

BEREA ELEMENTARY SCHOOL

Making a difference for every child.



Berea Elementary School
Tom Miller
Principal

Greenville County Schools
Mr. Burke Royster
Superintendent

Scope of Action Plan
2013-2014 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Berea Elementary

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Scott Fitzsimmons		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Thomas Miller		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Berea Drive Greenville, SC 29617

SCHOOL'S TELEPHONE: (864) 355-1500

PRINCIPAL'S E-MAIL ADDRESS: twmiller@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Thomas Miller
2. TEACHER	Natalie Phillips
3. PARENT/GUARDIAN	Freda Kennemore
4. COMMUNITY MEMBER	Kim Emblar
5. SCHOOL IMPROVEMENT COUNCIL	Scott Fitzsimmons
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
<u>Teacher</u>	<u>Towanda Durant</u>
<u>Mary Katalinic</u>	<u>Guidance Counselor</u>
<u>Parent</u>	<u>Jennifer Mckelvey</u>
<u>Parent</u>	<u>Tamika McMahan</u>
<u>Assistant Administrator</u>	<u>Jordan O'Toole</u>
<u>Donna Smith</u>	<u>Title 1 Facilitator</u>

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

- X** **Academic Assistance, PreK–3**
 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X** **Academic Assistance, Grades 4–12**
 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X** **Parent Involvement**
 The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- X** **Staff Development**
 The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- X** **Technology**
 The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- N/A** **Innovation**
 The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- X** **Recruitment**
 The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

- X** **Collaboration**
 The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- X** **Developmental Screening**
 The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- N/A** **Half-Day Child Development**
 The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- X** **Developmentally Appropriate Curriculum for PreK–3**
 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- X** **Parenting and Family Literacy**
 The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- X** **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
 The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

The self-study process involved a representative sample of Berea Elementary administrators, teachers, parents and community members. The data needed for the survey was collected and disaggregated by Mr. Miller, Principal and Mrs. Kim Embler, Instructional Coach. After the collection of data, two meetings were held with grade level representatives to review the data and begin formulating the School Renewal Plan. After completion of the school renewal plan, the document was then presented to the School Improvement Council for review and suggestions. Once revisions were conducted, the plan was offered for review to the faculty. After time for faculty review the plan was submitted to the school district.

The following persons served on School Portfolio Committee:

Member	Responsibility
Tom Miller	Principal
Jordan O'Toole	Administrative Assistant
Kim Embler	Instructional Coach
Donna Smith	Title I Facilitator
Tinsley McCrary	K5 Grade Team Leader
Paula Prince	1 st Grade Team Leader
Crystal Patterson	2 nd Grade Team Leader
Lisa Richards	3 rd Grade Team Leader
Arlene Enos	4 th Grade Team Leader
Ashley Shreckengost	5 th Grade Team Leader
Angela Bolds	Related Arts Team Leader
Lynn Vines	Resource/ SPED Team Leader\
Scott Fitzsimmons	SIC Chair
Jonathan Day	SIC Member
Christi Laws	PTA President

Executive Summary

Berea Elementary has seen significant performance increases in the last two years. PASS scores are higher in all areas with the exception of science and our accountability grade has risen from an F to a B with over 30 improvement points. We are continuing to addressing student performance through the implantation of a Balanced Literacy Model of instruction for ELA, an increase in the use of technology with the introduction of our iPad 1:1 program, and more rigorous instruction across all academic areas..

At the present all of our teachers and administrators are considered to be high qualified. We have had little turnover in the last three and those positions that have been added have been strenuously screened to make sure that appropriate person is in place.

School climate has been consistently strong for the last three years. There have been no significant issues indicated by parents, teachers, or students. Through the use of our PBIS program, school discipline rates have dropped steeply

School Profile

School Community

Berea Elementary is a 5K through 5th grade public school that has been a part of the community since the early 1900s. It is one of 51 elementary schools in the Greenville County School District. We moved into our current location, 100 Berea Drive, in 1998.

Our facilities consist of 34 instructional classrooms that are networked with computers, projectors, and Promethean. We also have an art room, music room, gymnasium, library, science lab, two Compass computer labs and cafeteria. In 2012, we embarked on an iPad 1:1 program that allows for all of our student to have a personal device to use in school

Upon entering school grounds you will see a pleasant and clean facility complete with student work, murals of the history of Berea Elementary, and flags representing our students' nationalities.

Our school, along with the surrounding community, has experienced another change as well; a change in ethnic make-up that has created the culturally rich and diverse area that surrounds us.

Our Title I Plan provides various resources and supplemental activities for staff, students, and families. Included in those funded activities are student after- school programs, parent resource materials and education sessions, staff workshops for development, technology, classroom supplies, and reduced classroom size. The school community here at Berea Elementary is proud to be a fully-funded Title I school, and feels fortunate to receive the additional support and assistance for all of the students and families we serve.

Our Leadership Team

Our principal is Tom Miller. This is Mr. Miller's 5th year as principal of Berea Elementary. Mr. Miller has 16 years of experience in education having served as a classroom teacher, assistant principal, and principal. He holds a Bachelor of Science degree in Elementary Education, a Master of School Administration degree, and an Education Specialist degree in Educational Leadership. Mr. Miller is a member of the South Carolina Association of School Administrators and the Association of Supervision and Curriculum Development.

Mr. Miller believes that the students of Berea Elementary will be able to succeed based on how well he is able to create, sustain, and motivate teachers throughout their career.

This entails:

- providing a collaborative work culture,
- setting standards for continuous improvement,
- developing an environment of collegiality, and community
- supporting teachers through the processes of planning, reflection, and research.

In the next five years, Mr. Miller will continue to strive to meet the needs of the students and teachers by working collaboratively with the representative groups to maintain a positive school climate. In addition, he will encourage teachers to participate in grant writing projects and state-wide achievement awards, such as Palmetto's Finest and Red Carpet Award, and support their own professional and educational goals. Mr. Miller recognizes that parental and community support is critical to the success of our students and school community. Involvement by both parties is a priority -parents and community members are always welcomed at our school.

Our Administrative Assistant is Jordan O'Toole. This is her 2nd year at Berea. She graduated from Garner Webb University with a BS in elementary education. She has taught at a variety of grade levels. She earned her MEd in Administration and

Supervision from Florida State University. Mrs. O'Toole brings to Berea a wealth of knowledge, a vision of engagement and rigor, a positive calm spirit, and the heart of a champion.

At Berea Elementary you will also find an instructional coach, Mrs. Natalie Phillips. Mrs. Phillips is in her first year as instructional coach at Berea. She has previously taught 3rd and 5th grade. She assists teachers with curriculum needs, plans and leads professional development for the instructional faculty, and encourages and models exemplary teaching. Informal observations are done by the instructional coach to give feedback to the teachers that note positive teaching within their classrooms, as well as gives feedback on things that need improvement.

Berea Elementary also has a Title 1 Facilitator. The role of Mrs. Donna Smith is to provide instructional resources and professional development through Title I funds for teachers. She also provides learning opportunities to parents to bridge the gap between school and home relations.

School Personnel

Berea Elementary currently has over 40 certified staff members divided into the following categories:

- 24 classroom teachers
- 1 instructional coach
- 1.5 speech therapists
- 5.0 special education teachers
- 1.0 guidance counselor
- 0.3 challenge teacher
- 1 ESOL teacher
- 0.5 ESOL aide
- 1 media specialist
- 3 related arts teachers
- 2 RTI teachers
- 1 Literacy Specialist
- 6 Classroom Assistants

From leadership to staff, the faculty members of Berea Elementary offer a wide range of experiences, both in service and years. The majority of our teaching staff have an educational level of BA+18 and higher, and all are considered highly qualified.

Years of Experience for Teachers

Grade Level	0	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K							2	1	
1	1	1	1				1		1
2		2		1	1				1
3	1						2	1	1
4		1	1	1		1			
5				1		1	1		
Special Education				1			1		3
Related Arts		1							2
Other Pull-Outs		1				1	1		

Instructional Coaches					1			
Title 1 Facilitator							1	
Principal						1		
Administrative Assistant					1			

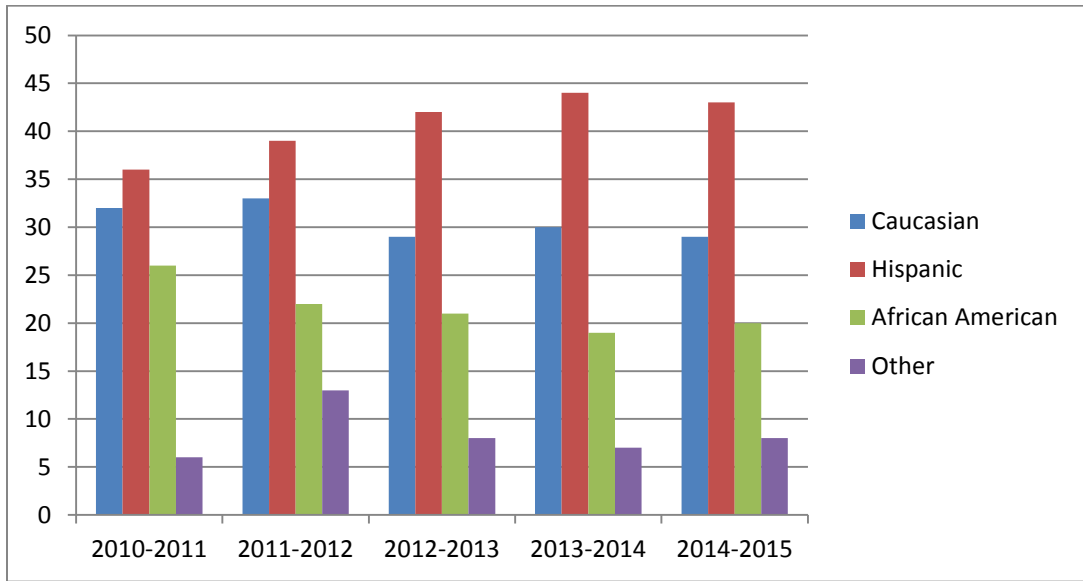
Highest Degree Earned

BA	BA +18	MA	MA+30	NBCT
13	4	14	7	1

Additional personnel include the school secretary, clerk, paraprofessionals, custodians, school nurse, and food services. Other support personnel available to assist in meeting the needs of Berea Elementary students include a district psychologist, a Title I Nurse and Social Worker, instructional technology technicians, maintenance personnel, and bus drivers.

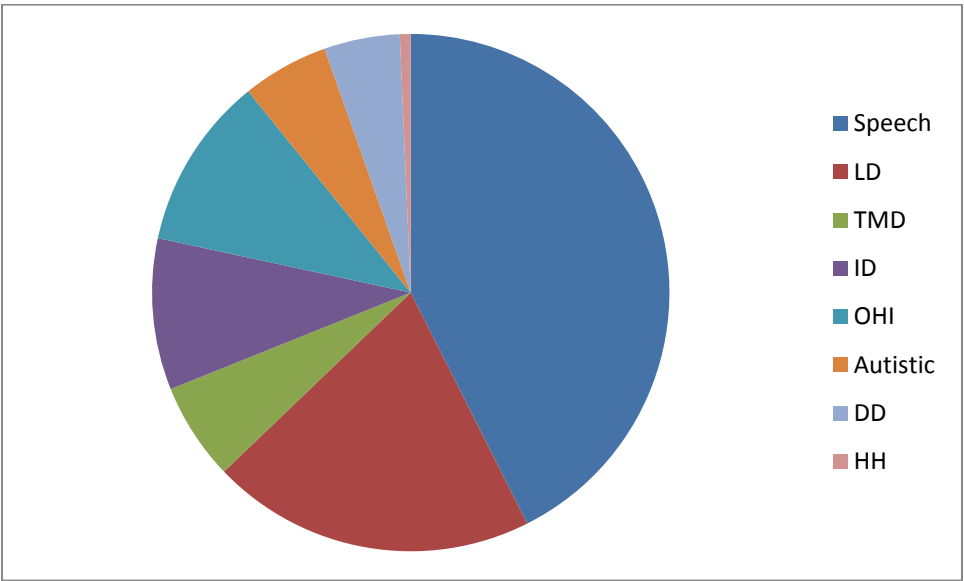
Student Population

The student population is composed of approximately 450 students of various backgrounds, needs, and ability levels. Over the past decade, Berea Elementary School’s student population has changed dramatically by family structure and culture. We have become very diverse culturally over that time with a dramatic increase in the number of Hispanic students. The graph below indicates those changes over the last 5 years.



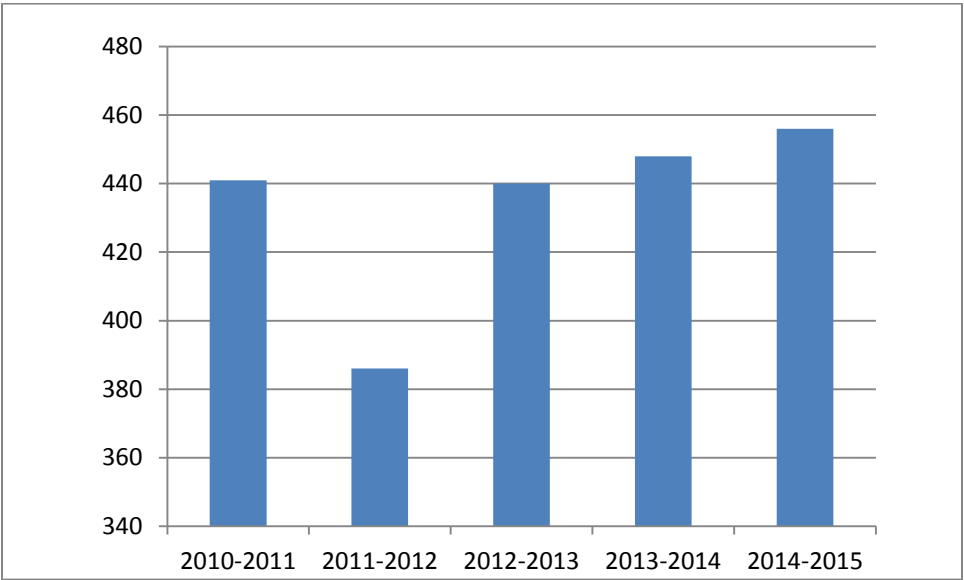
Special Education

As well as our ethnic diversities, the academic needs of our students greatly vary. Our school currently houses both a primary TMD classroom as well as an intermediate level TMD classroom. In addition, we also house an ID classroom that serves students in grades 2-5. We also have two resource teachers and one and a half speech teachers. Our special education students make up 32 % of our school population.

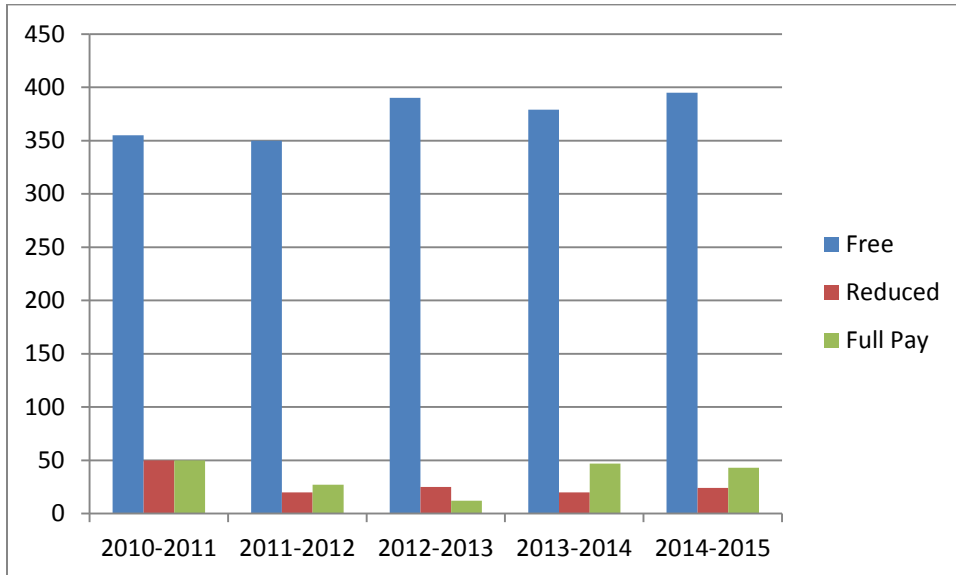


Student Enrollment

Berea Elementary School follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant. The student attendance rate at Berea Elementary School has consistently been in the 96% range for the last several years. There was a period of declining attendance, but attendance has increased steadily over the last 2 years.



Free and Reduced Lunch



In order to assure the academic, social, and emotion health of our students, the following programs are utilized at Berea Elementary:

- Positive Behavior Intervention and Supports
- 1:1 iPad Program
- Balanced Literacy Model for Reading Instruction
- After-School Tutoring
- Homework Club
- Compass Lab
- Response to Intervention

Belief, Vision, Mission

In the year 2002, Berea Elementary began our process for developing our shared beliefs, vision, and mission that would represent our school and shape our goals for the future. At that time, we used an external facilitator to guide our faculty in the consensus-building process. The following year, through planning for the Title I Targeted Assistance Plan, Berea Elementary held meetings with the staff and community to discuss strategic planning to increase student learning. Representing the community were parents, teachers, administrators, other school staff, a Resource Officer, a local university professor, district representatives, and business leaders. To this date, we still meet regularly to make decisions that concern the future of our school and students.

In the past, we have been pleased with the increased involvement of our school community concerning the discussions and goals for the future. However, as we continually reviewed and updated the Strategic Plan, we realized that our beliefs and mission were no longer representative of our daily routines. Consequently, we reached consensus of what our true beliefs are that support our school mission and vision.

At Berea Elementary *we believe*:

- Children learn best when family is involved.
- Curriculum instruction is standard-driven to meet the academic needs of all students.
- Students should be expected to achieve to the best of their ability.
- We can make a positive difference for every child
- We can provide a positive and safe environment for students and teachers.

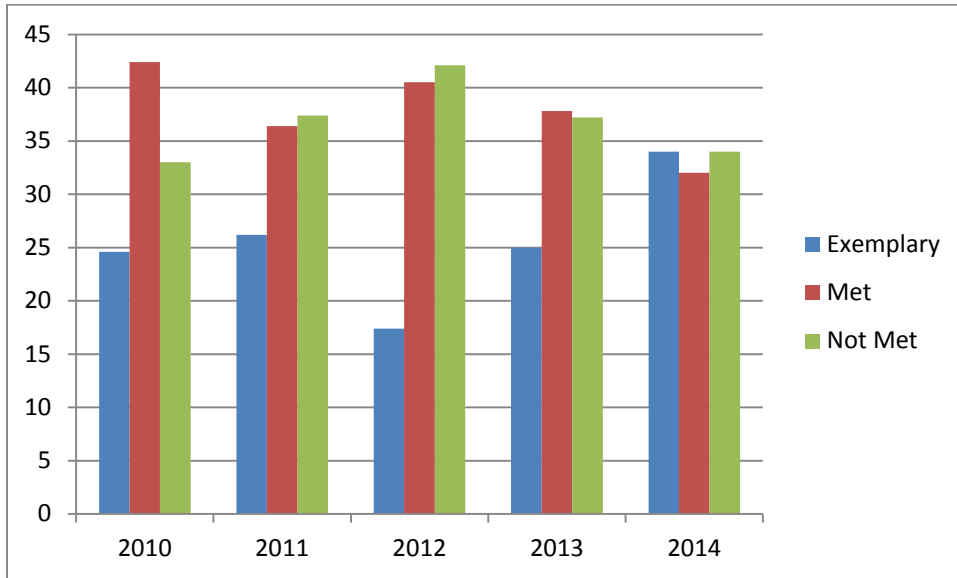
- We should embrace all cultures.

The *mission* of Berea Elementary School is to provide all students with the skills necessary to continue life-long learning, while promoting family support.

Both our beliefs and mission support the school *vision*, which is, “Making a difference for every child.”

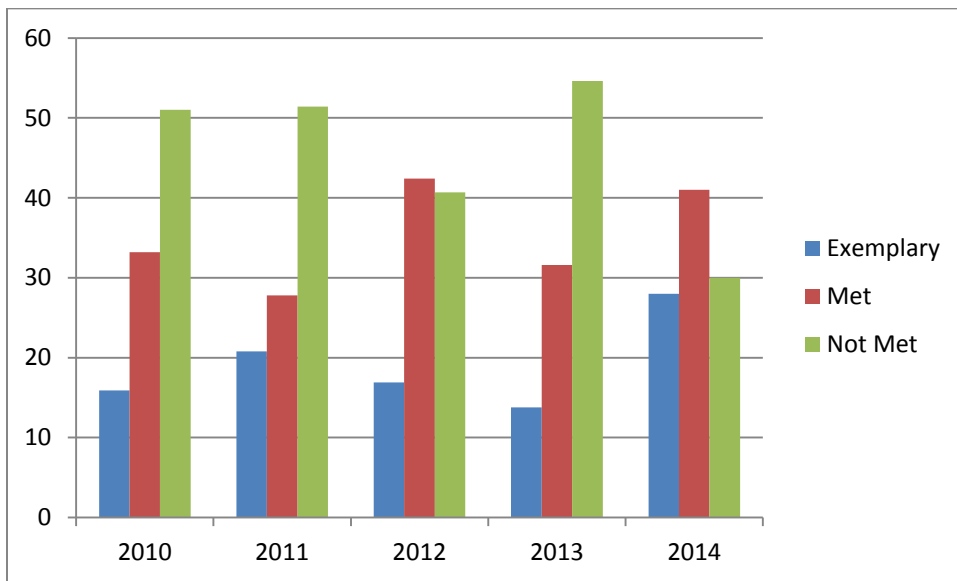
Data Analysis and Needs Assessment

Reading/Research PASS TEST DATA for all students 2010-2014

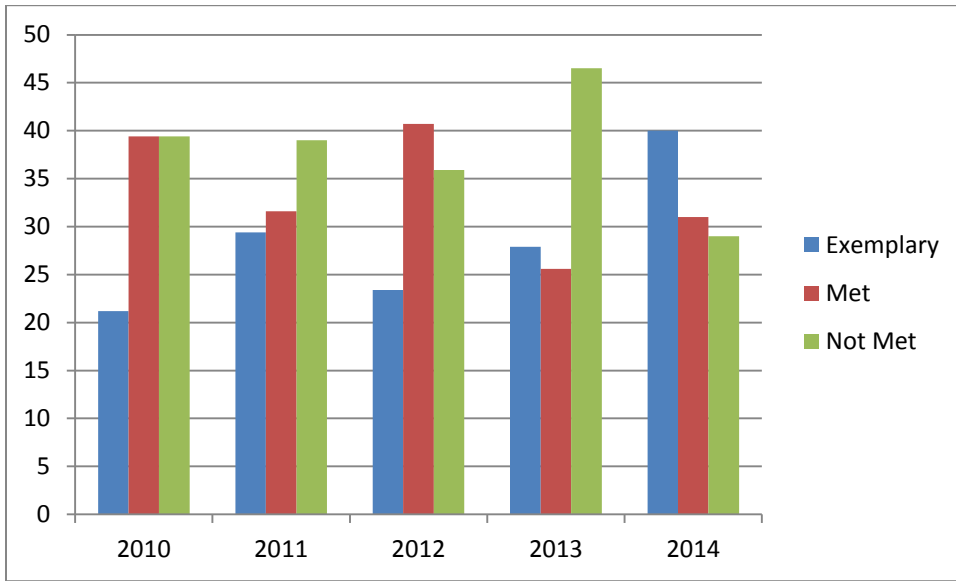


For the 2014, Berea Elementary saw an increase in the number of students identified as exemplary from the previous year as well as a decrease in the number of students identified as not met. As we continue the transition to Balanced Literacy and our 1:1 program, it is anticipated we will continue to see increased academic performance.

Writing PASS TEST DATA for 5th Grade Students 2010-2014



For the 2014 school year, Berea Elementary saw significant improvement in writing scores. The number of students identified as not met decreased by over 20 points while the number of students identified as met and exemplary increased dramatically.

Math PASS TEST DATA for 2010-2014 for all students

The 2014 PASS math performance was greatly improved. There was a significant decline in the number of students identified as not met while the number of students identified as exemplary rose.

Professional Development

Berea Elementary School Transforming the Future Today Professional Development 2014-2015

Focus: Balanced Literacy, Technology Integration

ELA – Balanced Literacy

1. Using effective vocabulary learning strategies
2. Building knowledge through content-rich non-fiction, and informational texts
3. Integrate with other subject areas
4. Reading, writing, and speaking grounded in evidence
5. Regular practice with complex text and vocabulary

Math

1. Strong focus on standards
2. Coherence: Think across grades and link to major topics
3. Integrate with other subject areas
4. Rigor: Require fluency, application, and deep understanding of math concepts/skills

Technology

1. Promote technology integration throughout the curriculum to improve rigor, creativity and enhance instruction, engagement and achievement
2. Continue implementation of 1 to 1 iPad Initiative for teachers and students by creating and designing technology-enriched learning environments to support student engagement, instruction, and achievement.
3. Provide support, professional development and planning for teachers to effectively integrate technology into classroom instruction.

Berea Elementary School Professional Calendar 2014-2015

- *Gresham Brown, Title 1 Technology Consultant, and Kim Embler, IC, will plan monthly with each grade level to implement and connect CCSS and rigor with the iPad student initiative. These dates will be determined in the fall when grade levels will be empowered with the decision of when planning will best occur for them.*
- *Jack Awtrey, Title 1 ELA Consultant, Stephanie Burdette, Title 1 Math Consultant, and Kim Embler, IC will monitor, coach, model lessons, and provide professional development at least twice monthly. The dates below have already been established. Our goal is to increase teacher capacity to consistently and effectively provide all students with rigor and support.*
- *The Berea Elementary Administrative Team is actively involved and supportive with this plan.*

**2014-2015
Professional Development Calendar**

Date	Time	Presenter	Subject	Audience	Location
June 17	11:00-1:00	Miller/Brown	Technology: Lunch and learn	All faculty	Media center
June 24	11:00-1:00	Miller/Brown	Technology: Lunch and learn	All faculty	Media center
July 8	11:00-1:00	Miller/Brown	Technology: Lunch and learn	All faculty	Media center
July 15	11:00-1:00	Miller/Brown	Technology: Lunch and learn	All faculty	Media center
July 22	11:00-1:00	Miller/Brown	Technology: Lunch and learn	All faculty	Media center
August 7	9:00- 1:00	Miller	New Teacher Orientation	New Teachers	Media Center
August 7	1:00-4:00	Brown	iPad orientation	New Teachers	Welcome elementary
August 12	8:00-12:00	Miller/O'Toole	Opening Staff Meeting	All staff	Media center
August 13	8:00-11:30	Brown	Techbook training	2 nd -3 rd grade teachers	Media center
August 13	12:30-4:00	Brown	Techbook training	4 th -5 th grade teachers	Media center
August 14	8:30-10:30	Finley	Primary Social Studies Strategies	K5-2 nd grade teachers	TBA
August 14	12:30-2:30	Finley	Reconstruction Unit	5 th grade teachers	TBA
August 14	8:30-11:30	Burgess	Foundations of Literacy Framework	Primary teachers	Sara Collins
August 14	12:00-3:00	Burgess	Foundations of Literacy Framework	Intermediate teachers	Sara Collins
August 27	3:00-4:30	Miller/Phillips/ O'Toole/ Thompson	Faculty meeting/science/RTI/Map In-service	All faculty	Media center
August 28	4:00-6:00	Simmons	Google Sites	All faculty	MT Anderson
September 2	3:30-5:30	Sparkman	Standards based report card: Procedures and Implementation	1 st grade teachers	MT Anderson
September 4	3:30-5:30	Academic Specialist	Standards based instruction for grades 3-5: Tying together Rubicon, EQ, and Standards Based Decisions	3 rd -5 th grade teachers	MT Anderson
September 5	Anytime	Academic Specialist	Curriculum Updates	All faculty	VOD
September 8	4:00-6:00	Simmons	Google Sites	All faculty	MT Anderson
September 9	3:30-5:30	Sparkman	Standard based report cards: Procedures and Implantation	K5 teachers	MT Anderson

September 11	3:30-5:00	Finley	Engaging the Learner with Museum Resources	Elementary teachers	Upcountry Museum
September 15	4:00-6:00	Simmons	Google Sites	All faculty	MT Anderson
September 15	3:00-4:00	Brown	Project Based Learning Apps	All faculty	Phillips' room
September 17	3:00-4:00	Awtrey/Phillips	Balanced Literacy Refresher Training	3 rd -5 th grade teachers	Phillips' room
September 22	3:00-4:00	Brown	Google Apps for Education	All faculty	Phillips' room
September 22	3:30-5:30	Academic Specialist	Standards Based Instruction for grades K-2: Tying together Rubicon, EQ, and Standards Based Decisions	K5-2 nd grade teachers	MT Anderson
September 24	3:00-4:30	Awtrey/Phillips	Balanced Literacy Refresher Training	K5-2 nd grade teachers	Phillips' room
September 25	4:00-6:00	Simmons	Google Sites	All faculty	MT Anderson
September 29	3:00-4:00	Brown	Class Flow	All faculty	Phillips' room
October 3	Anytime	Academic Specialist	Curriculum Updates	All faculty	VOD
October 7	3:30-5:30	Academic Specialist	Data Driven Instruction: Using Assessments to Develop Instruction that Meets the Needs of the Students	K-2 nd grade teachers	MT Anderson
October 13	3:00-4:00	Brown	Project Based Learning Apps	All faculty	Phillips' room
October 15	3:00-4:30	TBD	Vertical Teaming	All faculty	TBD
October 20	3:00-4:00	Brown	Google Apps for Education	All faculty	Phillips' room
October 21	8:00-3:00	Miller/O'Toole	2 nd Grade Planning Day	2 nd grade teachers	Phillips' room
October 22	8:00-3:00	Miller/O'Toole	5 th Grade Planning Day	5 th grade teachers	Conference room
October 23	8:00-3:00	Miller/O'Toole	1 st Grade Planning Day	1 st grade teachers	Phillips' room
October 23	3:30-5:30	Academic Specialist	Data Driven Instruction: Using Assessments to Develop Instruction that Meets the Needs of the Students	3 rd -5 th grade teachers	MT Anderson
October 27	3:00-4:00	Brown	Class Flow	All faculty	Phillips' room
October 28	8:00-3:00	Miller/O'Toole	K5 Grade Planning Day	K5 grade teachers	Phillips' room
October 29	8:00-3:00	Miller/O'Toole	4 th Grade Planning Day	4 th grade teachers	Phillips' room
October 29	3:00-4:30	Miller/O'Toole/Phillips	Faculty reps	Grade level chairs	Media Center
October 30	8:00-3:00	Miller/O'Toole	3 rd Grade Planning Day	3 rd grade teachers	Phillips' room
November 5	3:00-4:00	Miller/O'Toole/Phillips/Smith/Katalinic	Faculty meeting: Title 1 Parent Involvement	Faculty reps	Phillips' room
November 6	3:30-5:30	Academic Specialist	Integration in Grades K-5: Integration of all Curricular	Elementary teachers	MT Anderson

			Areas to Build Connections and Conceptual Learning		
November 7	Anytime	Academic Specialist	Curriculum Updates	All faculty	VOD
November 10	Common Planning	Lewis	Math planning	All faculty	Phillips' room
November 10	3:00-4:00	Brown	Project Based Learning Apps	All faculty	Phillips' room
November 12	3:00-4:00	Liebenrood/Smith	Faculty Meeting: Kahoot & 2015-2016 Title 1 Planning	All faculty	Media Center
November 13	Common Planning	Awtrey	Balanced Literacy: Reading Workshop	All faculty	Phillips' room
November 17	3:00-4:00	Brown	Google Apps for Education	All faculty	Phillips' room
November 19	Grade level planning	Phillips/O'Toole	Compass learning refresher	All faculty	Phillips' room
November 24	3:00-4:00	Brown	Class Flow	All faculty	Phillips' room
December 1 or 4 th , or 8 th (choose one)	3:30-5:30	Sparkman	How did you document that? Sharing Portfolio Exemplars and Assessment Strategies	K5 teachers	MT Anderson
December 2, or 9 th , or 11 th (choose one)	3:30-5:30	Sparkman	How did you document that? Sharing Portfolio Exemplars and Assessment Strategies	1 st grade teachers	MT Anderson
December 10	3:00-4:30	Miller/O'Toole/Phillips	Faculty Meeting: BES 2015-2016 Title 1 Planning Process	All faculty	Media center
January 9	Anytime	Academic Specialist	Curriculum Updates	All faculty	VOD
January 14	3:00-4:00	Phillips	First in Math	All faculty	Media Center
January 20	8:00-3:00	Miller/O'Toole	Grade Level Planning	TBD	Phillips' Room
January 21	3:00-4:30	Miller/O'Toole/Phillips	Faculty Reps	Grade level chairs	Phillips' Room
January 27	8:00-3:00	Miller/O'Toole/Phillips	4 th Grade Planning	4 th grade	Phillips' Room
January 27	3:30-5:30	Academic Specialist	Students Centered Instruction for Grades K-2: Building Student Engagement and a Shared Ownership in Learning	K-2 nd grade teacher	MT Anderson
January 28	8:00-3:00	Miller/O'Toole	Grade Level Planning	TBD	Phillips' Room
January 28	8:00-3:00	Miller/O'Toole/Phillips	3 rd Grade Planning	3 rd grade	Phillips' Room
January 29	8:00-3:00	Miller/O'Toole/Phillips	2 nd Grade Planning	2 nd grade	Phillips' Room
February 3	8:00-3:00	Miller/O'Toole/Phillips	1 st Grade Planning	1 st grade	Phillips' Room
February 4	8:00-3:00	Miller/O'Toole/Phillips	5 th Grade Planning	5 th grade	Phillips' Room
February 5	8:00-3:00	Miller/O'Toole/Phillips	K5 Planning	K5	Phillips' Room

February 6	Anytime	Academic Specialist	Curriculum Updates	All faculty	VOD
February 10	3:30-5:30	Academic Specialist	21 st Century Instruction for grades K- 2: Lessons and Best Practices Integrating 21 st Century Learning	K-2 nd grade teachers	MT Anderson
February 11	3:00-4:00	Miller/O'Toole/Phillips	BES Title 1 Planning Process: Part 3	All faculty	Media Center
February 17	3:30-5:30	Academic Specialist	21 st Century Instruction for grades K- 2: Lessons and Best Practices Integrating 21 st Century Learning	3 rd -5 th grade teachers	MT Anderson
February 25	3:00-4:30	Miller/O'Toole/Phillips	Faculty meeting	All faculty	Media center
March 3	3:00-4:00	Brown	Google Classroom	All faculty	Phillips' room
March 6	Anytime	Academic Specialist	Curriculum Updates	All faculty	VOD
March 10	3:30-5:30	Academic Specialist	Collaborative Showcase for Grades 3-5: Teacher to Teacher Share Fair	3 rd -5 th grade teachers	MT Anderson
March 10	3:00-4:00	Brown	Beyond Apps: K-2	K-2 Teachers	Phillips' room
March 11	3:00-4:00	Miller/O'Toole/Phillips	Faculty Meeting: Looking towards next year	All faculty	Media Center
March 17	3:00-4:00	Brown	Beyond Apps: 3-5	3-5 Teachers	Phillips' room
March 24	3:00-4:00	Brown	Google Classroom	All faculty	Phillips' room
March 26	3:30-5:30	Academic Specialist	Collaborative Showcase for Grades K-2: Teacher to Teacher Share Fair	K-2 nd grade teachers	MT Anderson
April 10	Anytime	Academic Specialist	Curriculum Updates	All faculty	VOD
April 13	3:30-5:30	Sparkman	Standards- Based Report Card: Data driven Decision Making	K5 teachers	MT Anderson
April 14	3:30-5:30	Sparkman	Standards- Based Report Card: Data driven Decision Making	1 st grade teacher	MT Anderson
April 14	3:00-4:00	Brown	Beyond Apps, K-2	K-2 teachers	Phillips' room
April 21	3:00-4:00	Brown	Beyond Apps, 3-5	3-5 teachers	Phillips' room
April 22	3:00-4:30	Miller/O'Toole/Phillips	Faculty meeting	All faculty	Media center
April 15	3:00-4:00	O'Toole	ACT training	3 rd -5 th grade teachers and support staff	Media Center
May 8	Anytime	Academic Specialist	Curriculum Updates	All faculty	VOD
May 27	3:00-4:30	Miller/O'Toole/Phillips	End of Year Meeting and Check Out	All faculty	Media Center

Percent Satisfied with Learning Environment

The graph below shows the percent satisfied with the learning environment at our school from the 2010 school year to the 2014 school year. For the last 4 years we have seen consistently strong scores in this area; in most cases 90% or higher.



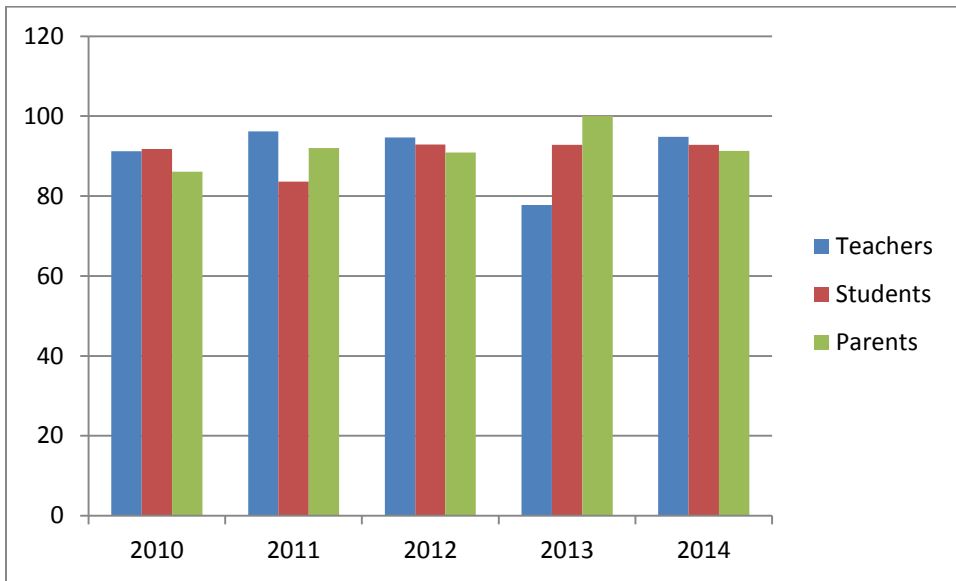
Percent Satisfied with the Physical and Social Environment

The percent of parents, teachers, and students satisfied with the social and physical environment of the school is shown on the chart below. We continue to show strong results in this category.



Percent Satisfied with the School to Home Relations

In the last category of questioning, teachers, students, and parents were asked to rate their satisfaction with relations between home and school. For the 2014 school year, all scores in relation to this category were above 90%.



School-wide comments and suggestions for improvement are taken seriously at our school. Some specific requests that have been addressed resulting from these survey methods include: the addition of materials in the Parent Resource Center, the establishment of new arrival and dismissal procedures, scheduling of more frequent awards/ recognition ceremonies for students, and the creation of a school-wide day for sending home student folders/ information.

These insights have allowed our administration and faculty to plan effectively to better meet the needs of our students and parents. Even though these surveys do not reflect great improvement in satisfaction, the progress our school has made by making conscious efforts to accommodate the requests and needs of families, through formal and informal measures, has contributed greatly to our success and improvement this present school year. So far this year, we have seen a substantial increase in both teacher morale and parental involvement compared to recent years.

Summary

In conclusion, Berea Elementary is well-equipped to analyze the data and information that are collected from various areas of the school. We have utilized test data, surveys, trends, and perceptions to identify the needs, strengths, and short-comings of our organization and its effectiveness to meet the needs of our students and community. We anticipate grand results in the future with the additions of research-based teaching techniques that will enhance our reading and math programs in the classroom, as well as strides in the involvement of our parents and partners through the specific goals and guidelines we have set to comply with Title I and NCLB.

This document has given us the opportunity to examine root causes necessary for implementing strategies to bring about change. With shared responsibility and strong leadership, our school has the resources to address the three main areas we see affecting the progress of our student's academic success: lack of test score advancement, school to home barriers, and discipline/ behavior interferences, which makes planning our next steps fairly simple.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE READING

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE MATH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English				

Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				

Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

SCPASS SCIENCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

ITBS

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected	50 th	50 th	50 th	50 th

Performance	percentile	percentile	percentile	percentile
District Actual Performance	60 th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile			

Fall 2014 students began taking a new form of the ITBS

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Use effective instructional strategies that are research based and address the needs of historically underserved populations.					
-The school will provide summer programming in the area of literacy, targeting underperforming students.	June-July	Title I Facilitator	31,000	Federal Grant	Improved grades and standardized test scores of those individual students
-The school will provide after-school tutoring to all students in grades k5-5th	October-May	Title I Facilitator	40,000	N/A	Improved standardized test scores of those participating students
-Distance Learning Lab will server 5 th and 5 grade students providing hands-on virtual lab experiences.	August-June	Principal	N/A	N/A	Improved standardized test scores
Provide teachers the professional support to					

prepare students to increase standardized test results in the areas of ELA, math, and science.					
-Teachers will participate in a series of coaching and planning sessions related to the successful implementation of math, science, and ELA/balanced literacy.	August-June	Principal, Instructional Coach, Title I Academic Specialists	N/A	N/A	Professional Development Schedule, Sign-in Sheets
- Provide RTI services to all K-3 students who demonstrate a need in the area of reading.	August-June	Title I			RTI progress Reports

PROFESSIONAL DEVELOPMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will be considered Highly Qualified.

ANNUAL OBJECTIVE: All teachers will be considered Highly Qualified.

DATA SOURCE(S):

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Instruction provided by highly qualified teachers in core academic subjects.	<u>August-June</u>	<u>Principal</u>	<u>\$0.00</u>	<u>NA</u>	<u>Human Resources' reports will document Highly Qualified status of newly hired core academic teachers. The district will comply with NCLB component of HQ teachers as determined by SDE's Title II yearly audit.</u>
Provide a minimum of 30 hours professional development targeting ELA, Math and Technology Initiative with 1:1 iPad Initiative. Teachers will also be informed about professional development opportunities offered by GCSD.	<u>August-June</u>	<u>Principal, Instructional Coach, Title 1 ELA Consultant, Title 1 Math Consultant, Title 1 Technology Consultant</u>	<u>\$0.00</u>	<u>NA</u>	

<p>Provide professional development opportunities in the area of data analysis and lesson planning for ELA and mathematics. Substitutes will be needed ½ day for each teacher (24 teachers in K5 through grade 5).</p>	<p><u>August-June</u></p>	<p><u>Administration</u></p>	<p><u>Substitute Salary</u> 4,488 <u>Substitute Benefit</u> 1,122</p>	<p><u>Title 1</u></p>	<p><u>Benchmark assessments,</u> <u>lesson plans,</u> <u>Reading MAP, Math MAP, Reading Pass,</u> <u>Math PASS</u></p>
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STUDENT ATTENDANCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.3	95.9	95				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	96.0				

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 95% through the 2017-2018 school year.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95% percentage annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	95.8	91.7	91.3				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	95.6	88.1				

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

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 95% through the 2017-2018 school year.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95 percentage annually of students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	96.4	95.6	92.9				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	88.1	81.6				

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 95% through the 2017-2018 school year.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95% annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	100	89.2	100				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 91.3% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .75 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.05	92.8	93.55	94.3	95
School Actual	91.3	93.5	100				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at a minimum of 95% through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 95% annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	96.4	97	97.6				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at a minimum of 95% through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95% annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	100	100	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Provide enhanced student-teacher interactions and focused assistance by reducing class size in grades 2,3,4 and 5.	<u>August 2015- June 2016</u>	<u>Principal</u>	<u>4.0 Classroom Teachers FICA (x24) Benefits Substitutes Fics (x.24)</u>	<u>Title I</u>	<u>Teacher Contract</u>
Assess students' academic needs using assessments such as Compass Learning Odyssey, MAP, etc. to provide intervention.	<u>August 2015- June 2016</u>	<u>Administration Classroom Teacher</u>	<u>0</u>	<u>NA</u>	<u>Reading MAP, Math MAP, ELA PASS, Math PASS, district kindergarten pre-assessment, Balanced Literacy Progress log.</u>
Provide academic assistance in standards-based extended day program during the summer that will be offered to students in kindergarten through grade 5 who have been identified as needing additional learning	<u>June 15-July 15</u>	<u>Title 1</u>	<u>TBD</u>	<u>Title 1</u>	

opportunities in ELA and mathematics.					
Provide academic assistance in standards-based extended day program that will be offered to students in kindergarten through grade 5 who have been identified as needing additional learning opportunities in ELA and mathematics.	<u>October 15-April 16</u>	<u>TIF</u>	<u>TBD</u>	<u>Title 1</u>	<u>Reading MAP, Math MAP, ELA PASS, Math PASS, district kindergarten pre-assessment, Balanced Literacy Progress log.</u>
Employ two (RTI) Response to Intervention teachers to provide assistance with students in Grades K5-5th as identified through AimsWeb assessment.	<u>August 15-June 16</u>		<u>TBD</u>	<u>Title 1</u>	
Involve stakeholders in school instructional activities and parent/students events to reinforce student achievement such as School-Compact, Parent Involvement Policy	<u>August 15-June 16</u>	<u>Title 1 Facilitator, Classroom Teacher</u>		<u>Title I</u>	<u>Parent attendance records, receipts, purchase order receipts</u>

trainings.					
Provide resource materials and trainings for parents to use to assist with academics, parenting and literacy.	<u>August 2015- June 2016</u>	<u>Title 1 Facilitator, Classroom Teacher</u>		<u>Title I</u>	<u>Parent attendance records, receipts, purchase order receipts</u>
Implement ESOL training parents	<u>October 15 - May 16</u>	<u>Title 1 Facilitator</u>		<u>Title I</u>	<u>Parent attendance records, receipts, purchase order receipts</u>