

Table of Contents

| <u>Section</u> | <u>Page Number</u> |
|---|--------------------|
| Title Page | i |
| SDE Cover Page | ii. |
| SDE Stakeholder Involvement Page | iii. |
| SDE Assurances | iv. |
| Table of Contents | 1 |
| A. Executive Summary | 3-6 |
| B. School Profile | 7-16 |
| C. Instruction and Organizational Effectiveness | 17-23 |
| D. Mission, Vision, Beliefs | 24-27 |
| E. Student Achievement | 28-35 |
| F. Quality Planning/Action Plan/Renewal Plan | 36-46 |
| G. Professional Development | 47-51 |
| H. Leadership | 52-55 |
| I. Partnership | 56-59 |
| J. Continuous Improvement | 60-70 |

A. Executive Summary

A. Executive Summary

Slater-Marietta Elementary fosters lifelong learning by providing innovative and quality educational experiences which emphasize critical and creative thinking. As the school conducted its annual review, the Slater-Marietta stakeholders identified areas of accomplishment, as well as challenges.

The following accomplishments are to be celebrated:

- School-wide participation in the update of the school portfolio
- 100 % of faculty trained in Every Day Counts Math
- Every Day Counts partner games training
- All teachers trained to effectively use Promethean Boards
- Met Title I Reform Strategies in line with No Child Left Behind
- Met AYP (Adequate Yearly Progress)
- K5 teachers have implemented Building Blocks
- Staff professional needs survey administered and tallied
- Periodic administration of reading, math, and writing benchmarks
- All staff trained in Project Read: Story Form
- Upgraded media center collection
- MAP (Measure of Academic Progress) assessment
- MAP analysis training
- Supplemental classes established in all grades based on MAP RIT ranges
- Compass Odyssey and MAP correlation to improve student achievement
- AIMS Web assessment program for K5 and 1st grade students

- Early Reading Intervention program for K5 and 1st grade at-risk students
- Cliff's Community volunteer tutoring and support
- Vertical articulation between grades and between schools
- Disaggregation of test score data
- Goals set by grade levels based on growth target
- Zest Quest program implemented to improve student/staff fitness and nutrition
- Title I funds used to decrease class size and provide a reading intervention teacher
- Professional Development on site has been appreciated by staff, as indicated in evaluations.
- Technology focus of professional development (Excel)

Slater-Marietta is met with the following challenges:

- Students reading on grade level
- Pre-kindergarten readiness and Kindergarten early literacy
- Parent involvement

Although parents in our community trust us with their children as shown by our parent surveys, attendance at monthly parenting meetings needs to improve. The staff remains focused on the vision of making Slater-Marietta a school of excellence.

The staff established these norms for meetings:

- Each member of the school will strive to understand other's perspectives.
- Staff will be respectful of each other's position and opinions.
- Staff members will suspend judgment.
- Staff will find the win-win solution to every challenge.
- Slater-Marietta is committed and focuses all action on each child's success.

- Slater-Marietta values trust and will act with trustworthiness.

Slater-Marietta teachers and students have benefited from the more focused professional development provided this year. The majority of teachers have taken advantage of on-site professional development supported by Title I. Collegiality and a renewed sense of purpose have blossomed as the faculty has worked diligently together on this Strategic Plan

B. School Profile

This section provides an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education in our school. A summary of the major sets of data within each of these categories is outlined in this section.

I. The Community of Slater-Marietta/History

The city of Marietta is situated in northern Greenville County. Slater-Marietta serves all children in the four rural towns of Marietta, Slater, Cleveland, and the unincorporated areas of Travelers Rest. The primary industry of the immediate area is textiles. Several sewing plants, commercial farms, and smaller businesses are located in the area.

Three colleges, Furman University, North Greenville University, and Bob Jones University, are located in close proximity to the Slater-Marietta School campus. We provide these colleges an opportunity to interact with elementary age students.

The majority of the students enrolled come from the community that thrived during the textile era. Changing industry, unemployment, poor housing conditions, limited education, and dependence on assistance programs have affected many families. The demographics reflect a range from low to middle socioeconomic levels. About one quarter of the students come from single parent homes, over a third of the parents did not complete high school, and around 50% are high school graduates.

The demographics of Slater-Marietta Elementary indicate that there is an overwhelming need for parental involvement in the development of parenting skills, in the students' education, and positive school/parent communication techniques. An adult continuing education program is located in the neighboring Slater Hall to help parents complete their education by earning a GED.

Facilities

Slater-Marietta Elementary School is a kindergarten through grade five public school located in Marietta, South Carolina. We currently have 500 students and 49 instructional staff members. It is one of 50 elementary schools in the School District of Greenville County.

Slater-Marietta, a Title One school, has a five year old building constructed on the former site located in Marietta. A breezeway attaches the original gymnasium to the school.

The facilities at Slater-Marietta consist of 37 classrooms, a cafeteria, an art room, a music room, a computer lab, a media center, a speech room, a guidance office, a science lab, a detached gym, an instructional coach office, a nurse's office, a Title One interventions classroom, a gifted and talented classroom, a Title One parent program office, and a PTA office and storage area. Several conference rooms are available for teachers and administrators. Each grade level has a designated conference/storage area.

Local Business/Developments

Slater-Marietta Elementary School is located in Marietta, near the Slater community. Situated in northern Greenville County, Slater-Marietta Elementary serves the children from Marietta, Slater, Cleveland, and some rural areas of Travelers Rest.

Three major textile plants offer many parents and grandparents employment close to home. JPS Glass, established in 1927 in Slater, has been very supportive of our school and PTA in our efforts to reconstruct a suitable playground for our students.

Our area is also home to North Greenville University, a fast growing Christian oriented college. We are fortunate to have students from North Greenville College complete field experiences in a variety of capacities.

Parental Involvement

PTA has a Parent Volunteer Coordinator so that each classroom has a parent volunteer. Some parents come on a regular basis and are a part of the School Improvement Council (SIC). The PTA Volunteer Chairman recruits volunteers for special functions at Slater-Marietta or for teachers and students who need extra help. The Four-Year-Old Kindergarten has expectations for parental involvement. Parents participate in family activities, parent meetings, and teacher home visits. The Title I Facilitator arranges and leads monthly meetings for parents related to topics of interest based on data generated through surveys conducted during the year. During these sessions, various speakers and educators lead workshop sessions on academic issues, health topics, social development, discipline, and other skills and information. PTA meetings inform parents about strategies to help students do their best.

Student learning is important to not only the faculty of Slater-Marietta Elementary but to the parents and community. The school benefits from thirty-one dedicated volunteers from The Cliffs Valley Community who tutor children, teach special lessons, and work with the Sunshine Math program.

II. School Leadership and Administrative Structure

School Leadership

Our Principal is Lindsey D. Cole. He has been the principal at Slater-Marietta for thirteen years. Mr. Cole graduated from Erskine College and earned his M.A.T at Converse College, South Carolina. He taught math and social studies for five years, and was the assistant principal at various middle schools for thirteen years. He has served as elementary school principal for twelve years. Currently he represents all of the elementary administrators in the 4th Congressional District serving on the Elementary Executive Committee of the South Carolina Association of School Administrators. He has a total of 38 years in education.

Our Instructional Coach is Robyn Smith. Ms. Smith has been at Slater- Marietta ten years. She holds a Bachelor's degree from Furman University in Elementary Education and a Master's Degree in Diagnostic and Remedial Reading from Miami

University, Oxford, Ohio. She had taught 23 years before becoming Slater-Marietta's reading specialist. She has been the instructional coach for seven years and has a total of 33 years teaching experience.

Our Title One Facilitator is Paulette Megee. This is Mrs. Megee's second year at Slater-Marietta. She holds a Bachelor's Degree in Education with certification in reading and a Master's Degree in Administration Supervision, both from Western Carolina University. Previously, she worked three years at Welcome Elementary School as the Title One Facilitator. Before coming to Greenville, Mrs. Megee worked in several counties in North Carolina. This is her 18th year in education.

Mr. Cole's Administrative Assistant, Laura Brown, joined our faculty in the fall of 2008. Mrs. Brown received a bachelor's degree from Concord University, West Virginia in Elementary Education and a Master's Degree in Curriculum and Instruction from The Pennsylvania State University. She recently received a degree in Educational Administration from The University of South Carolina.

Decision-Making Process

Staff meetings, grade-level planning, the PTA Board, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school's vision across the curriculum. PTA meetings, teacher web sites and weekly newsletters communicate pertinent information to the community.

The School Improvement Committee meets once a month to discuss important issues and to implement plans to achieve desired results. The Administrative Team (principal, administrative assistant, instructional coach, guidance counselor, and Title I facilitator) meets every Monday for lunch to discuss events for the coming week. Grade-level meetings are held twice a month to plan and generate new and fresh ideas. Staff meetings are held on Wednesdays after school hours whenever necessary. The Faculty Council, consisting of grade level and related arts representatives, meets weekly with the principal to increase communication between the administration and faculty. The PTA board also meets once a month to discuss and vote

on any pertinent issues. Many of the items that consumed staff time previously are now communicated through e-mail. Teachers use planning periods each week to plan, articulate, and share decisions by grade level.

III. Analysis and Discussion of Staff

Slater- Marietta Elementary is composed of six males and 44 female instructional staff members. Of those staff members, there are: 47 Caucasian, two African Americans, and one Asian. We currently have two Nationally Certified Teachers. No teachers have an out-of-field permit. We also have a Science Lab teacher two days a week.

The instructional staff at Slater- Marietta Elementary averages 18.5 years of teaching experience. According to the State of South Carolina Annual School Report Card for 2009, Slater- Marietta Elementary has 64.1% of teachers with advanced degrees, 97.4% continuing contract teachers, and 96.0% returning from the previous school year. Teacher attendance in our school is 94.6%. The average professional development days per teacher are 6.1 days.

Educational Level of the Slater-Marietta Elementary Faculty

| | |
|--------------------------|----|
| BA/BS | 18 |
| M. Ed. | 32 |
| Early Childhood | 19 |
| Special Education | 5 |
| Gifted and Talented | 2 |
| Reading Specialist | 3 |
| National Board Certified | 2 |

Mentoring Program for New Teachers to Slater-Marietta

Slater-Marietta Elementary consists of three new staff members: media specialist, guidance counselor, and a .5 library clerk. Each position has been assigned a mentor. The mentors' duties include instructional, procedural, emotional, managerial, parental, and personal support. Each mentor and new staff member meets monthly to review specific needs.

IV. Analysis and Discussion of Student Population Data

Enrollment

The total enrollment of Slater-Marietta Elementary School is 500 students. The following chart specifies the number of students in each grade level.

| | K4 | K5 | 1st | 2nd | 3rd | 4th | 5th | | Total |
|---------|----|----|-----|-----|-----|-----|-----|--|-------|
| Males | 22 | 42 | 39 | 40 | 39 | 42 | 39 | | 263 |
| Females | 16 | 30 | 36 | 39 | 36 | 35 | 30 | | 222 |
| Total | 38 | 72 | 75 | 79 | 75 | 77 | 69 | | 485 |

Attendance

Student attendance rate at our school is 95.6%.

Slater-Marietta accepts approximately 41 special permission students from outside its geographic area.

| Grade | Students | | Grade | Students |
|--------------|----------|--|-------|----------|
| Kindergarten | 3 | | First | 11 |
| Second | 9 | | Third | 5 |
| Fourth | 6 | | Fifth | 7 |

According to The State of South Carolina Annual School Report Card for 2009, operating expenditures per pupil are \$7,795.00.

Ethnicity

Out of 485 students, 90.8% are Caucasian. The other 9.2% of our students are of varying ethnicities. 1.8% of the students are African American and 6.8 % are Hispanic. The last .6 % is made up of White-African American, White-Asian, and White-Indian students.

| | |
|------------------|-----|
| Caucasian | 418 |
| African American | 6 |
| Hispanic | 47 |
| Other | 14 |
| Total | 485 |

Lunch Status

Free or reduced lunches are served to 72.6% of the students at Slater-Marietta.

| | # Students | % Students |
|----------------|------------|------------|
| Free | 283 | 58.4% |
| Reduced | 69 | 14.2% |
| Paid | 133 | 27.4% |
| Total | 485 | 100 % |

Due to the percentage of students receiving free or reduced meals, Slater-Marietta continues to receive federal funds under Title I.

Special Education

There are forty-nine (49) students enrolled in the gifted and talented program. A self-contained special education class serves fourteen (14) learning disabled students. There are thirty-seven (37) students in special education resource classes. Thirty-seven (37) students are served by our speech pathologist.

Intervention Program

A Title I Intervention program is in place to offer instructional assistance to students who are performing below grade level in reading. Federal funds were used to hire a teacher to work with first graders in reading. The Interventionist serves 24 students daily in a small group setting. Kindergarten Assistants instruct 15 low-achieving students identified through the AIMS Web assessment program in small groups of 4-5 using the Scott-Foresman Early Reading Intervention Program. All Kindergarten students receive 30 minutes daily instruction using the Fast ForWord language program.

English for Students of Other Languages (ESOL)

Two (2) certified ESOL teachers serve a total of thirty-six (36) students for two thirty-minute periods per week.

C. Instructional/Organizational Effectiveness

I. Introduction and Analysis

In 2004, Slater-Marietta Elementary School became a Title I school. The Elementary and Secondary Education Act of 1965 and the No Child Left Behind Act of 2001 provide a Federal Assistance program, which provides service to all students at the school. In 2004, a Title I Facilitator was employed at our school. The Title I Facilitator position is to help teachers increase the academic achievement of their students by monitoring and implementing the Title I plan. She organizes and conducts parent involvement programs, coordinates the uses of Title I funding with other revenue sources, and determines the school's status related to the requirements of the No Child Left Behind Act.

II. Effectiveness

As a Title I school, Slater-Marietta Elementary School is held accountable for student progress by ensuring standards-based teaching. Student progress is measured on the Palmetto Assessment of State Standards (PASS) and shared with the community on the School Report Card.

The Slater-Marietta faculty has an Instructional Coach and Title I Facilitator who provides expertise in interpreting test scores and gathering materials necessary to meet the students' needs as indicated through careful analysis. At-risk first through fifth graders receive individualized and small group instruction from an Intervention Specialist in Language Arts. A full-time Computer Lab teacher has enabled the faculty to target specific lessons based on students' RIT scores from the Measure of Academic Progress (MAP) through the use of Compass Learning. Staff members participate in technology staff development provided at the school and by the district. ESOL students meet with an ESOL teacher twice a week on a consulting basis. Most written communication is available in Spanish for those students' families.

All staff members have been trained in Intel technology. Greenville County has selected to use Intel's Teach to the Future course curriculum to assist teachers in demonstrating their technology proficiency based on the National Education Technology Standards. Teachers learned new approaches to create assessment tools and align lessons with state, national and technology standards. The program incorporates use of the Internet, web page design and student projects. Teachers

have created websites which provide another means of communication with the students, parents, and community. Links to the district and other websites broaden the scope of information for them. Wednesday folders with graded papers, notes, and school-wide news are sent home weekly. Teachers have also been instructed in using the Promethean Board for effective instruction.

Teachers are using the STAR computer-adaptive reading test and database to determine the range of book readability levels that will result in optimal growth of their students' reading abilities. Goals for students are to average 85% or higher on quizzes based on books on their reading levels. The Accelerated Reading Program then offers a range of books that will challenge a student without causing frustration or loss of motivation.

Measure of Academic Progress (MAP) provided by NWEA is a mandated district assessment initiative for 2nd, 3rd, 4th, and 5th graders. The data gathered in the fall and spring will be used by teachers to drive instruction. Each grade level has created ability level groups (RIT) based on results from the MAP assessment. Each teacher within a grade level instructs one ability group in Math an extra 30 minutes daily. Teachers have student conferences to set goals to meet their growth target. The alignment to the Palmetto Assessment of State Standards (PASS) performance as well as Compass Odyssey activities has been very practical and informative.

The AIMS Web Assessment Program has been implemented for Kindergarten and first grade students. Individual tests in Letter Name Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency are administered in the fall, winter, and spring. These results are shared with parents at conference time. At-risk students are identified and served an extra 30-minute period per day as long as necessary.

III. Educational Models Used to Achieve Results

Slater-Marietta Elementary School, a Title I school based on 72.6% of our students on Free/Reduced meal qualifications. Consequently, extra assistance is given to those students not meeting state standards. All class sizes have been reduced and teachers implement the research-based methods and materials in their classrooms. Supplemental classroom resources are also funded. Professional development funds have been targeted for reading instruction since reading improvement has been identified as a school goal.

Teachers plan initial instruction based on the grade level standard expectations set by the state of South Carolina. In addition, teachers use the information available from:

- PASS
- MAP data
- IOWA Test of Basic Skills (ITBS)
- District-wide Benchmark reading tests
- District-wide Writing samples
- Houghton-Mifflin reading tests
- Weekly content area tests
- Teacher observations
- Surveys
- Supplemental RIT groups
- AIMS Web data for Kindergarten, 1st grade, and Special Education students

Compiling this information gives teachers data to group students, individualize instruction, and plan effective lessons.

At the beginning of the year, the Instructional Coach meets with the second, third, fourth, and fifth grade teachers individually to examine MAP scores, ITBS scores, PASS scores, and individual student scores. The analysis of data enables teachers to identify and plan instruction to target grade level instructional goals. Further, students on the verge of moving into the next performance category are identified. MAP data is analyzed in the fall and spring of the year. First grade readers are also assessed in the spring using the NWEA Measure of Academic Progress.

Slater-Marietta uses the following educational models based on best practices:

An efficient Assistance Team helps in the initial process of identifying at-risk students. As low-achieving students are identified, daily intervention is provided. Progress is monitored bi-monthly. If students reach a successful benchmark they are removed from daily intervention and will be monitored. If students remain in intervention and have not met the current benchmarks, students' names are presented to the "A-Team." This team will meet with the parents and teachers to create a plan for the individual student. The "A-Team" will reconvene to evaluate the plan. If agreed upon by the team, students' names will be submitted for formal evaluation. If students qualify for special education services, the student will be placed in the least restrictive environment to achieve success. Once placed, those students have Individualized Education Plans to direct instruction. Third, fourth and fifth grade students from self-contained classes are mainstreamed for Science and Social Studies, related arts, and as other opportunities present themselves. Resource students are now being grouped by skill levels and are working in SRA programs for both reading and mathematics. Project Read strategies are also used in Resource as well as incorporated into the classroom.

Four-year kindergarten conducts a comprehensive parent education program, which uses the High-Scope Model. Research conducted in studies such as the Perry Preschool Project (Parks) has shown that the High Scope approach to preschool education produces lasting benefits for children, families, and society.

According to the South Carolina First Steps initiative children who are not prepared for first grade have difficulty catching up and succeeding throughout the rest of their school years. The four-year-old kindergarten model at Slater-Marietta also includes a parental involvement component, which involves home visits, family field trips, and parent education programs. Slater-Marietta currently serves thirty-eight (38) students.

The No Child Left Behind Act requires states to develop indicators of program quality and monitor, evaluate, and implement programs. Slater-Marietta is held accountable under the No Child Left Behind Act passed in January 2001. It gives the schools educational reform based on the following ideals cited at Public Law 107-110. The ideals include stronger accountability for results, more freedom for states and communities, encouragement of proven educational methods and more choices for parents.

Slater-Marietta Elementary School incorporates the Four-Block Literacy Model. The model provides a balanced literacy program to meet the diverse needs of all students. The Model is a multi-level, balanced literacy program that incorporates

four different approaches each day to teach children how to become better readers, writers, and spellers. This model acknowledges that not all children learn in the same way and provides substantial instruction to support learning styles of all students.

Slater-Marietta envisions our families, staff, and community working together to help our children succeed. Slater-Marietta is committed to exploring and developing new strategies for our community, which will help the teachers and children meet the challenges of a fast paced, ever changing world.

- Slater-Marietta recognizes that parental involvement is one of the greatest contributors to student success in school. Research proves that “children thrive when their parents devote time and loving attention to them.”
- Our PTA has a Parent Volunteer Coordinator who ensures classroom teachers have volunteers when needed. Several parents come on a regular basis and are part of the SIC (School Improvement Council). Volunteers run copies, distribute newsletters, read to students, tutor, and/or serve as room parent. Parent volunteers are actively helping teachers spend more time on academics.
- Student learning is important to not only the faculty and parents of Slater-Marietta Elementary, but to the community. The Cliffs Valley community has volunteers who lead a Math Super Stars program, and SEEDS (Supporting Early Elementary Development Skills), which help students in reading and listening skills. Approximately 43 Cliffs Valley volunteers tutor individual students in various subjects.
- North Greenville College has participants who observe in the classrooms. Students work in small groups and with individuals on specific lessons targeted by the classroom teachers.
- Slater-Marietta parents are strongly encouraged to participate in all facets of our program. Open house presentations, musical programs, and PTA meetings are widely advertised and have a good rate of attendance.
- Students and parents sign a compact with the school personnel. Parents can attend programs which empower them to influence their child’s education.

IV. Goals/Priorities for Building and Strengthening Organizational Capacity for Effectiveness

- Attend staff development in math and technology; implement strategies into the classroom and computer lab.
- Develop and maintain a meaningful partnership with the middle and high schools to track former students.
- Enhance parental and partnership involvement in activities.
- Contact our part-time social worker, full-time guidance counselor, or as a Title I school, we now have on-site personnel from the county mental health department to assist students, teachers, and parents.

V. Baseline Data

Baseline data are established for each priority that describes the current performance level through PASS scores, MAP, benchmarks, surveys, and district, state and federal mandates. (See Section E.)

D. Belief, Vision, Mission

D. Belief, Mission, and Vision

Late in the 2008 school year, Slater-Marietta Elementary staff determined that we needed to revisit and revise the vision. The results were shared by all current staff members. The previous vision had been created several years prior, as the school portfolio was developed, and needed to be updated since many staff members knew little about it or felt that it was not relevant to them. Each year we revisit these foundation statements to reaffirm our focus and to realign our instructional program for the year.

Beliefs shape visions, and visions drive missions. Visions are not accomplished; they are realized. Missions are sets of goals that must be accomplished for visions to be realized (Schlechty, 1997).

Values and Beliefs

Values and beliefs reflect what we think is important, and they describe who we are, what we think, what we do, and what we feel. The staff worked independently to produce what our core beliefs are and then brainstormed in groups to produce our beliefs about what curriculum, instruction, and assessment was needed to increase our students' learning.

We believe:

- All students can learn.
- All students can learn best in a safe, nurturing environment that is supportive and inviting.
- All students should be provided with developmentally appropriate opportunities.
- All students must be active participants in the educational process, and assume increased responsibility for learning and problem solving.
- All students will be productive life-long learners with the support of their home, school, and community.
- All students have the right of equal access to educational opportunities.
- All students' education must include intellectual, emotional, social, physical and character development.

Purpose:

The purpose of Slater-Marietta Elementary School is to educate our students to their fullest potential of academic knowledge and social competence, thereby developing productive individuals who contribute responsibly to society.

Mission:

The mission statement of Slater-Marietta Elementary School, in cooperation with the home and community, is to create a safe, nurturing environment and to provide a quality education that develops responsible, productive citizens and future leaders of a democratic society.

Vision:

As we look back and reflect upon our school mission, we see our vision emerging:

Learning Environment:

- Highly qualified (certified) teaching staff
- Safe, clean
- Conducive to learning
- Non-threatening/encouraging
- Resource centers
- Structured
- High Expectations (academics/discipline)

Curriculum:

- Standards based
- Four Blocks/Building Blocks
- Project Read Phonology and Written Expression
- Prioritized curriculum

- Integrated
- Spiraling
- Enrichment/acceleration opportunities
- Multi-sensory

Instruction:

- Student centered
- Aligned with PASS testing
- Facilitated
- Direct instruction
- Use support services
- Technology
- Varied
- Individualized
- Tutoring
- Collegiality

E. Student Achievement

To create instructional coherence through shared beliefs, a continuum of learning that makes sense for all students, and a vision and mission that are truly shared by all.

Fall to Spring Average RIT growth

Math

Reading

Language

| | | Fall 09 | Spr 10 | Ave.+ | % Growth | Fall 09 | Spr 10 | Ave.+ | % Growth | Fall 09 | Spr 10 | Ave.+ | % Growth |
|-----------|--|--------------|--------------|-------|-------------------|--------------|--------------|-------|-------------------|--------------|--------------|-------|-------------------|
| 79 | 2nd Grade | 177.6 | 193.6 | 16 | 52/79 65.8 | 174.0 | 189.6 | 15.6 | 47/79 59.5 | 175.3 | 192.3 | 17.0 | 50/77 64.9 |
| 18 | Cagle | 171.7 | 184.3 | 12.6 | 7/18 38.8 | 164.4 | 181.2 | 16.8 | 5/18 27.7 | 167.7 | 183.4 | 15.7 | 6/16 37.5 |
| 21 | Greene | 179.7 | 195.5 | 15.8 | 12/21 57.0 | 172.9 | 189.1 | 16.2 | 13/21 61.9 | 173.6 | 191.3 | 17.7 | 14/21 67.0 |
| 21 | Ledford | 181.6 | 200.0 | 18.4 | 18/21 85.7 | 183.4 | 198.4 | 15 | 15/21 71.4 | 184.9 | 201.0 | 16.1 | 17/21 80.9 |
| 19 | Nelson | 175.8 | 194.7 | 18.9 | 15/19 78.9 | 172.7 | 189.6 | 16.9 | 14/19 73.6 | 172.8 | 192.0 | 19.2 | 13/19 68.4 |
| | 2nd grade National Norms | | 190.8 | | | | 189.6 | | | | 191.5 | | |
| 74 | 3rd Grade | 194.7 | 206.8 | 12.1 | 44/71 61.9 | 190.7 | 201.4 | 10.7 | 36/70 51.4 | 194.0 | 204.9 | 10.9 | 42/67 62.7 |
| 20 | Bennett | 192.6 | 200.6 | 8.0 | 9/20 45.0 | 186.5 | 197.4 | 10.9 | 12/20 60.0 | 191.6 | 200.6 | 9.0 | 10/20 50.0 |
| 20 | Harris | 198.6 | 209.3 | 10.7 | 14/20 70.0 | 195.3 | 203.4 | 8.1 | 9/19 47.3 | 197.2 | 208.2 | 11.0 | 15/19 78.9 |
| 15 | McConnell | 195.5 | 210.4 | 14.9 | 13/15 86.6 | 194.7 | 201.7 | 7.0 | 8/15 53.3 | 195.9 | 205.3 | 9.4 | 8/13 61.5 |
| 16 | Windham | 194.3 | 206.8 | 12.5 | 8/16 50.0 | 190.6 | 203.0 | 12.4 | 7/16 43.7 | 195.5 | 207.8 | 12.3 | 9/15 60.0 |
| | 3rd grade National Norms | | 202.4 | | | | 199.0 | | | | 200.5 | | |
| 71 | 4th Grade | 206.2 | 218.9 | 12.7 | 40/70 57.1 | 199.6 | 209.0 | 9.4 | 48/70 68.5 | 201.3 | 209.7 | 8.4 | 45/68 66.2 |
| 17 | Janosky | 206.1 | 220.1 | 14.0 | 15/17 88.2 | 200.4 | 208.7 | 8.3 | 11/17 64.7 | 203.2 | 210.1 | 6.9 | 11/16 68.7 |
| 19 | Mlay | 205.3 | 218.5 | 13.2 | 14/19 73.6 | 198.8 | 206.2 | 7.4 | 12/19 63.1 | 201.0 | 210.7 | 9.7 | 12/18 66.6 |
| 18 | Nix | 210.9 | 223.7 | 12.8 | 14/18 77.7 | 204.1 | 215.1 | 11 | 16/18 88.8 | 206.5 | 215.3 | 8.8 | 16/18 88.8 |
| 1 | Tilley | 204.8 | 213.4 | 8.6 | 11/16 68.7 | 199.9 | 206.1 | 6.2 | 9/16 56.2 | 200.0 | 204.8 | 4.8 | 6/16 37.5 |
| | 4th grade National Norms | | 211.4 | | | | 205.8 | | | | 207.0 | | |
| 61 | 5th Grade | 214.8 | 223.6 | 8.8 | 39/66 59.0 | 205.4 | 213.0 | 7.6 | 35/62 56.4 | 206.3 | 212.7 | 6.4 | 36/62 58.1 |
| 21 | Johnson | 218.6 | 227.5 | 8.9 | 12/21 57.1 | 211.5 | 214.8 | 3.3 | 11/22 50.0 | 210.9 | 215.6 | 4.7 | 12/22 54.5 |
| 18 | Rawson | 216.2 | 223.9 | 7.7 | 8/18 44.9 | 206.8 | 213.0 | 6.2 | 11/20 55.0 | 209.4 | 215.2 | 5.8 | 11/20 55.0 |
| 20 | Roberts | 214.8 | 222.1 | 7.3 | 14/20 70 | 205.9 | 211.3 | 5.4 | 14/20 70.0 | 206.5 | 211.9 | 5.4 | 14/20 70.0 |
| | 5th grade National Norms | | 219.2 | | | | 211.1 | | | | 211.8 | | |
| 14 | Tesner LDSC | 193.8 | 206.1 | 12.3 | 10/14 71.4 | 176.4 | 193.5 | 17.1 | 8/13 61.5 | 177.6 | 199.9 | 22.3 | 12/14 85.7 |

MAP Fall 2009 to Spring 2010

| Grade | Math Fall 2009 | Math Spring 2010 | Reading Fall 2009 | Reading Spring 2010 | Language Fall 2009 | Language Spring 2010 |
|-----------------------------|----------------------|------------------------|-------------------------|---------------------------|--------------------------|----------------------------|
| 2nd Grade | 177.6 | 193.6 | 174.0 | 189.6 | 175.3 | 192 |
| Cagle | 171.7 | 184.3 | 164.4 | 181.2 | 167.7 | 183.4 |
| Greene | 179.7 | 195.5 | 172.9 | 189.1 | 173.6 | 191.3 |
| Ledford | 181.6 | 200.0 | 183.4 | 198.4 | 184.9 | 201.0 |
| Nelson | 175.8 | 194.7 | 172.7 | 189.6 | 172.8 | 192.0 |
| 3rd Grade | 194.7 | 206.8 | 190.7 | 200.9 | 194.0 | 205.5 |
| Bennett | 192.6 | 200.6 | 186.5 | 197.4 | 191.6 | 201.2 |
| Harris | 198.6 | 209.3 | 195.3 | 201.8 | 197.2 | 208.2 |
| McConnell | 195.5 | 210.4 | 194.7 | 201.7 | 195.9 | 205.1 |
| Windham | 194.3 | 206.8 | 190.6 | 202.8 | 195.5 | 207.8 |
| 4th Grade | 206.2 | 218.9 | 199.6 | 209.1 | 201.3 | 210.2 |
| Janosky | 206.1 | 220.1 | 200.4 | 208.7 | 203.2 | 210.1 |
| Mlay | 205.3 | 218.5 | 198.8 | 206.4 | 201.0 | 210.7 |
| Nix | 210.9 | 223.7 | 204.1 | 215.1 | 206.5 | 215.3 |
| Tilley | 204.8 | 213.4 | 199.9 | 206.1 | 200.0 | 204.8 |
| 5th Grade | 214.8 | 224.7 | 205.4 | 213.0 | 206.3 | 213.8 |
| Johnson | 218.6 | 227.5 | 211.5 | 214.8 | 210.9 | 215.0 |
| Rawson | 216.2 | 223.9 | 206.8 | 213.0 | 209.4 | 214.2 |
| Roberts | 214.8 | 222.7 | 205.9 | 211.2 | 206.5 | 212.1 |
| Tesner LDSC | 193.8 | 206.1 | 176.4 | 193.5 | 177.6 | 199.9 |

MAP Data Comparison 2008-2010 **MATH**

| Grade | 2007-2008 | | | 2008-2009 | | | 2009-2010 | | |
|-------|-----------|------------------|-----|-----------|------------------|-----|-----------|------------------|-----|
| | Students | % who met target | Met | Students | % who met target | Met | Students | % who met target | Met |
| 2 | 74 | 70.3 | Y | 78 | 79.5 | Y | 79 | 65.8 | Y |
| 3 | 71 | 53.5 | Y | 71 | 80.3 | Y | 73 | 61.9 | Y |
| 4 | 65 | 41.5 | N | 70 | 74.3 | Y | 75 | 57.1 | Y |
| 5 | 73 | 37.0 | N | 70 | 54.3 | Y | 65 | 59.0 | Y |
| ALL | 209 | 44.0 | N | 289 | 72.1 | Y | 292 | 61.6 | Y |

*including LDSC 71.4%

READING

| Grade | 2007-2008 | | | 2008-2009 | | | 2009-2010 | | |
|-------|-----------|------------------|-----|-----------|------------------|-----|-----------|------------------|-----|
| | Students | % who met target | Met | Students | % who met target | Met | Students | % who met target | Met |
| 2 | 74 | 75.3 | Y | 77 | 64.7 | Y | 79 | 59.5 | Y |
| 3 | 71 | 59.2 | Y | 72 | 61.1 | Y | 73 | 51.4 | Y |
| 4 | 64 | 50.0 | Y | 70 | 62.9 | Y | 75 | 68.4 | Y |
| 5 | 73 | 46.5 | N | 70 | 62.9 | Y | 65 | 56.4 | Y |
| ALL | 208 | 51.9 | Y | 289 | 62.9 | Y | 292 | 59.2 | Y |

*including LDSC 61.5 %

**PACT/PASS Score Comparison 2007 to 2009
(percentages)**

| | 2007 | 2008 | 2009 | | 2007 | 2008 | 2009 | | 2007 | 2008 | 2009 | | 2007 | 2008 | 2009 |
|----------------|-------------|-------------|-------------|--|-------------|-------------|-------------|--|-------------|-------------|-------------|--|-------------|-------------|-------------|
| | Math | Math | Math | | ELA | ELA | ELA | | SCI | SCI | SCI | | SS | SS | SS |
| Grade 3 | | | | | | | | | | | | | | | |
| Advanced | 29.4 | 33.3 | 54.4 | | 8.8 | 10.8 | 50.6 | | 9.1 | 18.9 | 5.0 | | 13.2 | 13.5 | 25.6 |
| Proficient | 25.0 | 18.7 | 21.5 | | 50.0 | 48.6 | 27.8 | | 9.1 | 43.2 | 55.0 | | 28.9 | 29.7 | 59.0 |
| Basic | 32.4 | 40.0 | | | 30.9 | 27.0 | | | 69.7 | 35.1 | | | 44.7 | 43.2 | |
| Below Basic | 13.2 | 8.0 | 24.1 | | 10.3 | 13.5 | 21.5 | | 12.1 | 2.7 | 40.0 | | 13.2 | 13.5 | 15.4 |
| Grade 4 | | | | | | | | | | | | | | | |
| Advanced | 12.2 | 17.3 | 35.9 | | 1.4 | 2.7 | 25.6 | | 5.1 | 17.1 | 15.4 | | 3.8 | 8.0 | 25.6 |
| Proficient | 21.6 | 26.7 | 39.7 | | 18.9 | 29.7 | 42.3 | | 21.8 | 13.2 | 48.7 | | 16.7 | 18.7 | 50.0 |
| Basic | 48.6 | 40.0 | | | 51.4 | 41.9 | | | 26.9 | 42.1 | | | 46.2 | 18.7 | |
| Below Basic | 17.6 | 16.0 | 24.4 | | 28.4 | 25.7 | 32.1 | | 46.2 | 27.6 | 35.9 | | 33.3 | 37.3 | 24.4 |
| Grade 5 | | | | | | | | | | | | | | | |
| Advanced | 7.9 | 7.8 | 18.5 | | 1.6 | 0.0 | 30.9 | | 9.1 | 17.5 | 4.8 | | 9.7 | 0.0 | 12.8 |
| Proficient | 15.9 | 11.7 | 51.9 | | 19.0 | 18.4 | 53.1 | | 6.1 | 2.5 | 61.9 | | 16.1 | 0.0 | 51.3 |
| Basic | 57.1 | 59.7 | | | 50.8 | 50.0 | | | 30.3 | 40.0 | | | 41.9 | 48.6 | |
| Below Basic | 19.0 | 20.8 | 29.6 | | 28.6 | 31.6 | 16.0 | | 54.5 | 40.0 | 33.3 | | 32.3 | 51.4 | 35.9 |

AYP Proficient and Advanced Percentages

| | 2007 Math | 2008 Math | 2009 Math | 2007-2010 AYP Math Goal | 2007 ELA | 2008 ELA | 2009 ELA | 2007-2010 AYP ELA Goal |
|----------------|----------------------|----------------------|----------------------|--|---------------------|---------------------|---------------------|---------------------------------------|
| Grade 3 | 54.4 | 52.0 | 75.9 | 57.8 | 58.8 | 59.4 | 78.4 | 58.8 |
| Grade 4 | 33.8 | 44.0 | 75.6 | 57.8 | 20.3 | 32.4 | 67.9 | 58.8 |
| Grade 5 | 23.8 | 19.5 | 70.4 | 57.8 | 20.6 | 18.4 | 84.0 | 58.8 |

F. Quality Planning

Renewal Plan 2009-2010

Action Plan 2008-2013

*To build one school plan to implement
the vision.*

**ACTION PLAN: Goals, objectives,
measures, strategies, and other
required elements to support the
plan.**

F. Quality Planning

Slater-Marietta Elementary Renewal Plan for 2009-2010

Goal 1: Improve Student Achievement

Measurable Objectives:

- **At least 55 % of the 74 students in the fourth grade will meet or exceed their individual MAP growth targets between the Fall 2009 and Spring 2010 in the area of Reading. (41 students)**

| Strategy/Action | Person Responsible | Measurement | Resources | Due Date | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|--|--|--|---|-------------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Effectively utilize the Greenville Co. School District's curriculum standards in ELA. | Instructional Coach | Lesson Plans, Test Scores, and Continuous Assessment | Pacing Guides and SC Curriculum Standards | Fall 09-Spring 10 | X | X | X | X | X | X | X | X | X | X | X |
| Create, implement and share successful units and lesson plans derived from the district curriculum guides and state standards. | Instructional Coach Teachers | Lesson Plans | Curriculum Guides and SC Standards | Fall 09-Spring 10 | X | X | X | X | X | X | X | X | X | X | X |
| Provide materials to support Reading and Language in Grade 4. | Title I Facilitator | Proof of checkout system | Title I Funding | Fall 09-Spring 10 | X | X | X | X | X | X | X | X | X | X | X |
| Participate in MAP Professional Development offered by the district and school personnel. | Instructional Coach | Attendance at workshops and grade level meetings | School District | Fall 09-Spring 10 | X | X | X | X | X | X | X | X | X | X | |
| Hold timely conferences with parents of students who have not mastered objectives to encourage involvement in tutoring activities; enlist parents' assistance, and share | Principal, Instructional Coach, Teachers | Documented attendance | Conferences Parent Meetings | Fall 09-Spring 10 | X | X | X | X | X | X | X | X | X | X | |

Slater-Marietta Elementary School Portfolio
2009-2010

| | | | | | | | | | | | | | | | |
|--|---|---|---|-------------------|---|---|---|---|---|---|---|---|---|---|--|
| ideas regarding other sources of assistance. | | | | | | | | | | | | | | | |
| Involve quality volunteers to support reading and writing. | Instructional Coach, Teachers, Volunteers | Test Scores and ongoing assessments | Parents, Cliff's Valley Residents, and workspace | Fall 09-Spring 10 | X | X | X | X | X | X | X | X | X | X | |
| Involve teachers in Compass Learning software training in order for them to create individual assignments and assessment | Instructional Coach, Computer Lab Manager, Teachers | Attendance at meetings, Compass Assignments and Reports | Compass Odyssey, computer lab | Fall 09-Spring 10 | X | X | X | X | X | X | X | X | X | X | |
| Encourage students to participate successfully in the Accelerated Reader Program. | Instructional Coach, Media Specialist, Teachers | Accelerated Reader Reports; AR quarterly awards, end of year awards | Accelerated Reader program through Renaissance Learning | Fall 09-Spring 10 | X | X | X | X | X | X | X | X | X | X | |

Quality Planning

Slater-Marietta Elementary Renewal Plan for 2009-2010

Goal 2: Improve Student Achievement

Measurable Objectives:

- **At least 55 % of the 74 students in the fourth grade will meet or exceed their individual MAP growth targets between the Fall 2009 and Spring 2010 in the area of Math. (41 students)**

| Strategy/Action | Person Responsible | Measurement | Resources | Due Date | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|--|---|---|--|-----------------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Create, implement and share successful units and lesson plans derived from the district curriculum guides and state standards. | Instructional Coach Teachers | Lesson Plans | Curriculum Guides and SC Standards | Fall 09- Spring 10 | X | X | X | X | X | X | X | X | X | X | X |
| Hold monthly grade level meetings to monitor and adjust MAP Math RIT groups. | Instructional Coach | Attendance at grade level meetings, RIT group rosters | NWEA DesCartes, MAP scores | Fall 09- Spring 10 | X | X | X | X | X | X | X | X | X | X | X |
| Involve teachers in Compass Learning software training in order for them to create individual assignments and assessment | Instructional Coach, Computer Lab Manager, Teachers | Attendance at meetings, Compass Assignments and Reports | Compass Odyssey, computer lab | Fall 09- Spring 10 | X | X | X | X | X | X | X | X | X | X | |
| Involve students in the Math Superstars Program to enhance math competence. | Instructional Coach, 4 th grade teachers | Scores on Math Superstars weekly quizzes | Math Superstars worksheets, Cliff's Volunteers | Fall 09- Spring 10 | | X | X | X | X | X | X | X | X | | |

ACTION PLAN 2008-2013

GOAL AREA: Raise the Academic Challenge and Performance of each student

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 1: The percentage of students who meet or exceed their growth target RIT on the Reading MAP test will increase from 51.9 % in 2007-2008 to 61.9 % in 2012-2013.

OBJECTIVE 1: The percentage of students who meet or exceed their growth target RIT on the Reading MAP test will increase 2 % annually.

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|
| Baseline Average (2007-2008) | | | | | |
| Goal | 53.9 %* | 55.9 % * | 62.2 % * | 65.2 % | 58.2 % |
| Actual 51.9 % | 62.9 % | 59.2 % | | | |

*Represents projected improvement

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.) | <u>Indicators of Implementation</u> | <u>Monitor</u> (Date) Finished Continued Modified |
|---|-----------------------|---------------------------|-----------------------|---|---|---|
| <i>Use best practice teaching methods to both accelerate and enrich student learning and achievement.</i> | | | | | | |
| <ul style="list-style-type: none"> Create, implement, and share successful units and lesson plans derived from the district curriculum guides and state standards. | Fall 2008-Spring 2013 | Classroom teachers | N/A | N/A | Lesson plans, teacher observations, faculty and grade level meetings, Assessments | C |
| <ul style="list-style-type: none"> Effectively utilize the Greenville County School District Curriculum | Fall 2008-Spring 2013 | Classroom teachers | N/A | N/A | Lesson plans, teacher observations | C |

Slater-Marietta Elementary School Portfolio
2009-2010

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.) | <u>Indicators of Implementation</u> | <u>Monitor</u> (Date) Finished Continued Modified |
|---|-----------------------|--|-----------------------|---|---|---|
| Guides for teaching the state standards in math, reading, language arts, social studies, and science. | | | | | | |
| <ul style="list-style-type: none"> Implement vertical planning | Fall 2008-Spring 2013 | Team Leaders and Instructional Coach | N/A | N/A | Teachers' attendance and grade level expectations documented | C |
| <ul style="list-style-type: none"> Implement horizontal planning | Fall 2008-Spring 2013 | Team Leaders and Instructional Coach | N/A | N/A | Teachers' attendance and grade level expectations documented | C |
| <ul style="list-style-type: none"> Use Bloom's Taxonomy's teacher of higher level thinking strategies | Fall 2008-Spring 2013 | Faculty | N/A | N/A | Analysis of student scores on ITBS on the Inferential and Evaluative sections | C |
| <ul style="list-style-type: none"> Implement tutoring programs through the use of volunteers, peer tutors, and staff | Fall 2008-Spring 2013 | Classroom teachers, Instructional Coach, and Title I Facilitator | N/A | N/A | Test scores and ongoing assessments in the classroom across the curriculum | C |
| <ul style="list-style-type: none"> Continue full implementation of Cunningham's Four-Block Model for reading and language arts. Continue using Project Read Written Expression and Comprehension strategies. | Fall 2007-Spring 2010 | Classroom teachers, Instructional Coach, and Title I Facilitator | N/A | N/A | Houghton-Mifflin leveled readers, classroom book sets, teacher resource materials | C |
| <ul style="list-style-type: none"> Increase phonemic awareness in the primary grades as part of developmental appropriate practices. (Project Read) | Fall 2008-2013 | Instructional Coach | N/A | N/A | Instructional Materials (phonic wheels, flip card sets, etc.) Teacher observations | C |
| <ul style="list-style-type: none"> Provide an intervention teacher to work with low achieving students in first grade. | Fall 2008-Spring 2013 | Principal, Instructional Coach, Title I Facilitator | See Title I Plan | N/A | Teacher observation Lesson Plans | F |
| <ul style="list-style-type: none"> Provide developmentally appropriate | Fall 2008- | Instructional Coach | N/A | N/A | Houghton-Mifflin | F |

Slater-Marietta Elementary School Portfolio
2009-2010

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.) | <u>Indicators of Implementation</u> | <u>Monitor</u> (Date) Finished Continued Modified |
|--|-----------------------|--|-----------------------|---|---|---|
| materials for the 5K reading expectations to support student readiness. | Spring 2013 | and Title I Facilitator | | | teacher support materials, classroom “baggie books” | |
| <ul style="list-style-type: none"> Provide Early Reading Intervention materials (Sidewalks by Scott-Foresman) | Fall 2008-Spring 2013 | Instructional Coach | N/A | Special Education Dept. in District | AIMS Web student results | C |
| <ul style="list-style-type: none"> Provide for higher incidence of student-teacher interaction and focused assistance by reducing class size. Add teacher to Grade 2, 3, 4 | Fall 2008-Spring 2013 | District, Principal, Instructional Coach | See Title I Plan | Title I | Teacher attendance Student achievement | C |
| <ul style="list-style-type: none"> Use Accelerated Reader as the school-wide reading program to increase fluency and love of reading | Fall 2008-Spring 2013 | Media Specialist | \$1000 | School Funds Title I | Library books AR computer tests | F |

ACTION PLAN 2008-2013

GOAL AREA:

X Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 2: The percentage of students who meet or exceed their growth target RIT on the Math MAP test will increase from 44.0 % in 2007-2008 to 54.0 % in 2012-2013.

OBJECTIVE 1: The percentage of students who meet or exceed their growth target RIT on the Math MAP test will increase by 2 % annually.

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|
| Baseline Average (2007-2008) | | | | | |
| Goal | 46.0 % * | 48.0 % * | 64.6 % * | 67.6 %* | 70.6 %* |
| Actual 44.0 % | 72.1 % | 61.6 % | | | |

*Represents projected improvement

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.) | <u>Indicators of Implementation</u> | <u>Monitor</u> (Date) Finished Continued Modified |
|---|-----------------------|---|-----------------------|---|-------------------------------------|---|
| <i>Use best practices teaching methods to both accelerate and enrich student learning and achievement in Math</i> | | | | | | |
| <ul style="list-style-type: none"> Continue to enhance math instruction using strategies from previous professional development (How to Successfully Teach Math Facts and Word Problem Solving Strategies) | Fall 2008-Spring 2013 | Instructional Coach Classroom Teachers | N/A | N/A | Lesson Plans Observations | C |
| <ul style="list-style-type: none"> Provide Intervention Specialist to serve | Fall 2008- | Title I Facilitator | (see Title I | Title I, EIA | MAP data | C |

Slater-Marietta Elementary School Portfolio
2009-2010

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.) | Indicators of Implementation | Monitor (Date) Finished Continued Modified |
|--|-----------------------|--|-----------------------|---|--|---|
| students daily in small groups according to their MAP RIT ranges. | 2013 | Instructional Coach | Plan) | | | |
| <ul style="list-style-type: none"> • Meet with teachers to analyze MAP Math data and create RIT Groups. | Fall 2008-2013 | Instructional Coach Title I Facilitator Classroom Teachers | N/A | N/A | Attendance Records, Agendas, MAP Data | C |
| <ul style="list-style-type: none"> • Hold monthly grade level meetings to monitor and adjust MAP RIT Groups | Fall 2008-2013 | Instructional Coach Classroom Teachers | N/A | N/A | Attendance Records Supplemental Group Lists | C |
| <ul style="list-style-type: none"> • Provide Compass Odyssey Math strategies based on RIT ranges | Fall 2008-Spring 2013 | Computer Lab Manager Teachers | N/A | N/A | Compass Odyssey Reports | C |

ACTION PLAN 2008-2013

GOAL AREA:

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 2: All teachers and paraprofessionals at Slater-Marietta Elementary will maintain the Highly Qualified/Highly Certified status as mandated by the Greenville County School District and the No Child Left Behind Act.

OBJECTIVE 1: Support and provide staff development and training opportunities aligned with the Greenville County Schools Education Plan and NCLB requirements.

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|
| Baseline Average (2007-2008) | | | | | |
| Goal 100 % | 100 % * | 100 % * | 100 % * | 100 % * | 100 % * |
| Actual 100% | 100 % | 100 % | | | |

*Represents projected improvement

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.) | <u>Indicators of Implementation</u> | <u>Monitor</u> (Date) Finished Continued Modified |
|--|-----------------------|-------------------------------|-------------------------|---|--|---|
| <i>Provide staff development and training for the faculty aligned with the Greenville County Education Plan and the NCLB requirements.</i> | | | | | | |
| <ul style="list-style-type: none"> Ensure that all faculty and staff have met the NCLB Highly Qualified status | Fall 2008-2013 | Principal Faculty | N/A | District | State/District teacher certification (PAS-T) | C |
| <ul style="list-style-type: none"> Observe other classrooms that successfully integrate content areas | Fall 2008-Spring 2013 | Professional Development Team | (Substitutes as needed) | District | Logs of Observations and agendas of meetings | C |
| <ul style="list-style-type: none"> Attend District workshops that provide | Fall 2008- | Faculty | N/A | District | Certificates of | C |

Slater-Marietta Elementary School Portfolio
2009-2010

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.) | Indicators of Implementation | Monitor (Date) Finished Continued Modified |
|---|-----------------------|---|-----------------------|---|--|---|
| help with content integration | Spring 2013 | | | | attendance | |
| <ul style="list-style-type: none"> Teachers share professional development workshop information with colleagues | Fall 2008-Spring 2013 | Faculty | N/A | N/A | Faculty Agendas | C |
| <ul style="list-style-type: none"> Provide Instructional Technology training for faculty to enhance their integration strategies of technology in the classroom (Promethean Board, Activote and Active Expression, Web Page, Blogging) | Fall 2008-Spring 2013 | Computer Lab Teacher District Personnel | N/A | N/A | Certificates of successful completion Observation Lesson Plans | C |

G. Professional Development

The administration at Slater-Marietta Elementary has always been very generous in allowing staff to attend workshops and conferences based upon individual teacher's interests and needs.

As staff members reflect on student achievement they seek ways to improve that offer far-reaching and long-lasting results. The need for an updated vision/mission/beliefs statement was evident using the standards and assessment as the way to understand and improve the processes of professional development. After creating a vision, then completing a needs assessment survey, it became clear how to focus professional development efforts.

After the vision/mission/beliefs were developed, strategies and activities required to implement the vision were brainstormed and listed. From a comprehensive plan, the following Professional Development Plan was compiled to improve and enhance instruction at Slater-Marietta Elementary.

- School-wide participation in the update of the school portfolio
- Staff professional needs survey administered and tallied
- First grade Parent/Technology Workshop
- Compass Learning (Computer Lab) training
- National Board training for two teachers
- MAP(Measure of Academic Progress) training
- Training in the use of DesCartes to implement RIT Groups
- Peer Observations
- Training for use of the Promethean Board
- Technology Training (Excel, Document Camera, Photo Story)
- Early Reading Intervention (ERI) for Kindergarten students and 1st grade
- AIMS Web Assessment for Kindergarten and 1st grade

The Continuing Professional Development Plan for the next ten years includes:

- Analyze gaps in achievement data
- Utilize horizontal and vertical planning
- Participate in periodic curriculum collaboration
- Study and implement differentiated instructional strategies
- Show evidence of technology use in student and teacher work
- Ensure that professional development is aligned with National Standards

The major goals for professional development are focused on school-wide goals. The Slater-Marietta staff developed an action plan based on student needs and sound research practices. Many of the professional development days have occurred during the school day. There has been time for "learning on the job" as teachers have practiced, reflected, and modified their teaching strategies. Please refer to the Action Plan in the Quality Planning section.

The following steps will be made at the beginning of each school year to insure positive progress of professional development:

- Revisit the vision/mission/beliefs
- Identify weaknesses in student achievement
- Provide adequate resources and materials for students and teachers
- Ensure all staff have access to training and professional development
- Provide time for collegiality/reflection/planning
- Coordinate a smooth transition for students from one grade level to another by vertical planning
- Complete a needs assessment survey indicating areas of interest for future professional development
- Identify teachers willing to lead training in areas of expertise

Professional Development Needs Assessment Survey Results

| Topics of need/ interest | Number of staff requesting topic |
|---------------------------------|---|
| Reading | 22 |
| Writing | 21 |
| Math | 19 |
| Science | 16 |
| Promethean Board | 15 |
| Web design | 20 |
| Basic Word | 5 |
| Power Point | 9 (If more in-depth than INTEL) |
| Microsoft Publisher | 11 |
| Coaching | 3 |
| Use of volunteer resources | 12 |
| Excel | 16 |
| Front Page | Slight interest |

Slater- Marietta Elementary School Professional Development 2009-2010

Reform Strategy 2:

Use effective methods and instructional strategies based on SBR.

Reform Strategy 5:

High quality, ongoing professional development for teachers, principals, and
Para-professionals to enable all children to meet standards.

School Provided Professional Development (12 Hours)

Individual Professional Development (12Hours)from this listing as well!

| Date | Title/Instructor | Hours | Points | Day Off | Grade Level Meeting Topics |
|----------------------|---|-------|--------|---------|-------------------------------------|
| 8/17/09 Monday | 9:00-3:00 Project Read Story Form | 6 | | | |
| 8/18/09 Tuesday | 9:00-11:00 ZQ/Safety | 2 | | | Grade Level and Contact Reps |
| 9/9/09 Wednesday | 3:00-4:00 Faculty Meeting | | | | Open House |
| 9/14/09 Monday | 7:00-9:00 Open House Explain Gr. Level expectations Compass at Home | 2 | | | |
| 9/16/09 Wednesday | 3:00-4:400 "Inspire" Promethean Board | 1 | | | MAP Seating Chart |
| 9/17/09 Thursday | 3:00-4:00 Interactive PowerPoint | 1 | | | |
| 9/23/09 Wednesday | 3:00-4:00 Excel Format and Sort | 1 | | | DesCartes Perm. Records IEP's |
| 9/30/09 Wednesday | 3:00-4:00 Virtual Field Trips | 1 | | | PASS Data Bubble Kids |
| 10/7/09 Wednesday | 3:00-4:00 Faculty Meeting | | | | IEP's Cliff's |

Slater-Marietta Elementary School Portfolio
2009-2010

| | | | | | |
|---------------------------------|---|---|--|--|--|
| | | | | | Volunteers |
| | | | | | Technology/Web Page ESOL |
| 10/14/09 Wednesday | 3:00 – 4:00 Digital Storytelling | 1 | | | Reading & Math Benchmarks |
| 10/15/09 Thursday Workday | 9:00-12:00 Project Read Story Form #2 | 3 | | | Analyze FALL Map Scores |
| 10/21/09 Wednesday | 3:00-4:00 Excel: Basic Formulas | 1 | | | Project Read |
| 10/28/09 Wednesday | 3:00-4:00 Dual Pens | 1 | | | |
| 11/5/09 Thursday | 3:00-4:00 Excel: Formulas and Linking | 1 | | | |
| 11/11/09 Wednesday | 3:00-4:00 Faculty Meeting | | | | |
| 11/18/09 Wednesday | 3:00-4:00 Excel: Charts and Graphs | 1 | | | |
| 11/23/10 Tuesday | 3:00-4:00 Dual Pens | 1 | | | |
| 1/13/10 Wednesday | 3:00-4:00 Excel: Mail Merge | 1 | | | Analyze Winter MAP Scores |
| 1/19/10 Tuesday Workday | 9:00-10:00 Faculty Meeting | | | | |
| 1/27/10 Wednesday | 3:00-4:00 Excel: Special Formulas and Functions | 1 | | | |
| 2/25/10 Wednesday | 3:00-4:00 Document Camera | 1 | | | |
| 3/3/10 Wednesday | 3:00-4:00 Excel: Q & A | 1 | | | MAP schedule for Spring |
| 3/16/10 | 3:30-5:30 Compass Reports | | | | |
| 4/7/10 Wednesday | 3:00-4:00 Faculty Meeting | | | | Analyze Spring MAP |
| 4/14/10 Wednesday | | | | | |
| 4/21/10 Wednesday | | | | | |
| 5/5/10 Wednesday | 3:00-4:00 PASS Inservice | 1 | | | |
| 5/12/10 Wednesday | | | | | |

Total Points
(24 points needed per year; 7 extra points needed for each day off)

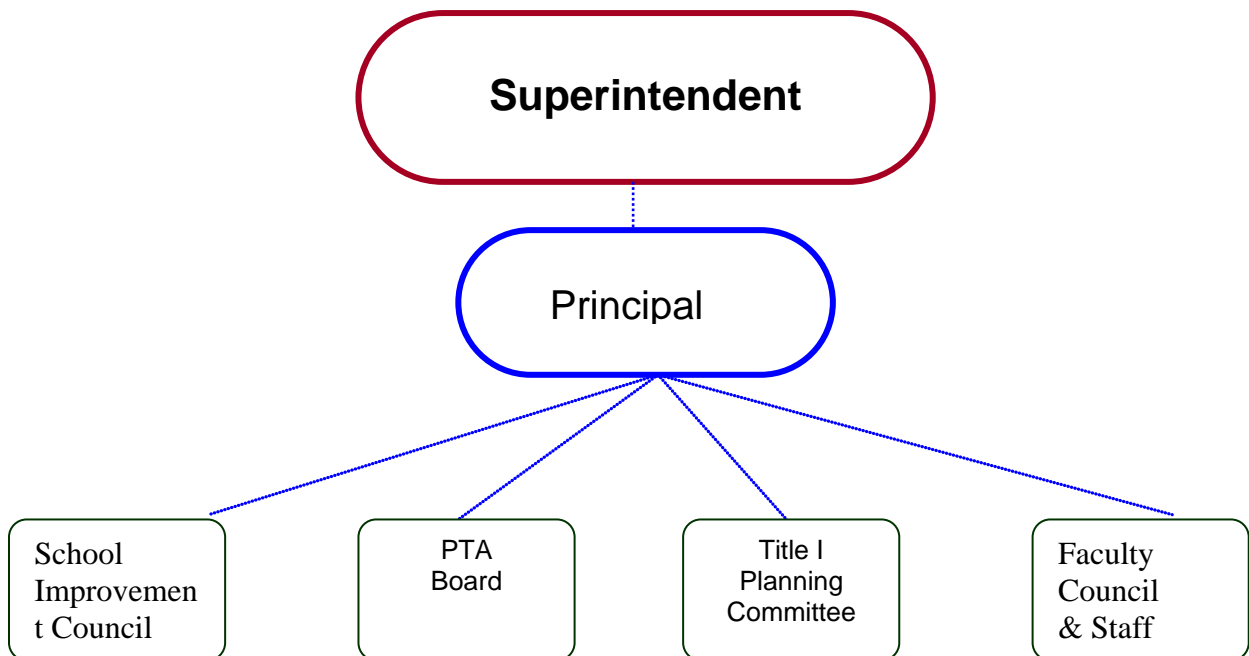
H. Leadership

H. Leadership

The Slater-Marietta Elementary School principal, Lindsey Cole, involves the Faculty Council, Title I committee, School Improvement Council, and PTA Board in school related decisions. The faculty, community/business partners, and parents' participation in school planning, processes and decision-making is one reason Slater-Marietta Elementary School is such an engaging, family-friendly school. State and federal mandates, particularly with regard to Title I, necessitate teacher accountability. The teachers at Slater-Marietta Elementary School are expected to be involved in every level of the decision-making process. Slater-Marietta Elementary School realizes the need for collaboration and shared responsibility as necessary elements for successful involvement in the Title I program.

With regard to leadership, the Title I Plan is an integral part in the decision making process. The Title I Planning Committee consists of the Principal, Title I Facilitator, Instructional Coach, teachers, LEA Representative, pupil services representative (counselor), technical assistance representative, other school staff members, parents, and community members.

Decision-Making Structure



The leadership stakeholders consist of the Principal, Instructional Coach, Title I Facilitator, teachers, School Improvement Council (SIC), Faculty Council, and PTA Board. All leadership stakeholders address the following areas:

- Implementation of the Title I plan
- Identification of and attention to critical areas
- Communication of follow-up procedures to ensure the completion of our school plan
- Recommendations and needs of school stakeholders and committees
- Planning of special events and the school calendar

The leadership team members are responsible for improving school wide communication. Achievements and issues are brought to the team by various school stakeholders to be addressed at their monthly meetings or immediately as needed.

Decision Making Process

Staff meetings, grade level meetings, PTA Board, Title I Planning Committee, and the School Improvement Council (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school's vision across the curriculum. PTA meetings, teacher web sites, and weekly newsletters communicate pertinent information to the community.

The School Improvement Committee meets monthly to discuss important issues and to implement plans to achieve desired results. Grade level meetings are held at least twice each month to plan and discuss student achievement. Staff meetings are held on Wednesdays after school hours whenever necessary. The PTA Board also meets once a month to discuss and vote on pertinent issues. Much of the information that previously was communicated through memo or at staff meetings is now generated through email. Teachers use planning periods each week to plan, reflect, and share decisions by grade level. Volunteers also provide release time for members of various school committees.

Governance and Financial Management

Slater Marietta Elementary School's beliefs, mission, and identified programs are supported by:

- Title I funds
- Title V funds
- South Carolina Education Lottery money
- Act 135 money
- PTA fund raisers
- Grants
- Random district funding
- Donations

Leadership Action Plan

Slater Marietta Elementary School's Leadership Action plan is communicated to all stakeholders by:

- Title I Planning Committee
- Collaborative planning
- Faculty meetings
- School Improvement Council
- PTA Board
- PTA Meetings
- School and individual teacher websites
- Report to the community brochure
- E-mail
- School, PTA, and teacher newsletters
- Newspaper articles
- Back to School Night
- Parent surveys
- Conferences

I. Partnership

I. Partnership

Slater-Marietta envisions families, staff and community working together to help children succeed. This is a shared responsibility. Slater-Marietta is committed to exploring and developing new strategies for the community, which will enable the students to meet the challenges of a fast-paced, ever changing world.

It is recognized that parental involvement is one of the greatest contributors to student success in school. Given the Slater-Marietta Elementary demographic profile, help from the community is needed for families so that they can build an educational foundation in the home. Ideally, there will be a clearly articulated partnership structure for the school, so that each partner's efforts directly impact the students' success in school and life. Parents should feel welcome in the school, or in the child's classroom. Parent volunteers are actively helping the teachers spend more time on academics.

A partnership plan has been developed as a part of the comprehensive school wide improvement plan to ensure that all stakeholders have the opportunity to benefit from these endeavors. It is the belief of Slater-Marietta that students have much to give as well as learn from their community. Slater-Marietta will continue to look for ways to develop new partnerships.

The current partnerships are described below.

Businesses

There are many businesses in the community making donations. Money, items needed for struggling families, food for fundraisers, instructional equipment, and time are donated by the following businesses: Greenville Symphony, Greenville Water System, Tankersley Brothers, Foothills Health and Human Services, Burger King at Spinx, JPS Glass, BiLo, Red Cross, Pepsi, McDonalds in Travelers Rest, Ingles in Travelers Rest, Greenville County Library, Greenville County Recycling, Greenville County Soil and Water Conservation, Bank of Travelers Rest, Wal-mart, Subway of Marietta, Pizza Hut, T&S Brass, Beechwood Farms, J&R Fence, and Sunrift Adventures.

Goals for Businesses and Slater-Marietta Elementary

- Slater-Marietta Elementary will use local businesses to enhance student learning.
- Slater-Marietta Elementary will invite local businesses to donate time to read to and assist students in academic need.

- Slater-Marietta Elementary will make an effort to publicize and patronize, as well as encourage others to patronize these businesses.
- Slater-Marietta Elementary will attempt to involve local businesses that have not made donations in the past.

Community

It is the school's good fortune to have the following colleges in our community: North Greenville University, Furman University, and Southern Wesleyan University.

A partnership has been created with these schools in which both teachers and students benefit. The college students work with children or observe in a classroom setting. In return the teachers learn new ideas, and the students benefit from one-on-one tutoring. Teachers also work with students from Travelers Rest High School to help them fulfill their Teacher Cadet requirements. Specialty groups from the high school such as the Travelers Rest High School Chorus and Band Ensemble perform concerts for the student body.

Mountain Heritage Days is a special day of the school year when students learn about the past and the heritage of their homes, school, and community. Area businesses contribute time, money, and personnel for this learning activity.

Cliffs Valley takes a major role in our school by donating a tremendous amount of time and assistance in many areas of our school. Several members participate in the SEEDS (Supporting Early Elementary Development Skills) program where volunteers work with whole classes. Other members volunteer for one-on-one tutoring. The Cliffs Valley developer created the Zest Quest wellness program and supports a full time wellness coach.

Slater-Marietta Elementary receives continuing support and volunteering from the following community members: Marietta First Baptist Church, Marietta Fire Department, Randy Hawkins Racing, Greenville ARP Church, and Marietta Lion's Club.

Slater-Marietta also created opportunities for the community to become involved in the school by celebrating Arbor Day with a tree-planting ceremony and a community "Hoe Down".

Parents

PTA has a Parent Volunteer Coordinator so that each classroom has a parent volunteer. Some parents come on a regular basis and are a part of the School Improvement Council (SIC). The PTA Volunteer Chairman recruits volunteers for special functions at Slater-Marietta or for teachers and students who need extra

help. The Four-Year-Old Kindergarten has expectations for parental involvement. Parents participate in family activities, parent meetings, and teacher home visits. The Slater-Marietta counselor offers parenting information through several venues including the school newsletter, the school website, and has also offered talks and discussions on topics of interest to parents through Title One parent meetings. The counselor continues to offer brochures and booklets about discipline, child development, and school success through the parenting library housed in the counselor’s offices. Regular PTA meetings inform parents about strategies to help students do their best.

Parents are regularly involved with fundraising, field trips, career day, and book fairs. Student learning is important to not only the faculty of Slater-Marietta Elementary, but to the parents and community.

A calendar for the year may include these important dates for parent volunteers:

| Aug/Sept. | Oct/Nov. | Dec/Jan. | Feb/March | April/May |
|--|--|--|--|---|
| Back to school celebration – parents run booths such as serving drinks and pop corn. Parents volunteer for Book Fair | Parents volunteer for the Fall dance and send in needed items. Parents and people from the community volunteer for Mountain Heritage Days. | Christmas program. Parents assist Ms. Lee with the chorus. | Parents volunteer at the Book Fair and the Valentines Dance. | Parents volunteer for Field Day activities. |

Goals for Parents

- Parents will attend PTA meetings and special functions.
- Parents will continue to volunteer time to students and teachers.
- Parents will support teachers by enforcing academic work at home.

After-School Program

Slater-Marietta offers an after-school program for students in grades 1-5 that provides homework assistance and instructional strategies for students from certified teachers.

J. Continuous Improvement

J. School Improvement Teams

Based on the findings of the 2009 School Portfolio, the administration and faculty of Slater-Marietta Elementary reorganized and created committees to focus on school improvement with the emphasis on student achievement. As a result of this the following school improvement teams/committees were formed to ensure that all stakeholders were included:

| School Portfolio/SACS | School Committees | |
|--|---------------------------------------|-----------------------------|
| Belief, Vision, Mission | Title I Planning Team | PTA Board |
| | Student Council | School Improvement Council |
| Professional Development | A-team Primary A-team Intermediate | Guidance/Advisory Committee |
| Student Achievement | Beta Club | Sunshine Committee |
| | Business Partnership | United Way |
| Quality Planning | Grievance | Technology |
| | Communications | School Safety |
| School Profile | Subject Areas | Faculty Council |
| Instructional and Organizational Effectiveness | | |
| Leadership | | |

These committees meet regularly to plan and monitor progress in their areas.

Before decisions are made, a report is given to the entire group providing time for discussion and reflection before a consensus is reached.

B. Systematic Data Monitoring Processes

In order to analyze the success of the School Improvement Plan, teachers review student achievement, utilization of technology, Title I resources, and parent/community involvement. Below are systematic steps used for collecting, monitoring, and archiving data used at Slater-Marietta Elementary. Data concerning students is stored and can be accessed in several ways. A permanent record for each student is housed in the records room and contains personal information, test data, and other items pertaining to the individual student. Also kept in the records room are archived standardized test results, Special Education and Assistance Team records, and other legal documents. The state SASI program contains demographics that are recorded by subgroups, i.e., gender, ethnicity, etc. Information includes the number of students at Slater-Marietta Elementary School, parent income and education levels, parent employment, families on public assistance (ADC%), free and reduced lunch data, and health issues/handicaps. Also included are discipline indicators (e.g. suspensions and referrals), attendance rates, tardy rates, student mobility, and number of years at the present school. This information helps our school target areas of need for improvement and focus. Integrate Pro also allows teachers to enter report card grades each quarter and provides an archive for these grades. In addition, student data is collected through teacher observation, home visits, writing samples, reading benchmark tests, and quizzes, tests, projects, class work, and homework that occur during daily instruction. Standardized test score data is collected from the PACT, COGAT, ITBS and MAP. The AIMSWeb assessment is given to kindergarten and first grade students in the fall, winter, and spring. Early Reading Intervention is provided for low achieving students. Standardized test results are distributed to classroom teachers during the first quarter of each school year. Grade level planning meetings are held with the Instructional Coach to disaggregate data and plan classroom instruction. At this time each year the School Improvement Plan/School Portfolio is reviewed, and the action plan and strategies are updated to reflect the current instructional needs of the students. Classroom teachers then review the results of individual students so they can differentiate instruction and are prepared to communicate effectively with the parents at conference time regarding each student's progress and individual instructional strengths and weaknesses.

D. Continuous Improvement Continuums

In May of 2009, the members of the Slater-Marietta Elementary staff met on several occasions to develop a comprehensive School Improvement Plan using the School Portfolio Continuous Improvement Continuums.

Staff members rated the school in seven different areas that correlate with SACS

and discussed why and how those conclusions were reached. In a cooperative effort the entire staff of Slater-Marietta Elementary, parents, and business partners decided upon necessary next steps to effectively reach these goals over the next few years. A brief discussion for each Continuous Improvement Continuum follows:

Information and Analysis

The staff agreed that Slater-Marietta has a systematic process for collecting student data. Slater-Marietta faculty decided there was a need to study the research and create processes that clearly lend themselves to collecting important student data. In the area of implementation, Slater-Marietta needs to continue to analyze test data. It was agreed that the collection and use of data is dependent upon individual teachers and their efforts. The needs for further staff development include training on identifying root causes and the use of functional data collection.

Staff agrees that the following steps need to be implemented or continued at the school level with respect to information and analysis:

- Will continue to compile and distribute data
- Will continue to disaggregate and discuss data
- Will continue to provide professional development on test result interpretation
- Share information with parents and community
- Share information vertically and horizontally school wide

Student Achievement

The Slater-Marietta faculty feel the standards for student learning are clearly identified and standards based. Teachers feel that collaboration is valued and practiced across grade levels, but feel a need for better forms of communication. Teachers study effective instructional and assessment strategies, like the “Four Blocks” method, Project Read, and other standards based instruction. Slater-Marietta has a moderate attendance problem. Motivation and a “life long love of learning” need to be instilled in the students. Slater-Marietta has shown an increase in student achievement and the staff desires to continue that progress.

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

- Continue team planning for grade levels
- Utilize parent involvement to increase school attendance

- Encourage and build intrinsic motivation
- Encourage the use of Accelerated Reader
- Improve school-wide recognition and incentives for attendance
- Utilize data analysis to track the progress of students
- Focus on meeting learner's needs, including learning styles
- Provide more recognition and honor for the "teacher of the year"

Quality Planning

Slater-Marietta staff felt there was room for improvement in the area of Quality Planning. The staff realized the importance of a mission, vision, and action plan. Previously, many of the staff had never been asked to participate in the development of, or the acceptance of the above-mentioned items. There continues to be a strong need for support structures to assist in the implementation of the action plan. A method is also needed to show that results are happening school wide and include all stakeholders. As a whole, the Slater-Marietta faculty and staff are following the School Improvement Plan. When improvements are made, they should be systematic and research based.

Slater-Marietta staff recognized the following needs with respect to Quality Planning:

- Formulate and communicate the plan
- Implement the plan with effective procedures and processes
- Support the plan
- Make the plan ongoing with systematic review for improvement

Professional Development

It was concluded that professional development needs to be driven by the school action plan, and all teachers should actively participate. Decisions pertaining to student achievement goals should be grade-driven, and support structures should be in place. Teachers have begun to be action researchers and are having staff-wide conversations that focus on quality instructional strategies. Slater-Marietta teachers showed a desire to learn and better themselves professionally. Slater-Marietta has targeted technology development for our school and has many other professional development opportunities. The staff felt this goal was definitely within reach, if given the proper tools.

The following needs to happen at the school level with respect to Professional Development:

- Make time for shared reflection and collegiality
- Provide adequate resources and materials
- Focus professional development on needs identified in the school action plan.
- Provide on-site professional development to all staff members
- Utilize the opportunities provided by the Instructional Coach and Title I Facilitator
- Articulate the vision to all
- Conduct teacher surveys to determine needs and wants of teachers.

The Professional Development Plan is located in the Professional Development Section of this Portfolio.

Leadership

The leadership structure at Slater-Marietta Elementary has historically been top-down in nature. But with the new demands and accountability placed on all faculty members, a new shared-decision making structure was launched into an implementation phase. Slater-Marietta staff decided that it is imperative that teachers and other members of the leadership team become committed to fulfilling the school mission and vision. The staff thought it was crucial that leadership or administrative decisions are proactive and not reactive in nature. As a result, the Leadership Team consists of the Principal, the Administrative Assistant, the Instructional Coach, Title I Facilitator, SIC, the PTA Board, the lunchroom manager, and the head custodian.

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

- Continue to improve communication with all school personnel
- Always follow district policy
- Make sure there is equal involvement, and that responsibility does not rest on the shoulders of a few individuals
- Continue to include support staff in decision making
- Ensure that all stakeholders are involved in and understand the decisions that are made which effect them

Partnership Development

The staff concluded that a clear plan with desired outcomes must be created and implemented. A systematic utilization of parents, community, and businesses has been developed school wide. We have many volunteers from Travelers Rest High School, the Cliffs Valley Community, and North Greenville College, as well as many parents.

The following are steps to improve the area of Partnership Development:

- Understand and discuss what partners need from each other.
- Share volunteers among the upper grades.
- Continue the North Greenville University partnership
- Continue to support the volunteers from the Cliff's Valley Community

Continuous Improvement and Evaluation

Slater-Marietta continues to evaluate its organization and processes for effectiveness. There is a need to continue to seek out root causes of current problems and then deal with them proactively in an effort to improve our school processes. Effective improvement strategies should be observable and continued. Changes in systems should be research based and implemented with a great deal of support. All members of our school community should celebrate positive improvements and changes.

- Ensure that all components focus on student achievement
- Clarify evaluation instruments
- Complete a comprehensive analysis of problems and identify their root causes
- Inform new staff of systems and procedures consistently

Achieving the Goals

After the initial meeting to target a direction for the School Improvement Plan, two encompassing goals were developed to improve Slater-Marietta Elementary. All teachers, instructional support staff, parents, community members, and the administrative team have been working toward implementing successful strategies to achieve these goals. Our school has also continually monitored and adjusted the plan to ensure success and effectiveness. The three goals are listed below along with explanations monitoring the progress of each.

1. Raise the academic challenge and performance of students.

Slater-Marietta teachers have participated in vertical and horizontal planning. Teachers communicate with the grade level below to inform expectations for rising students. Teachers also communicate with the grade level above to target problem areas in which students are struggling. These meetings have been helpful in meeting the needs of our students at Slater-Marietta. Grade levels meet weekly to develop comprehensive lesson plans and strategies to increase student achievement. This strategy will be continued on a regular basis. Every six weeks vertical teams that consist of at least one teacher from each grade level and special classes meet to discuss a variety of topics. Some topics include but are not limited to: data sharing, A team referral process and purpose, positive discipline, standards that are being taught that week, learning focused strategies, data work strategies, RIT groups, best practices, strategies for reaching and teaching special needs students in the regular classroom. Slater-Marietta faculty will meet at the end of the school year to reflect on vertical and horizontal planning and set goals for next year.

In August and September of 2009, Slater-Marietta staff met to investigate and analyze gaps in achievement test data. Each grade level identified weaknesses based on ITBS, PACT, and the previous Spring MAP scores and created strategies to address these needs. Also at the end of September 2009, teachers met individually with the Instructional Coach to create appropriate goals in Reading and Math based on MAP data. Then they had a conference with the Administrative Assistant or the Principal to confirm their goals for the year.

In October, 2009, Slater-Marietta was notified that Adequate Yearly Progress (AYP) was met for the 2009-2010 school year. Slater-Marietta was the only Title I school (out of 18) in Greenville County to achieve AYP status. We were also one of nine schools (100 schools in the District) to reach AYP.

A celebration was held to honor teachers and their hard work.

2. Slater-Marietta teachers will be trained in available technology software and hardware.

Beginning in the 2009-2010 school year, Slater-Marietta teachers have had several opportunities to become trained in various hardware devices. By taking advantage of these opportunities, teachers have been trained in the areas of technology that are available in the school. The Computer Lab Manager, Instructional Coach, Title I Facilitator, and various skilled teachers have provided assistance and training. District personnel have been scheduled for numerous in-services, including IG Pro, Promethean Board Flip Charts, and Web Page Design.

Many of the faculty members have also participated in *PowerPoint* classes, *Microsoft Word and Excel* courses offered through the district. The technology training that teachers receive is applicable to many areas throughout the curriculum. Teachers use these technology skills to enhance lesson plans, create classroom displays, and organize student records.

All teachers have developed individual websites for students and parents to access classroom information. They provide the community with valuable calendars, upcoming events, student work, weekly homework assignments, and curriculum guidelines. Our school website is also a tool for parents, teachers, and students.

In the future additional resources will be used to better meet the ever changing technology demands. New software and hardware has been purchased including Compass Learning Odyssey Computer Software, network licenses, digital cameras, and additional computers. The Compass Computer Software was purchased with Title I funds and is used by all teachers to enhance the curriculum being taught in the classroom. It is facilitated by our Lab Manager. Slater-Marietta Elementary has taken necessary steps to increase the use of technology and will strive to become a technology driven environment by 2009.

3. Slater-Marietta Elementary develops and maintains a strong partnership with parents.

Slater-Marietta Elementary School has developed a strong, meaningful partnership with the families of Slater-Marietta students. The faculty and staff maintain this partnership throughout the school year. The six standards for Parent/Family Involvement established by the national PTA are followed. Each of these standards is addressed below.

- Communication between home and school is regular, two-way, and meaningful.
- The principal, Instructional Coach, and all teachers are responsible for this communication.
- The school website and individual teacher websites are updated monthly and offer email links.
- School and classroom newsletters are sent home weekly; space is provided for comments and parent signatures.
- Wednesday folders containing important information are sent home weekly for parent review.

Parenting skills are promoted and supported.

- The principal and four-year-old kindergarten teachers are responsible for this support.
- A comprehensive parent education program is provided for all 4K parents.

- The principal, guidance counselor, the Title I Facilitator, and the Social Worker provide assistance in parenting skills.

Opportunities are provided for parents to play an integral role in assisting student learning.

- All staff members are involved in providing these opportunities.
- Parents serve as tutors and after school instructors
- Parents also serve on the School Improvement Council, PTA board, and as PTA members at large.

Slater-Marietta actively seeks out and welcomes parent volunteers.

- All staff members and the PTA volunteer coordinator are responsible for maintaining an inviting school.
- The school is to be inviting and family-friendly to all who enter its doors.
- The Title I Facilitator coordinates efforts to survey parents to determine interests, talents, and availability.

Parents are included as full partners in the decision-making that affects the educational programs at Slater-Marietta. Slater-Marietta SIC and PTA, as well as individual stakeholders, are responsible for this. Whenever the school is ready to undertake a new project or participate in a new program, the SIC and PTA board are consulted and included.

Slater-Marietta actively seeks partnerships with businesses in the community. All staff members are responsible for this. The chairperson of the committee for business and community involvement and several businesses support our school's efforts such as: Greenville Symphony, Greenville Water System, , Tankersley Brothers, Foothills Health and Human Services, Burger King at Spinx, JPS Glass, BiLo, Red Cross, Pepsi, McDonalds in Travelers Rest, Ingles in Travelers Rest, Greenville County Library, Greenville County Recycling, Greenville Soil and Water Conservation, Bank of Travelers Rest, Wal-Mart, Subway of Marietta, Pizza Hut, T&S Brass, Beechwood Farms, J&R Fence, Sunrift Adventures, Hometown Grocery, the Cliffs community and employees, Marietta First Baptist, Cox Chapel, Slater Baptist, and other local churches.

School Improvement Plan

State and district requirements call for an annual school plan. Annually, a committee meets to revise a school improvement plan for the upcoming year. A plan was revised in September 2009 for the current school year. All goals reflect state standards and requirements, The Greenville County Educational Plan, and The No Child Left Behind annual yearly progress goals. See Quality Planning section.

2008-2009 Goals Adopted by the School Improvement Council:

- Must be aligned with district and school and Title 1 goals

Strategies in Place that Reflect 2009-2010 Goals:

Based on Title 1 reform strategies Slater-Marietta Elementary School will do the following:

- Integration and instruction in technology use for teachers and students. (Promethean Board, Web page design, blogging, Active Expression, Excel, Document Camera, individual assessment tools)
- Inquiry-based lessons and units.
- Expanding the professional library of inquiry-based learning books, as well as professional book collection to support teaching using brain research, curriculum compacting, differentiated instruction, Learning Focused instruction, other best practices.
- Instructional Coach provides regular in-services and training sessions based on school and district goals and priorities.

Safety Plan

Having a school-wide safety plan ensures appropriate actions are taken during daily instruction as well as in an emergency situation. The plan was updated and revised in August of 2009. See Appendix.

