is 19:1.

Grove Elementary employs 54.7 certified personnel to meet the educational needs of the students. Lifelong learning is encouraged, and over half of the staff has received a Master's Degree/plus, or are currently working towards this goal. 59% of staff members have less than ten years of experience with a significant number having five or fewer years of experience. There are 7 males and 51 females employed at Grove. Currently, there are 11 African Americans and 47 Caucasians employed by the school. Teacher attendance is 94.3%.

Analysis of Student Population Data

Ethnicity: **Free Lunch: 96%**

African American   283
Hispanic   238
Caucasian   90
Other   33

Grove is accountable for seven subgroups on statewide assessments for state and federal accountability, and they are as follows: male, female, African American, Hispanic, Disabled, Limited English Proficiency, and Subsidized Meals.

Academic and Behavioral Features/ Programs/ Initiatives

The processes at Grove Elementary School support our belief that teachers, students, parents, and community must all work together to educate our students. There are many processes and programs at Grove that strive to meet our student's needs.

Positive Behavior Interventions and Support (PBIS)

Grove began implementing the PBIS philosophy in the 2006-2007 school year. Each year, behavior increasingly improves through using school-wide procedures, expectations, and positive reinforcements.

- **School-wide Expectations:**
  The students at Grove Elementary are expected to SOAR every day.
  - S – Show safety first
  - O – Only use put-ups
  - A – Act responsibly
  - R – Respond appropriately
- **School-wide Attention Getter:**
  Raise hand with 5 fingers open and say **"Give me 5"**
  1. Eyes (on speaker)
  2. Ears (ready to listen)
  3. Mouth (closed)
  4. Hands (to self)
  5. Feet (still)
- **School-wide Behavioral Incentives**
  - Soar Bucks are issued to students to reinforce expectations and good behavior.
  - Students maintain their own SOAR Bucks to earn items from the SOAR store. Purchases are made on a bi-weekly schedule.
  - SOAR Bucks CANNOT be taken away.

- **3 – 2 – 1 Plan**
  - **Level 3 = Excellent Day**
  - **Level 2 = Only a few problems**
  - **Level 1 = Very Inappropriate Day**

  - The homeroom teacher will place a Level # 3, 2, or 1 in every student's Agenda at the end of each day.

- A regularly scheduled recognition activity will be planned by PBIS team. Students included in SOAR activities are notified of the required SOAR bucks and behavior points at the beginning of each month
- Students who did not earn the required SOAR bucks and/or behavior points will participate in an alternate activity.

Professional Learning Community (PLC)

Grove's PLC consists of a representative from each grade level or team, as well as an instructional coach and the principal. This group meets monthly representing the entire faculty in decision making and problem solving for the school. Discussions and decisions center on curriculum, instruction, and assessment.

The A-Team Process

Students who continue to experience difficulties after receiving interventions and/or accommodations may be referred to the Academic Assistance Team (A-Team), which includes classroom teacher, assistant principal/A-Team Coordinator, School Psychologist, and parents of the student. This team identifies interventions designed to assist the student with achievement in the content area of need. If data indicate that the student did not respond to the interventions, a referral for formal testing occurs. Based on preset guidelines, a multidisciplinary team determines if the student meets criteria for Special Education Services. If a student qualifies for Special Education Services after testing, the team develops an individual plan for each student which will be implemented by the special education and regular education teacher in an inclusion or resource setting.

Community Involvement

The Grove Parent Teacher Association (PTA), School Improvement Council (SIC) and an extensive list of community resources support learning in math, language arts, science, fine arts, and character education. Community resources are provided by the business community, local churches, higher education institutions, nonprofit organizations and philanthropic organizations. Support comes from Michelin, North America, South Greenville Community Partnerships, Clemson University, Furman University, The Salvation Army, Public Education Partners, as well as many others. Programs supported by these organizations include: the Back Pack program (weekend food for identified families), literacy materials for instruction, take home and keep books for students, tutoring, mentoring, Terrific Kids, interns, practicum students, and many more. School involvement activities include Fall into Reading Night, Math Night, Science Fair, April Arts Fair, SOAR Store to support PBIS initiative, Fifth Grade Day, SOAR Fun in the Sun Day, parenting classes, English classes for parents who are learning English as a second language, and grade level field trips.

School Improvement Council

The School Improvement Council is composed of representatives from all stakeholder groups - parents, and community concerns, to make recommendations to the principal, and to prepare the annual School Profile and Report to the Community.

Student Council
Student Council is a team of third, fourth and fifth graders who have been elected by their peers to represent their school. Elected members include the President, Vice President, Secretary and Treasurer as well as representatives from each intermediate class. The team meets monthly to discuss and implement projects ranging from motivating students for the PASS test to assisting with mock Presidential Elections and raising money for Hurricane Sandy victims.

Clemson University Student Teaching Partnership
We host Clemson University and Furman practicum and student teachers. In the 2012-2013 school year, Grove teachers supervised six practicum students and one student teacher during the Fall semester and six student teachers for the Spring semester.

Accelerated Reader Book Challenge
Students in 2-5 grades participate in this "personal best" challenge. Students check out books from the library. These books must be on the student's reading level, determined by Lexiles from the Measures of Academic Progress (MAP) assessments. Students read these books during self-selected reading and take them home to read with their parents. Once students complete the book, students take a computerized Accelerated Reading Test with questions based on the book. Each test passed with a score of 70% or above counts toward the student's individual reading goal.

Response to Intervention (RtI) /Reading Recovery (RR) /Early Reading Intervention (ERI)
In 2007, Grove implemented RtI for identified students in Kindergarten, first and second grades who were in need of more intense small group instruction.   Each of these grade levels use the AimsWeb online data program to input and receive information to monitor student progress during program participation. Kindergarten paraprofessionals facilitate the Early Reading Intervention Program daily to the lowest five students in each classroom.

During the 2011-2012 school year, Grove identified two teachers to participate in Reading Recovery and one teacher to participate in Literacy Lessons training offered as a joint venture through the District and Clemson University. During the 2012-2013 school year, the two Reading Recovery certified teachers continued to provide Reading Recovery services to 16 of the lowest performing grade 1 students. Many of these students participated in the Kindergarten intervention program, Early Reading Intervention or have been retained Kindergarten and required continued support for reading success. The Reading Recovery teachers and the Literacy Lesson teacher, provide intervention strategies to team members to assist with other struggling students.

Guidance Services
Students receive bi-monthly classroom guidance lessons focusing on character education and life skills. Small groups are held to serve students in all grades. Group topics include: family, transition, school success and study skills, and self-concept. These groups change as needed. In addition, the counselor helps to select and honor terrific kids every nine weeks.

Guidance services facilitate middle school transition and middle school registration. Students visit their perspective middle schools and representatives from each school attend a parent meeting to provide information about the school programs and expectations.

Smart Center Afterschool Program
For the first time, Grove Elementary was able to offer a no-cost or low-cost aftercare program for our students. This program provides supervised childcare and homework assistance for the 180 day school year for children enrolled in Kindergarten through fifth grade. Sponsored by the Salvation Army Boys and Girls Club at the Kroc Center in Greenville, South Carolina this program supports students who need behavioral and/or academic intervention. The program operates from 2:30-5:30 each school day. Students have a structured daily schedule of a hot meal, homework, outdoor activities, creative playtime, snack and games.

Reading Instruction - Balanced Literacy Model (Fountas and Pinnell)
Grove Elementary teachers believe that literacy is the foundation of student success. Understanding that reading growth was stagnant, Grove implemented significant change in reading instruction adopting a balanced literacy framework for instruction. This program emphasizes that literacy is an important part of each student's academic day. At the start of the 2010-2011 school year, teachers participated in professional development to enhance their reading instructional strategies and assessment. Grove introduced and implemented a leveled literacy instructional model referred to as Balanced Literacy. Students receive differentiated reading instruction in a small group setting, allowing individual conversations with teachers about their reading. Teachers use strategies that promote word attack skills, fluency, phonetic skills, vocabulary, and reading comprehension.

Extensive support for this initiative has come from multiple education partners, allowing Grove to develop a literacy resource room of leveled literature available for reading instruction in any genre.

Writing Instruction
We believe that our emphasis on writing is of central importance to our curriculum vision and goals. Research shows that exemplary writing instruction is critical in improving student achievement. (Classrooms That Work: They can all Read and Write, Cunningham and Allington, 2003) PASS results from 2009-2010 indicate that an increased focus on writing is essential to student achievement. For the 2011-2012 and 2012-2013 school years, professional development was provided to develop consistent language in a spiral writing curriculum. Teachers collaborated in post professional development sessions to identify and committed to the use of common graphic organizers for specific writing prompt genre. This training, we believe, provides all teachers with a foundation to teach the components of good writing in a focused, structured, and consistent way with common vocabulary and student planning guides with a focused scope and sequence.

At the kindergarten level, students use inventive spelling to begin the development of the writing process. First graders move to conventional spelling as they are introduced to proper sentence structure and mechanics. Journal writing, language experience books, classroom published books, and book adaptations are all strategies used to reinforce this step of the writing process.

Computers are also introduced as a classroom publishing tool to primary students. In second grade, students extend and practice skills of the writing process previously explored. Teachers use a variety of writing techniques: class stories, riddles, "A Day in the Life of...," writing in curricular areas, poems, opinion pieces and personal experience stories. As students move to third grade, they develop the purpose of writing as they create paragraphs to inform, persuade, or describe details to a reader. Dialogue writing is introduced through interviews, puppet plays, and skits as students explore point of view. Fourth graders elaborate their paragraph writing to become longer, more detailed pieces of work. Formal writing is introduced and practiced through letter writing, poems, skits, and informative, narrative, persuasive, and descriptive paragraphs. Fourth grade students practice these skills through autobiographies, cross-curricular story writing, book writing, and research projects. In fifth grade, proper format for reports, essays, and letters is introduced. These skills are practiced with activities such as book reports and reviews, idiom books, poetry books, essays, research projects and creative writing.

Children's literature is used as a basis for much instruction. From there, teachers develop lessons involving reading, speaking, and writing. Specific skills are taught within the context of this material. In primary grades, the emphasis is on sentence structure and paragraph development whereas in the intermediate grades, assignments in the curriculum areas are designed to demonstrate understanding of content material through activities such as comparing, contrasting, webbing, note-taking, and researching information. Writing in the content areas serves as a powerful reinforcement of the concepts to be mastered in the various subjects. Students are encouraged in many ways to be authors. Many classrooms use the "author's chair" for students to share and respond to each other's writings. Students realize quickly that their words have meaning and will be heard by others. Students and staff use common vocabulary, Empowering Writers, and graphic organizers to assist in instruction.

Math Instruction
Greenville County Schools adopted McMillan-McGraw/Hill in Spring 2009. Greenville County Schools will adopt Houghton Mifflin *Go Math* to be used at the elementary level (grades K-5) for the 2013-2014 school year. The math instruction is common core standards-based. All teachers have been trained in Every Day Counts Calendar Math. Fifteen minutes of required instruction provides the following through the Every Day Counts Calendar Math model: builds concepts on variety of topics over time, provides starting point for class discussions involving math, gives multiple representations of important concepts, allows students to analyze and predict patterns, and provides students with problem solving/multiple paths to a solution. In addition, teachers incorporate manipulatives (hands-on and/or technology) daily to model mathematical concepts, and to assess children's understanding and mastery of the concepts. A variety of assessment methods are utilized to reach all learners. Those assessments include: performance tasks, open ended questions, recorded observations, student interviews, journal entries, tests, quizzes, student presentations, and student self-assessments.

Social Studies/Science Instruction
Grove teachers use hands-on science to teach the state science standards. We believe that students who learn science with hands-on experiments and activities learn science much better than those students who are only taught with a textbook. Many teachers use the school district provided science kits to enhance the learning of key science concepts. We believe that all

students must be provided instruction in their own learning style. Many of our students need visual and kinesthetic experiences. Using the science kits and science experiments to teach the standards provides these modalities for our students. A fully equipped Science Lab is available for classroom educational use.

Social Studies is taught in unit format. Instruction and expectations include a high degree of rigor. Lessons actively engage students through use of reader's theatres, role play, UnitedStreaming, BrainPop, Promethean Flipcharts, maps/charts, and content appropriate novels. Teachers use high level questions to engage students' thinking in history. Teachers use Essential Facts Race as a spiral review.

Related Arts
The Related Arts team collaborates with classroom teachers to incorporate grade level content into the regular classroom setting. For example, the art teacher emphasizes math and science concepts during art class, and the media specialist integrates literature with science and social studies units. The music teacher incorporates math and literacy through tempo and the connection of reading music to literacy. The expectation for related arts includes incorporating children's literature into related arts instruction.

Technology
Technology is an integral part of the educational process at Grove. To facilitate this integration into the curriculum, Grove has a minimum of four student computers in each classroom and each certified employee has a laptop and i-Pad. Grove also has an updated, state of the art, 27 station computer technology lab. An additional lab with student computers was created from laptops that were housed on laptop cards. Also available for student and teacher use are 17 computer stations in the Media Center. Classes use the lab daily to teach the district's technology standards and reinforce Common Core curriculum standards. Students use the Internet for research and then use multimedia software for presenting the research. The lab is also used for reinforcing state standards through the use of curriculum software.

Our district has developed a Technology Survey that is administered to all staff members yearly. The survey indicated areas of strengths and weaknesses. Our teachers continue to develop technology skills through integration classes. Staff development classes at Grove provide support and encourage trying new methods of technology integration.   "Until classroom teachers are shown how new technologies can improve the way students learn and think in social studies, science, and math class, they are unlikely to sit up, take notice and make significant use of these new tools." (How Teachers Learn Technology Best, McKenzie, Jamie, 1999). All district personnel will be required to demonstrate technology knowledge and application. Grove is supporting this state-wide mandate by providing technology courses on site.

In Spring 2012, Grove went through a technology refresh and received promethean boards for every classroom to assist in student learning and engagement. In addition to computers, each classroom teacher has an iPad for instructional use. There are also a set of five iPads and two sets of Nooks available for teacher checkout in the media center. There are six Smart Technologies Wireless Slates available for checkout from the media center. Second thru fifth grade teachers

have been issued a class set of ActivExpressions. The ActivExpressions Response System can be used during classroom instruction, review, and assessment.

We have a site license for Compass/ Odyssey which matches student instruction and practice activities to MAP performance in the content areas. Teachers have also been trained to develop Compass Lesson Assignments. ESOL students utilize English in a Flash for language acquisition.

Learning Focused
In addition, during the 2008-09 school year, all certified staff members were trained to use the Learning Focus model. In addition, updated trainings were offered in 2011-2012 and 2012-2013. Instructional coaches discuss components and strategies of the Learning Focused approach during curriculum and grade level team meetings. Great examples of lesson activating and summarizing strategies are shared in staff meetings.

Special Education
Grove programs include special education services to students who meet eligibility in learning disabilities, speech, language, autism, and other health impairments. Special Education teachers work very closely with the regular classroom teachers. Teachers who provided specialized instruction for these students are certified as special education teachers, which require their education to include specialized strategies and instructional practices to address the areas of the students' disabilities.

The teachers focus on the academic goals as outlined by each student's IEP, but give additional attention to developing the emotional and social behaviors of the students, as well. They assist the regular classroom teachers with accommodations and strategies to help the resource student achieve success in the least restrictive educational environment (LRE). For students whose LRE is the regular classroom setting, Resource teachers provide services in in the regular classroom setting through the Inclusion Model The Itinerant Resource Model provides small group services in the academic area(s) of need, as students move to the Special Education classroom for instruction. The Consultative model allows the student to remain in the regular classroom with support given to the regular classroom teacher in the form of strategies, support materials, and current research on how best to teach the student.

Effective for the 2013-2014 school year, Grove will not provide service to students whose identified LRE indicates the need for instruction at the level of self-contained. We will, however, continued to educate students who receive the maximum number of resource classroom minutes below those of self-contained.

Additional programs have been implemented to provide instruction based on student need and include: special training in the Wilson Reading Program for intense reading instruction, provision of balanced literacy instruction, and continuing the multi-sensory phonics instruction in "SOAR to Success". To address skill deficits and routinely monitor progress, "SRA" coupled with AIMSWeb assessments are in place for identified students. Many approaches which accommodate different learning styles and modalities of special needs students are a part of the continuum of services provided through our special education instruction.

English for Speakers of Other Languages Program
The English for Speakers of Other Languages (ESOL) Program at Grove began in August of 2004. There is currently one full time ESOL teacher, one .8 ESOL teacher, and one full time ESOL assistant serving 245 LEP (Limited English Proficient) primarily Spanish speaking students.

ESOL at Grove allows for the success of each LEP student. These students grow in their language acquisition through one-on-one, small group instruction, and inclusion in the regular education classroom. The ESOL teacher is also responsible for:
- the development of individual students plans, Limited English Proficient (LEP) plans
- meeting with parents to discuss their child's progress
- assisting the clerical staff with PowerSchool coding
- updating and maintaining the ESOL paperwork for compliance
- assessing all new ESOL students' language acquisition levels
- collaboration with to provide teachers with resources to use within the classroom
- meeting the needs of the individual student by addressing a range of learning styles through strategies such as Balanced Literacy, Empowering Writers, hands on manipulatives, and technology
- Ensuring that modifications are to allow every ESOL student to experience success in ESOL resource classroom and regular classroom settings.

Having an ESOL program at Grove Elementary has been vital in sustaining the progress and achievements of the ESOL students. We have seen a tremendous growth in our LEP students, not only in their academic progress, but also their social and emotional well-being. This is primarily due to the opportunity available for them to receive extra assistance in acquisition and mastery of social and academic English.

Common Assessments
Teachers administer common assessments as grade levels in reading and math. They are required to thoroughly analyze each one and to discuss them at Curriculum Meetings with Instructional Coaches. Teachers use this information to make instructional decisions and plan instruction. Discussions also include challenges and successful strategies, encouraging teachers to learn from each other.

Writing Assessments
All students complete writing samples monthly. The topic of two of the assessments is determined by the Language Arts Consultant at the School District of Greenville County. The remainder of the topics are determined and developed by Instructional Coaches. Teachers assess the writing samples using the South Carolina state rubric. These assessments guide writing instruction and allow teachers to differentiate their writing curriculum to fit the needs of individual students. Intermediate grades incorporate blind scoring techniques to ensure rigor and consistency in grading and expectations.

Curriculum/Grade Level Meetings
The instructional coaches meet with individual grade levels weekly. Discussion during these meetings consists of curriculum issues, such as data, instructional strategies, and best practices. Information and training from the district is also reviewed. Data from all mandated assessments are analyzed and a plan of action is created to improve student achievement.

School Committees
Teachers in each grade level are represented on the school's Professional Learning Community, who also serve as grade level chairs. We have four additional committees that include: School Environment, Positive Behavior Supports/CATCH, Literacy and Numeracy. These committees assist in guiding the direction of student achievement in our school.

Mission, Vision, and Beliefs
Grove Elementary continued the theme Believe, Achieve, SOAR for the 2011-2012 school year and developed a marketing tagline that we believe identifies Grove – Strong Minds, Strong Programs, Strong Partners. This theme and tagline shares our belief and vision for all students. Coupled with the school developed mission statement, Grove has a focus and a goal for success.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The staff brainstormed independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

We believe…
- All students deserve an environment that is nurturing and safe, where cultural diversity is respected and celebrated.
- All students can acquire the knowledge and skills necessary to become productive citizens and members of society; therefore, students will excel in an environment that engages them in rigorous academics that promote higher level thinking, creative thinking, and questioning.
- Students learn in different ways; therefore, teachers must provide a variety of approaches to support the diverse learning styles in every classroom.
- The whole child must be nurtured in a variety of ways; therefore, physical activities, advancements in technology, the fine arts, character development, and extra-curricular activities must compliment a rigorous academic program.
- Assessment of student learning must provide a variety of opportunities for students to demonstrate the achievement of rigorous standards.
- Students, parents, staff, and community members must form a caring unit that values each individual student's unique needs.
- The school program should foster leadership opportunities both in the school environment and throughout the community as well.
- Collegiality and teaming for excellence is central to the decision-making process. All aspects of the learning environment must be committed to continuous improvement for all.

Mission Statement
Grove Elementary School will develop and promote an environment that ensures all students will attain the highest level of academic success as determined by state and national standards. The entire school population: faculty and staff, parents, students, and community members will function as a system of support to provide an atmosphere where mutual respect, promoting a high quality curriculum, and embracing learning as a life-long activity is fostered.

School Tagline
Strong Minds, Strong Programs, Strong Partners

Data Analysis and Needs Assessment
Grove Elementary has maintained our absolute rating and growth rating according to the SDE School Report Card. The following tables show data collected for the 2012 – 2013 school year, Grove received an A rating according to the ESEA waver annual measurable objectives. Our school performance has substantially exceeded the state's expectations. For the same academic school year, Grove was recognized as a Title I Distinguished School for Performance.

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	At-Risk	At-Risk

Grove Elementary	11/07/12-2301104

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	93.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

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Grove's data for each grade level over the past three years in each subject area is below. The bottom of each table shows our overall percent scoring Met/Exemplary each year.

PASS DATA for Grove Elementary Required Math for AMO – Mean Score 630

Mathematics	Grade 3			Grade 4			Grade 5		
Performance Level	2010	2011	2012	2010	2011	2012	2010	2011	2012
Not Met	20.9	38.5	33.9	27.6	24.2	31.3	48.9	29.6	15.7
Met/ Exemplary	79.1	61.5	66.1	72.4	75.8	67.8	51.1	70.4	84.3
Percent Scoring Met/Exemplary									
2012	73.03			Mean Score 647.8					
2011	69.23								
2010	67.5								

Based on the PASS data, there is an overall trend of students' scores increasing over the past three years. Grove's overall percentage of scoring met/exemplary has increased each year. For example, in 2010, 67.5 percent of students scored met/exemplary overall. In 2011, 69.23 percent of students scored met/exemplary overall. In 2012, 73.03 percent of students scored met/exemplary. The overall percent of students scoring met and exemplary in math has increased each year.

PASS Data for Grove Elementary School Required ELA for AMO – Mean Score 630

English/ Language Arts	Grade 3			Grade 4			Grade 5		
Performance Level	2010	2011	2012	2010	2011	2012	2010	2011	2012
Not Met	28.6	28.2	17.9	42.9	36.3	32.5	39.1	29.6	34.9
Met/ Exemplary	71.4	71.8	82.1	57.1	63.7	67.5	60.9	70.4	65.1
Percent Scoring Met/Exemplary									
2012	71.57			Mean Score 644.7					
2011	68.63								
2010	63.3								

In ELA, the trend of increased scores has continued. In 2010, 63.3 percent of students scored met/ exemplary. This percentage increased to 68.63 in 2011. In 2012, this trend continued to an increase in percentage points of 2.94.

PASS Data Summary

The state of South Carolina and the School District of Greenville County require the use of the Palmetto Assessment of State Standards (PASS), a criterion referenced test, at grades 3 -5. A summary of our results follows, starting with the overall, followed by disaggregated results. This test has been administered since the 2008 – 2009 school year.

The following graphs show how Grove students performed on PASS compared to other elementary schools similar to schools like ours in 2010, 2011 and 2012. Also, data is provided for the percent of students who scored exemplary, met or not met in all subject areas tested.

PASS Data 2010
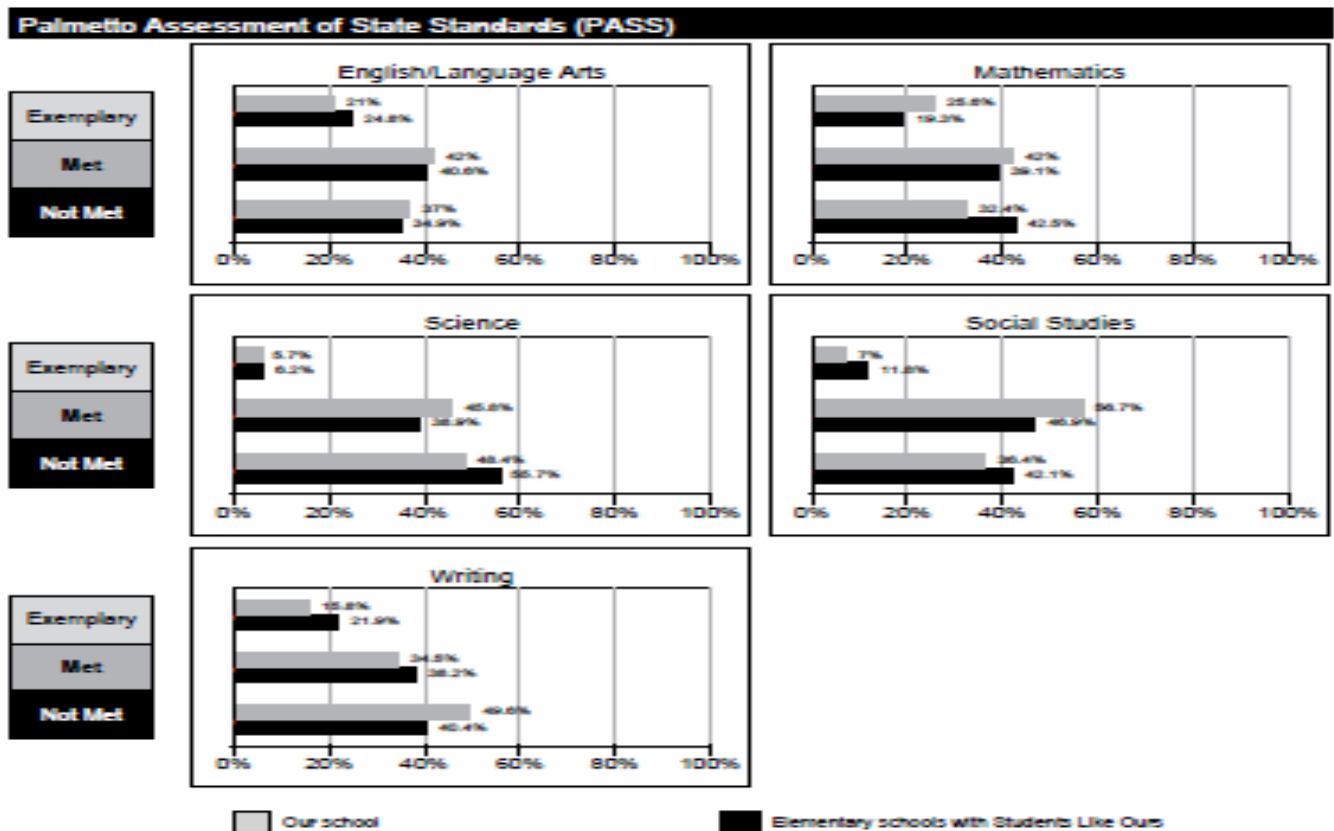
Palmetto Assessment of State Standards (PASS)

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

PASS DATA 2011

Palmetto Assessment of State Standards (PASS)

English/Language Arts — Exemplary, Met, Not Met
Mathematics — Exemplary, Met, Not Met
Science — Exemplary, Met, Not Met
Social Studies — Exemplary, Met, Not Met
Writing — Exemplary, Met, Not Met

Legend:
- Our school
- Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school

PASS Data 2012

Palmetto Assessment of State Standards (PASS)

English/Language Arts
- Exemplary: 28.8% / 26.6%
- Met: 41.4% / 37.3%
- Not Met: 29.7% / 37%

Mathematics
- Exemplary: 32.9% / 21.4%
- Met: 41% / 39.4%
- Not Met: 26.1% / 40.3%

Science
- Exemplary: 6% / 7.1%
- Met: 56.7% / 44.3%
- Not Met: 37.3% / 50%

Social Studies
- Exemplary: 14.2% / 15.2%
- Met: 58.1% / 47.4%
- Not Met: 27.7% / 38.6%

Writing
- Exemplary: 17.9% / 21.2%
- Met: 42.9% / 41.2%
- Not Met: 39.3% / 38.6%
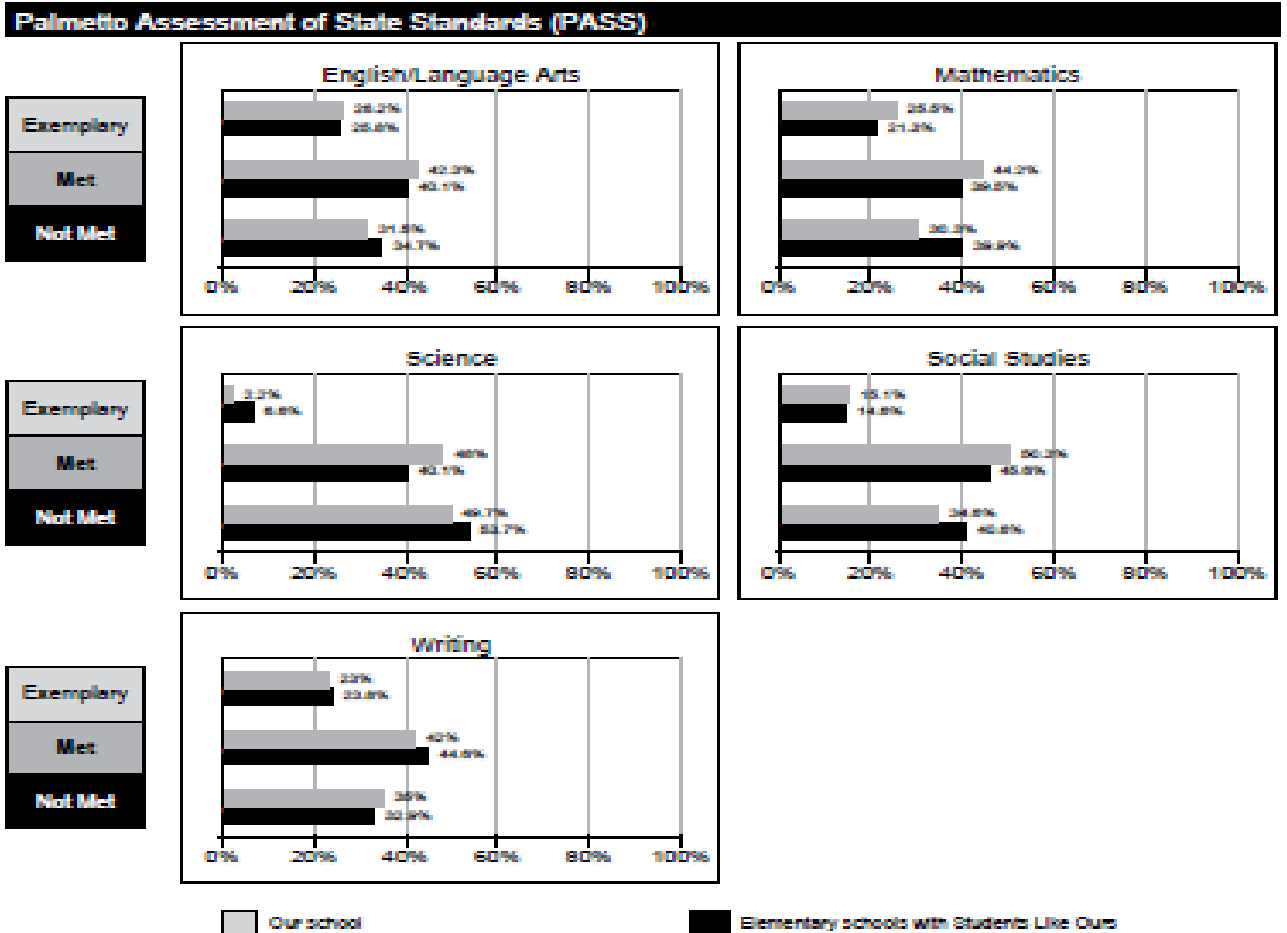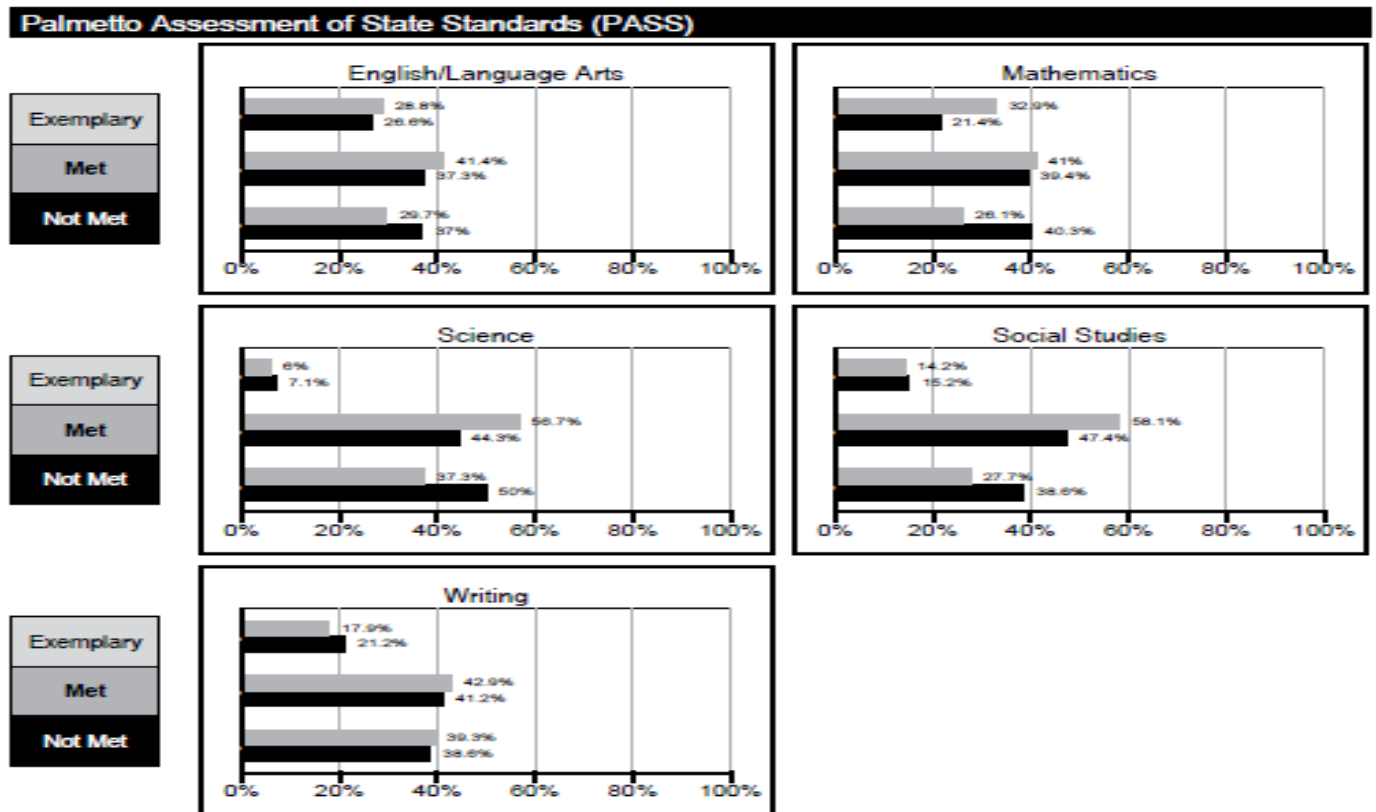
Summary of Progress

Based on analysis of data from PASS, we have every reason to believe that student achievement levels will continue to increase with the interventions and professional development in place. We have a clear path before us through our Committees/ School Renewal Plan. We know how to implement content and performance standards in our classrooms. We have added additional support in reading and math through team differentiation, inclusion, and research based intervention programs, broadened hands-on learning in the classrooms, and created partnerships with local agencies to support student and family needs. We have also increased our study of student achievement results to align with our school vision.

Next Steps

We are at the point where our work is quite focused and there is broad buy-in to our vision. Our goal is to implement the vision throughout the school and in every classroom. To accomplish this, we plan to incorporate Common Core State Standards and to —

- examine student assessment data regularly, as a whole faculty and in grade-level teams
- collaborate, sharing our work, so that every child in the school can benefit from each teacher's talents
- collect authentic assessment data so we can use it for action research

• provide staff development opportunities in Empowering Writers, Reading Recovery, leveled and differentiated literacy instruction, running reading records
• continue leveled literacy instruction
• continue to provide staff development at Grove in technology integration
• ensure that all new teachers are trained in Everyday Math Counts, Learning Focus, Balanced Literacy and Empowering Writers
• read and discuss current educational research and publications related to school improvement goals through Professional Learning Communities
• communicate frequently with parents about students' progress
• invite parents to school to celebrate achievements
• continue to build teamwork and sense of collaboration throughout the staff and school through the continued growth of our Professional Learning Community
• continue to use team differentiation as an approach to meeting the needs of all students

Annual Measurable Objectives for South Carolina PASS 2012 Grades 3 – 5

Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	644.7	647.8	610.2	621.0	100.0	100.0
Male	640.9	645.9	609.2	621.0	100.0	100.0
Female	649.4	650.2	611.4	620.9	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	643.2	645.1	605.9	616.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	637.2	647.8	606.9	622.7	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	597.3	596.8	562.3	585.9	100.0	100.0
Limited English Proficient	637.0	648.2	606.9	622.7	100.0	100.0
Subsidized meals	642.1	644.8	606.5	619.6	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Grove Elementary Grade = 93.6 % A

PASS Performance by Grade Level

Grove Elementary						11/07/12-2301104
PASS Performance By Grade Level						
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	48	100	36.6	43.9	19.5	63.4
	4	104	99	37.4	52.7	9.9	62.6
	5	53	100	27.7	51.1	21.3	72.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	31	100	17.9	67.9	14.3	82.1
	4	100	100	27.4	63.1	9.5	72.6
	5	47	100	36.4	40.9	22.7	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	111	100	35	42	23	65
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	94	100	39.3	42.9	17.9	60.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

| Grove Elementary | | | | | | 11/07/12-2301104 |

PASS Performance By Grade Level

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	95	100	28.2	32.1	39.7	71.8
2011	4	104	99	36.3	41.8	22	63.7
2011	5	110	100	29.6	51	19.4	70.4
2011	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	62	100	17.9	33.9	48.2	82.1
2012	4	100	100	32.5	42.2	25.3	67.5
2012	5	94	100	34.9	45.8	19.3	65.1
2012	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	95	100	38.5	29.5	32.1	61.5
2011	4	104	99	24.2	46.2	29.7	75.8
2011	5	110	100	29.6	54.1	16.3	70.4
2011	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	62	100	33.9	42.9	23.2	66.1
2012	4	100	100	31.3	33.7	34.9	68.7
2012	5	94	100	15.7	47	37.3	84.3
2012	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	47	97.9	N/AV	N/AV	N/AV	54.1
2011	4	104	99	51.6	45.1	3.3	48.4
2011	5	57	100	49	49	2	51
2011	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	31	100	46.4	50	3.6	53.6
2012	4	100	100	38.1	59.5	2.4	61.9
2012	5	47	100	30.8	53.8	15.4	69.2
2012	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A

2010 – 2011 Goals

PRES	Area of Assessment	Area of Assessment
	ELA	Math
Goal Statement	The percentage of students scoring met/exemplary in ELA will be greater than or equal to 73%.	The percentage of students scoring met/exemplary in math will be greater than or equal to 70%.
Baseline Data	Students will increase from 64% in the areas of met/exemplary to 73% on PASS in 2011.	Students will increase from 58% to 70% in the area of met/exemplary on PASS in 2011.
Current Data	80.5% of students were met or exemplary.	80.5% of students were met or exemplary.
Goal Met	Yes	Yes
Progress on Goals	Yes	Yes

ITBS Scores:

THE IOWA TESTS

SCHOOL SUMMARY
Iowa Tests of Basic Skills® (ITBS®) / CogAT®
South Carolina Grade 2 Gifted and Talented Testing Program

School: Grove Elem 2301104
District: Greenville 01 2301

Form: C
Test Date: 11/2012
Norms: 09/23 I2005/C2005
Order No.: 000658036
Page: 1

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	Total	Concepts	Problems	Computation	TOTAL					

Grade 2
ITBS/CogAT

	Vocab	Comp						Concepts	Problems	Comp	TOTAL					
Number of Students Included		93						118	118		118					
Average Standard Score (SS)		151.8						147.1	146.1		146.6					
Percentile Rank of Average SS: National Student Norms		40						29	28		28					
NPR of Average PSS (PNPR)		38						31	32		32					
Difference (NPR-PNPR)		+2						-2	-4		-4					

Number of Students Tested = 127

ITBS

	Vocab	Comp						Concepts	Problems	Comp	TOTAL					
Number of Students Included		97						122	122		122					
Average Standard Score (SS)		151.9						146.9	146.2		146.6					
National Stanine of Average SS		5						4	4		4					
Normal Curve Equivalent of Average SS		45						38	38		37					
Percentile Rank of Average SS: National Student Norms		40						29	28		28					

Number of Students Tested = 128

Cognitive Abilities Test™ (CogAT®)

	Number of Students	Average USS	Average SAS	AGE SCORES PR	AGE SCORES S	GRADE SCORES PR	GRADE SCORES S	PR		School Profile Age Percentile Rank 25 50 75
Grade 2 VERBAL	120	144.5	87.9	23	3	26	4	V	23	
QUANTITATIVE	120	146.7	89.2	25	4	29	4	Q	25	
NONVERBAL	119	169.7	98.9	47	5	49	5	N	47	
COMPOSITE	119	153.4	91.0	29	4	32	4	C	29	

Number of Students Tested = 127

USS = Universal Scale Score   SAS = Standard Age Score   PR = Percentile Rank   S = Stanine

Student Learning Needs and Desired Results

Our staff has seen the benefit of analyzing student achievement data and has worked closely with administrators and coaches to monitor and disaggregate a wide range of data. Teachers created Student Data Files during Data Days to track the interventions and progress of every student. A data wall depicts the current projection achievement on the PASS test.

The state of South Carolina and the School District of Greenville County require the use of the Palmetto Assessment of State Standards (PASS), a criterion referenced test, at grades 3-5. A summary of our results follows, starting with the overall, followed by disaggregated results. This test has been given since the 2008-2009 school year.

In addition to PASS, the Greenville County School District added a computerized testing program, Measurement of Academic Progress (MAP), in 2005. The MAP tests in Reading, Mathematics, and Language Usage were administered to all second-fifth grade students in the fall, winter, and spring.

Kindergarten and first grade students participate in AIMSWeb testing. Results are used to identify those students who will participate in Response to Intervention (RtI) or Reading Recovery and those who will need classroom interventions.

An afternoon tutorial in the area of reading, math and writing program either two afternoons per week, mornings prior to the start of the school day, on identified Saturdays, or in a school day model have been provided for students. MAP testing continues to provide detailed data of student achievement, allowing teachers to monitor growth and tailor instruction to individual student needs.

2010 Survey Data:

Evaluations by Teachers, Students and Parents	Teachers	Students*	Parents*
Number of surveys returned	53	91	61
Percent satisfied with learning environment	83.0%	83.5%	88.5%
Percent satisfied with social and physical environment	86.8%	83.1%	81.4%
Percent satisfied with school-home relations	84.9%	83.3%	85.0%

* Only students at the highest elementary school grade level and their parents were included.

2011 Survey Data:

Evaluations by Teachers, Students and Parents	Teachers	Students*	Parents*
Number of surveys returned	42	102	47
Percent satisfied with learning environment	69.0%	79.4%	84.8%
Percent satisfied with social and physical environment	81.0%	80.2%	80.0%
Percent satisfied with school-home relations	64.3%	87.3%	87.0%

* Only students at the highest elementary school grade level and their parents were included.

2012 Survey Data:

Evaluations by Teachers, Students and Parents	Teachers	Students*	Parents*
Number of surveys returned	33	81	30
Percent satisfied with learning environment	72.7%	75.3%	86.2%
Percent satisfied with social and physical environment	81.8%	74.1%	83.3%
Percent satisfied with school-home relations	50.0%	82.7%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

Each year, certified staff members, parents, and fifth grade students complete the Greenville County School District's survey.

The results of the survey indicate that the school's strengths are:

- Teachers at my school have high expectations for students' learning.
- The school administration has high expectations for teacher performance.
- Student assessment information is used to set goals and plan programs for my school.
- I feel safe at my school before and after school hours.
- I feel safe at my school during the school day.
- I feel safe going to and coming from my school.
- My teachers expect students to learn.
- My teachers expect students to behave.
- My teachers give tests on what I learn in class.

- My parent knows how well I am doing in school.
  Parents are welcomed at my school.
- My child's teachers encourage my child to learn.
- I am satisfied with the learning environment at my child's school.
- My child's school is kept neat and clean.
- My child feels safe at school.
- The level of teacher and staff morale is high at my school.
- Teachers at my school are recognized and appreciated for good work.

All stakeholders agree that Grove Elementary school is a safe and diverse environment with high expectations for students as well as for teachers. Teachers are encouraging, caring, and helpful when students do not understand concepts. State standards are the basis for instruction and assessment data is used to set goals and plan programs. Teachers use effective instructional strategies to meet the needs of low achieving students. Grove believes our home/school communication is vital to student success and we have stressed the importance of parent involvement. We have seen an increasing number of parents attend school functions and many have become members of school committees as their schedule allows.

In analyzing the survey results, we compiled evidence pertaining to our areas of strength and areas of limitations. We analyzed the alignment of instructional practices and organizational conditions in order to prioritize the areas that needed improvement. The priorities were created with the following goals in mind:

- to build on the school's strengths
- to address our limitations and areas in need of improvement
- to increase the use of Promethean Boards, ActivExpressions, and document cameras
- Continue a technology Club
- Continue use of digital cameras/ iPads/Nooks in classrooms to promote diverse learning style.

Current Conditions
PASS scores showed growth over time. The 11 - 12 PASS results revealed increases in many subgroup populations. Approximately 70.2% of students in grades 3-5 scored Met or Exemplary in PASS ELA and 73.9% scored Met or Exemplary in PASS Math. This percentage was a significant increase from the year before in these areas.

The Staff believes that improved achievement can result from continuing and/or new approaches, including:

- continued training in Balanced Literacy
- training in the use of Standards in Practice techniques
- training in a research based writing program
- consistent use of Learning Focused strategies
- consistent effective procedures, routines, and school wide reinforcement of expected behaviors
- working with parents

- diagnosing learning needs of all students
- using data to drive instructional decision-making
- using Everyday Counts Math program in grades K-5 through 5
- analysis of MAP data to differentiate instruction
- incorporate music and movement in instruction
- professional collaboration through book studies
- consistent classroom use of computer assisted technology to promote student achievement

Strategies to Increase Student Learning

Teachers participate in staff development opportunities that are offered in the district, on school site, and through nearby universities.

Understanding that students learn in a variety of ways, teachers are encouraged to try a multitude of instructional strategies to address the different learning styles. To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. To increase student achievement, we have examined at our current strategies to consider how the strategies are working in our classrooms. We are fortunate that next year, the district will provide the next level of professional development in Balanced Literacy.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 70.3% in 2012 to 80.3% in 2018.

ANNUAL OBJECTIVE: Annually increase by 2% percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	72.3	74.3	76.3	78.3	80.3
School Actual	70.3						
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8						

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.
Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 70.2% in 2012 to 85% in 2018.

ANNUAL OBJECTIVE: Increase by 2.96 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	73.16	76.12	79.08	82.04	85
School Actual	70.2						
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	644.7						
Male	640.9						
Female	649.4						
White	N/A						
African-American	643.2						
Asian/Pacific Islander	N/A						
Hispanic	637.2						
American Indian/Alaskan	N/A						
Disabled	597.3						
Limited English Proficient	637						
Subsidized Meals	642.1						

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1						
Male	665.7						
Female	676.8						
White	685.1						
African-American	644.4						
Asian/Pacific Islander	696.1						
Hispanic	650.8						
American Indian/Alaskan	688.2						
Disabled	614.9						
Limited English Proficient	654.9						
Subsidized Meals	649.2						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 73.9% in 2012 to 85% in 2018.

ANNUAL OBJECTIVE: Increase by 2.22 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.12	78.34	80.56	82.78	85
School Actual	73.9						
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	647.8						
Male	645.9						
Female	650.2						
White	N/A						
African-American	645.1						
Asian/Pacific Islander	N/A						
Hispanic	647.8						
American Indian/Alaskan	N/A						
Disabled	596.8						
Limited English Proficient	648.2						
Subsidized Meals	644.8						

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8						
Male	665.3						
Female	664.3						
White	677.8						
African-American	636.8						
Asian/Pacific Islander	703.1						
Hispanic	649.0						
American Indian/Alaskan	668.4						
Disabled	607.9						
Limited English Proficient	656.1						
Subsidized Meals	643.6						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100						
Male	100						
Female	100						
White	N/A						
African-American	100						
Asian/Pacific Islander	N/A						
Hispanic	100						
American Indian/Alaskan	N/A						
Disabled	100						
Limited English Proficient	100						
Subsidized Meals	100						

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9						
Male	99.9						
Female	99.9						
White	99.9						
African-American	99.8						
Asian/Pacific Islander	99.8						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.2						
Limited English Proficient	99.8						
Subsidized Meals	99.8						

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100						
Male	100						
Female	100						
White	N/A						
African-American	100						
Asian/Pacific Islander	N/A						
Hispanic	100						
American Indian/Alaskan	N/A						
Disabled	100						
Limited English Proficient	100						
Subsidized Meals	100						

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0						
Male	99.9						
Female	100.0						
White	100.0						
African-American	99.9						
Asian/Pacific Islander	100.0						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.8						
Limited English Proficient	99.9						
Subsidized Meals	99.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 62.7% in 2012 to 80% in 2018.

ANNUAL OBJECTIVE: Increase by 3.46 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	66.16	69.62	73.08	76.54	80.00
School Actual	62.7						
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	610.2						
Male	609.2						
Female	611.4						
White	N/A						
African-American	605.9						
Asian/Pacific Islander	N/A						
Hispanic	606.9						
American Indian/Alaskan	N/A						
Disabled	562.3						
Limited English Proficient	606.9						
Subsidized Meals	606.5						

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8						
Male	633.7						
Female	631.8						
White	645.2						
African-American	607.3						
Asian/Pacific Islander	655.9						
Hispanic	617.0						
American Indian/Alaskan	640.3						
Disabled	585.9						
Limited English Proficient	620.7						
Subsidized Meals	614.1						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 72.3% in 2012 to 85% in 2018.

ANNUAL OBJECTIVE: Increase by 2.54 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	74.84	77.38	79.92	82.46	85.00
School Actual	72.3						
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	621						
Male	621						
Female	620.9						
White	N/A						
African-American	622.7						
Asian/Pacific Islander	N/A						
Hispanic	622.7						
American Indian/Alaskan	N/A						
Disabled	585.9						
Limited English Proficient	622.7						
Subsidized Meals	619.6						

Social Studies - District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2						
Male	651.8						
Female	646.6						
White	661.3						
African-American	626.1						
Asian/Pacific Islander	676.9						
Hispanic	632.8						
American Indian/Alaskan	655.8						
Disabled	605.3						
Limited English Proficient	637.7						
Subsidized Meals	629.0						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	48th %tile	40th %tile					
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	32nd %tile	29th %tile					
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	35th %tile	28th %tile					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67th %tile	66th %tile					
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52nd %tile	50th %tile					
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58th %tile	55th %tile					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Use district writing benchmarks to assess student's writing.	2012 - 2018	All teachers	0	N/A	Results of assessment
Schedule ICs to model lessons that support grades 3 – 5 in state assessment.	2012-2018	3-5 teachers, student Instructional Coach	0	N/A	Annual Calendar of Services Provided
Provide assistance in Saturday tutorial program based on teacher recommendation and student test scores (MAP/PASS/ Smarter Balanced Assessment).	2012 – 2018	3-5 Teachers/IC	$3,000	Title I Funds	Lesson Plans/Observations/ pre & post assessments
Provide assistance in After School Tutorial Program based on teacher recommendation and student test scores (MAP/PASS/ Smarter Balanced).	2012-2018	Title I Facilitators, 3-5 Teachers, IC	$5,400	Title I Funds	Lesson Plans/Observations/pre & post assessments
Use current standards to create instructional calendars and common assessments.	2012 – 2018	All Teachers/IC/ Administration	0	N/A	Lesson Plans/Observations
Continue implementation of Empowering Writers in grades K5 – 5.	2012 – 2018	Principal/IC/All Teachers	$3,000	Title I Funds	Staff Development Calendar/Lesson Plans/Observations
Implement Common Core State Standards to create instructional calendars and common assessments during curriculum planning time.	2012-2018	Principal/ Instructional Coach/ Teachers	N/A	N/A	Staff Development Calendar/ Syllabi/Lesson Plans
Provide RtI instruction to support students requiring extra support.	2012 – 2018	K5 – 2nd Teachers / Lead RtI Teacher	$65,000	District Funds	Aimsweb Data/ Intervention Plan/ Lesson Plans
Assess student's growth with Aimsweb reading growth.	2012 – 2018	RtI Lead Teacher/ERI Instructors	$300	District Funds	Aimsweb Data
Require teacher attendance at	2012-2018	K5 – 5 Teachers	N/A	N/A	Sign – In Sheets

Common Core district workshops.					
Use data during curriculum planning meetings to drive instruction.	2012 – 2018	K5 – 5 Teachers/ Instructional Coaches/ ESOL / Special Education/ RtI	N/A	N/A	Sign – In Sheets / Assessment Results
Use Balanced Literacy assessment kits to level students for guided reading.	2012 – 2018	Instructional Coaches/ Teachers/ K5 – 5th Teachers	$355/piece	Title I Funds	Assessment Results
Teachers will administer and analyze running records. These assessments will guide instruction for leveled reading groups.	2012 – 2018	K5 – 5th Grade teachers/ Special Education/ ESOL/ RtI	N/A	N/A	Running Record Tracking Sheet
Provide a library of various sets of titles and genres that will continue to support a multileveled approach to literacy instruction.	2012 – 2018	Media Center/ Instructional Coaches	$1,500	Title I Funds	Destiny Quest Print Out / Lesson Plans
Require teacher participation in Balanced Literacy training throughout the school year.	2012 – 2018	All Literacy Teachers / Administration	N/A	District Funded	Sign In Sheets/ Portal Registration
Administer common assessments in grades K5 – 5th grade to determine instructional needs of students.	2012 – 2018	Administration/All Teachers/ Instructional Coaches	N/A	N/A	Common Assessment Results / Lesson Plans
Schedule Instructional Coaches to teach lessons as needed.	2012 – 2018	Instructional Coaches	N/A	N/A	Instructional Coaches Plans/ Calendar
Encourage the use of literature circles to enhance instruction; work with grade levels to develop literature circles.	2012 – 2018	Administration/Instructional Coaches/2nd – 5th Grade Teachers	N/A	N/A	Lesson Plans
Provide daily self-selected reading at students' specific reading level to promote fluency and a love of reading.	2012 – 2018	Classroom Teachers	N/A	N/A	Lesson Plans
Implement a school wide Accelerated Reading Program to encourage on level reading for students.	2012 – 2013	Media Center Specialist / Instructional Coaches/ Classroom Teacher/Administrator	$1,300	N/A	Lesson Plans/ Accelerated Reader Classroom Reports/Media Specialist Data
Reduce class size to facilitate more	2012 – 2013	Title 1 Facilitator	$400,000	Title I	School Allocations/

classroom differentiation and one on one strategies for ELA and Math instruction.					Teacher Roster/ Final Student Teacher Ratio
Require Everyday Counts Calendar Math in the classroom.	2012 – 2013	District Math Consultant/ Instructional Coaches/Principal/Administration	N/A	District Funds	Required documents displayed in classrooms/observations
Require that teachers follow the Learning Focused lesson planning format.	2012-2013	ICs/Administration	N/A	N/A	Lesson Plans/Observations
Use Common Core State Standards to create instructional calendars and common assessment.	2012 -2018	Administration/Instructional Coaches/ Teachers/ Title I Academic Specialist	N/A	N/A	Lesson Plans/Syllabi
Use CCSS to integrate into other content areas.	2012 – 2018	Administration/Instructional Coaches / All Teachers	N/A	N/A	Lesson Plans/ Observations
Select books for guided reading which support content area learning to integrate learning throughout the day.	2012-2018	Administration/Instructional Coaches / All Teachers	N/A	N/A	Lesson Plans/Observations
Train teachers in the use of higher order level thinking skills for questioning students.	2012-2018	Instructional Coaches	N/A	N/A	Lesson Plans/Observations
Continue technology training. (Promethean, iPad, ActivExpressions, Nooks, integrating student computers into curriculum)	2012 – 2018	District Technology Position/Teachers/Instructional Coaches	N/A	District Funds	Sign in Sheets/Observations/ Portal Registration/ Professional Development Calendar/Portal Registration
Encourage integration of ELA and Social Studies through novels and children's literature.	2012 - 2018	Instructional Coaches/ Teachers	N/A	N/A	Lesson Plans/Observations
Provide daily Self Selected Reading using books at students' specific reading level to promote fluency and a love of reading.	2012 – 2018	Instructional Coaches/Teachers	N/A	N/A	Lesson Plans/Observations
Provide resources/manipulatives	2012-2018	District Personnel/Instructional	$1000	Title I Funds	Lesson

and professional development to teachers to implement small group math instruction and professional development for teachers to implement small group instruction.		Coaches/Title I Facilitator/Administration/ Teachers			Plans/Observations
Provide enrichment opportunities for students identified as high achievers based on classroom performance, PASS data, and MAP data.	2012-2018	Challenge Teacher/Title I Facilitator	$4815.00	Title I Funds	Lesson Plans/Observations
Employ two Instructional Coaches to promote student achievement.	2012-2018	Instructional Coaches	$150,000	General Funds/Title 1 Funds	Annual of calendar provided

PROFESSIONAL DEVELOPMENT

☐Student Achievement   ☒Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will participate in CCSS and Balanced Literacy professional development.

ANNUAL OBJECTIVE: 100% of teachers will participate in CCSS professional development relevant to the course(s) they teach. 100% of teachers will participate in Balanced Literacy professional development relevant to course(s)/classes they teach.

DATA SOURCE(S):   Portal registration and sign in sheets.

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100	100	100	100	100
Actual	90						

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Require teacher to participate in CCSS classes offered by the district office.	2012 – 2018	District Personnel	N/A	N/A	Portal Sign – In / Registration
Require two student achievement SMART goal based on CCSS and Balanced Literacy with the IC and administration.	2012 – 2018	Administration/IC	N/A	N/A	Goal Setting Form / Pas-T Notebook
Provide opportunities for teachers to conduct one peer observation.	2012 – 2013	Administration	N/A	N/A	Observation Write Up Form/ Schedule
Represent all performance standards in PAS – T notebook showing evidence of CCSS and Balanced Literacy.	2012 – 2018	Teachers	N/A	N/A	PAS – T Notebook
Establish a book study on CCSS and/or topics that impact instruction.	2012 – 2013	Teachers/ Instructional Coaches/ Administration	$1,500	District Professional Development Funds	Book Study Summaries
Support Related Arts in the implementation of CCSS in the classroom.	2012 – 2018	Related Arts Teachers/ District Personnel	N/A	N/A	Lesson Plans/ Observations
Invite district academic support specialist to actively plan with teachers as they shift to CCSS.	2012 – 2018	District Support Staff/Administration/ Instructional Coaches	N/A	N/A	Curriculum Meeting Agendas/ Sign In Sheets/ Lesson Plans

Use CCSS and Balanced Literacy to create calendars and common assessments.	2012 – 2018	Instructional Coaches/Administration/Teachers/District Support Staff	N/A	N/A	Lesson Plans/Agendas/Observations
Demonstration lessons and classroom observations to support CCSS and Balanced Literacy.	2012 – 2018	Instructional Coaches/Administration	N/A	N/A	Instructional Coach Calendar/ Plans
Analyze MAP/ PASS/ Smarter Balanced results to group children for differentiated instruction.	2012 – 2018	Instructional Coaches/Administration/Teachers	N/A	N/A	Agendas/Sign In Sheets
Employ two Instructional Coaches to assist with professional development.	2012-2018	Instructional Coaches	$150,000	General Funds/Title 1 Funds	Annual of calendar provided

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.5						
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9						

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 86.2% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.76 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.96	89.72	91.48	93.24	95
School Actual	86.2						
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 75.3 % in 2012 to 80% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .94 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.24	77.18	78.12	79.06	80
School Actual	75.3						
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8						

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 72.7% in 2012 to 80% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.46 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	74.16	75.62	77.08	78.54	80
School Actual	72.7						
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 96.7% in 2012 to 99% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .46 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.16	97.62	98.08	98.54	99
School Actual	96.7						
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

 SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 85.4% in 2012 to 93.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.66 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.86	88.52	90.18	91.84	93.5
School Actual	85.2						
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100 percentage point(s) annually for teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100						
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Update school/parent and teacher handbooks each year.	2012 – 2018	Administration	$320	PTA	Updated handbook
Provide student agendas for daily communication		Administration	$1,600	PTA	Annual Agenda
Continue to utilize the school messenger to update parents on announcements and school events.	2012-2018	Administration	N/A	N/A	Parent attendance at events.
Use the marquee to advertise all major school events.	2012-2018	Custodial Staff/Administration	N/A	N/A	Parent attendance at events.
Weekly newsletters to parents from homeroom teachers.	2012-2018	Teachers	N/A	N/A	Copies of newsletters
Review the School Report Card survey data will be reviewed and a school survey will be distributed at the end of the school year.	2012 – 2013	Administration	N/A	N/A	Sign In Sheet/ PTA Agenda/ SIC Agenda
Update the school calendar for parent use through the Grove website.	2012 – 2018	School Webmaster	N/A	N/A	Attendance at meetings/number of views
Maintain communication with local media sources.	2012 – 2013	School Committee/ Administration/ School Headliner	N/A	N/A	News Articles/E - Blast
Increase collaboration with community partners on school projects and activities.	2012-2013	Administration/Teachers	N/A	N/A	Record of activities/Sign in Sheet/ Agendas/ Proposed and Completed Projects
Continue to implement Safe and Healthy School Program, Safety Patrol Programs and Buddy's Safe House.	2012-2013	All Staff / PTA/SIC/Parents	N/A	N/A	Webpage/ School Calendar/ Participation/ Awards

Continue to plan and support ongoing PTA sponsored events and fundraisers.	2012-2018	PTA/ All Staff	N/A	N/A	Activities/ Agenda
Continue implementation of the school – wide CATCH program and Culinary Creations program.	2012 – 2018	All Staff/ Parents/Students	N/A	N/A	CATCH activities/ Lunch Reports/Training Log Sign in Sheets/ Lesson Plans
Continue to plan and support our school – wide partnerships.	2012 – 2018	Michelin/ Salvation Army/Boys and Girls Club/ Public Education Partners Clemson University/Furman University/ Other Business Partners	N/A	N/A	Volunteer Sign In/Student Teacher Placement
Maintain 100% parent attendance at conferences	2012-2018	Teachers/Administration/Social Worker	N/A	N/A	Conference Logs
Make a positive family contact with 100% of their students within the first month of school.	2012-2018	All Teachers	N/A	N/A	Teacher Contact Log
Engage parents and community volunteers through PTA and SIC to participate in school events.	2012-2018	SIC/ Title 1 Facilitator/ PTA/ Administration	N/A	N/A	Newsletters/Calendar of Events
Provide employ two bilingual paraprofessionals to act as liaisons between school and home to translate documents, conferences and meetings.	2012-2013	Administration/TIF	$54,196	Title 1	Position Control
Assign mentors to new teachers to the profession and to Grove.	2012-2018	Administration	N/A	N/A	Teacher Support Program Agenda/ Sign In Sheets/ Mentor Teacher Assignments
Employ highly qualified substitutes for long term substitute positions.	2012-2013	Administration/Teachers	Determined if Needed	District Funds	Substitute Position/ District Confirmation of Highly Qualified Status
Provide a school professional development program that supports	2012-2018	Administration/Instructional Coaches	N/A	N/A	Professional Development Calendar

teacher certification requirements.					
Provide teacher evaluation (PAS – T) workshops to show the correlation between evaluation and instruction.	2012 – 2013	Administration/Instructional Coaches/ PASS Coordinator	N/A	N/A	Professional Development Calendar
Provide professional development days for collaborative planning.	2012 - 2013	Administration/Staff		District Funds	List of teachers using professional days for planning
Provide protected curriculum planning time during the day to foster collaborative planning for all teacher teams.	2012-2013	Instructional Coaches/Administration	N/A	N/A	Planning meeting agendas/ Master Schedule
Expand the school wide PBIS behavior system to include CHAMPS.	2012 – 2018	All Staff	$1,600	District Funds	Planning Meeting Agendas/PBIS Committee Calendar/Number of Referrals/ CHAMPS Book Study
Disseminate information to parents to clarify information concerning school programs.	2012 – 2018	Administration/PTA/SIC	N/A	N/A	Handouts Newsletters

Appendix A

2012 Grove Elementary School Report Card

http://ed.sc.gov/data/report-cards/2012/elem/c/e2301104.pdf

2011 – 12 Federal Accountability Rating System

http://ed.sc.gov/data/esea/2012/school.cfm?SID=2301104

Appendix B

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