

# **RUDOLPH GORDON ELEMENTARY SCHOOL**

**JACKIE PARKER, PRINCIPAL**

**GREENVILLE COUNTY SCHOOL DISTRICT**

**MR. W. BURKE ROYSTER, SUPERINTENDENT**



**STRATEGIC PLAN  
2013-14 THROUGH 2017-18**

# SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Rudolph Gordon Elementary

**SCHOOL 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		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

## SUPERINTENDENT

Mr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

## CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Randy Elliott		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

## PRINCIPAL

Jackie Parker		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOLADDRESS: 1507 Scuffletown Road, Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 452 - 0200

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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:	Jackie Parker
2. TEACHER:	Catherine Osborne
3. PARENT/GUARDIAN:	Cheryl Griggs
4. COMMUNITY MEMBER:	Robert Keely
5. SCHOOL IMPROVEMENT COUNCIL:	Randy Elliott
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>
Assistant Principal	Vicki Tweed
Instructional Coach	Celeste Keely
Guidance Counselor	Carrie Pulley
Teacher	Erin Williams
Teacher	Kristie Smith
Teacher	Kirby Center
Teacher	Lauren Reaves
Teacher	Kimberly Cooksey
Teacher	Anna Powell
PTA	Carrie Bush
PTA	Brittany Dickerson
PTA	Robyn Dicks
PTA	Jennifer Jarvis
PTA	Jennifer Hubbard
SIC	Mark McGrail
Secretary	Brenda Koontz

**\*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

### 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.
- NA **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.

**X** **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

In July 2008, the faculty of Rudolph Gordon Elementary met formally for the first time to develop the school's mission and vision for the new school. In November 2008, the faculty began evaluating the entire school program and developing a five-year Action Plan for continuous improvement. Consensus was reached on the criteria that closely described the teaching and learning environment of Rudolph Gordon Elementary, and groups were formed to complete the school portfolio. Goal statements were developed to guide the portfolio process. Groups shared their written portions of the portfolio at different intervals and solicited questions and feedback from all faculty members. The portfolio process, ratings, and statements were shared with the PTA board members and the School Improvement Council (SIC) for input. A member of the PTA board and SIC was assigned to meet periodically with each group and report findings to each council. The portfolio is updated annually each spring.

A new Action Plan has been written to be implemented from 2013-2018. The process began in April 2013 with an overview of the self-study procedures presented in a PowerPoint presentation to the faculty, staff, PTA, and SIC. Groups were formed with representation from our various stakeholders. These groups reviewed the survey data collected from parents, students, and our faculty and staff. State survey results included on the school's report card and results from the survey given as part of our self-assessment were used to identify strengths and areas for improvement for our total school program. Student data from standardized tests was critiqued to develop student achievement goals that are specific, measurable, attainable, results-oriented, and time-bound.

The Self-Assessment, provided by AdvancED as part of our five year accreditation process, allowed teams of our stakeholders to conduct an in-depth evaluation of our school program based on five quality standards. Teams identified the evidence and information needed to document results to support each standard. Each standard was rated using a four point scale, and teams developed a plan to increase student performance and organizational effectiveness. Stakeholders that served on the standards teams and the portfolio teams are:

1. Self-Assessment: Standard 1 – Purpose and Direction  
Portfolio: Mission, Vision, Beliefs

- Catherine Osborne, kindergarten teacher, chairperson
- Kristie Smith, 1<sup>st</sup> grade teacher
- Michelle Hawkins, 2<sup>nd</sup> grade teacher
- Lauren Reaves, 3<sup>rd</sup> grade teacher
- Leah Wilson, 4<sup>th</sup> grade teacher
- Leslie Dutcher, 5<sup>th</sup> grade teacher
- Anne Nickles, music teacher

- Amy McConaghy, kindergarten assistant
- Becky Hedlund, PTA
- Randy Elliott, SIC

2. Self-Assessment: Standard 2 – Governance and Leadership  
Portfolio: School Profile

- Vicki Tweed, Assistant Principal, chairperson
- Ann Owens, kindergarten teacher
- Amanda Frist, 1<sup>st</sup> grade teacher
- Kirby Center, 2<sup>nd</sup> grade teacher
- Gale Sanford, 3<sup>rd</sup> grade teacher
- Kristi Calvert, 4<sup>th</sup> grade teacher
- Anna Powell, 5<sup>th</sup> grade teacher
- Kristin Wooten, physical education teacher
- Lynne Dixon, kindergarten assistant
- Bernadette Farrow, cafeteria manager
- Kim Campbell, PTA
- Randy Elliott, SIC

3. Self-Assessment: Standard 3 – Teaching and Assessing for Learning  
Portfolio: Data Analysis and Needs Assessment, Introduction

- Jackie Parker, principal, chairperson
- Erin Williams, kindergarten teacher
- Megan Phillips, 1<sup>st</sup> grade teacher
- Kim Satterfield, 1<sup>st</sup> grade teacher
- Sheena Abrams, 2<sup>nd</sup> grade teacher
- Angie Nelson, 2<sup>nd</sup> grade teacher
- Nicole Bailey, 3<sup>rd</sup> grade teacher
- Jessica Bilton, 4<sup>th</sup> grade teacher
- David Rank, 5<sup>th</sup> grade teacher
- Tracy Willis, challenge teacher
- Lindsey Hardin, resource teacher
- Deb Fuls, kindergarten assistant
- Kimberly Rush, media clerk
- Jennifer Hubbard, PTA
- Mark McGrail, SIC

4. Self- Assessment: Standard 4 – Resources and Support Systems  
Portfolio: School Profile

- Carrie Pulley, guidance counselor, chairperson
- Kelly Tetzlaff, kindergarten teacher

- Faith Deaver, 1<sup>st</sup> grade teacher
- Emily Sisson, 2<sup>nd</sup> grade teacher
- Robin Sanford, 3<sup>rd</sup> grade teacher
- Beth Linville, 4<sup>th</sup> grade teacher
- Pam Maggio, media specialist
- Janine Salazar, resource teacher
- Lauren Anderson, speech pathologist
- Linda Snow-Moors, speech pathologist
- Mary Catherine Bradford, nurse
- Kathi Owens, kindergarten assistant
- Brenda Koontz, secretary
- Gwynna Terry, office clerk
- Lindsey Steward, PTA
- Cheryl Griggs, SIC

5. Self-Assessment: Standard 5 – Using Results for Continuous Improvement  
Portfolio: Executive Summary

- Celeste Keely, instructional coach, chairperson
- Kim White, kindergarten teacher
- Leigh Laskis, 1<sup>st</sup> grade teacher
- LaShonda Earle, 2<sup>nd</sup> grade teacher
- Beth Hall, 3<sup>rd</sup> grade teacher
- Kimberly Cooksey, 4<sup>th</sup> grade teacher
- Kathryn Marchbanks, 5<sup>th</sup> grade teacher
- Chris Nieders, art teacher
- Faith Holloway, kindergarten assistant
- Linda Goretzke, 2<sup>nd</sup> grade
- Kim Campbell, PTA
- Cheryl Griggs, SIC

Each group participated in developing the 2013-2018 Action Plan. The plan includes five year performance goals, annual objectives, and strategies to achieve the goals. The action plan addresses student achievement, teacher and administrator quality, and school climate.

## Descriptors for Self-Assessment Standards

**Standard 1: Purpose and Direction** – The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

**Standard 2: Governance and Leadership** – School operates under governance and leadership that promote and support student performance and school effectiveness.

**Standard 3: Teaching and Assessing for Learning** - The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

**Standard 4: Resources and Support Systems** – The school has resources and provides services that support its purpose and direction to ensure success for all students.

**Standard 5: Using Results for Continuous Improvement** - The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

## Descriptors for School Portfolio Components

**Introduction:** Brief narrative of the strategic planning process.

**Executive Summary:** Summary of needs assessment of student achievement, teacher and administrator quality, and school climate. Highlights of significant challenges from the past three years. Significant awards, results, or accomplishments from the past three years.

**School Profile:** Description of school community, school personnel data, student population data, and major academic and behavioral program or initiatives.

**Mission, Vision, Beliefs:** Framework for our instructional and organizational priorities.

**Data Analysis and Needs Assessment:** Overall and disaggregated outcomes over time regarding student achievement, teacher and administrator quality, and school climate.

**Action Plan:** Five year performance goals, annual objectives, and strategies.

# Executive Summary

Rudolph Gordon Elementary School, in compliance with state and district requirements, develops an Action Plan for continued school improvement every five years with annual evaluative measures. The current comprehensive plan was written in the spring of 2013 by groups comprised of faculty and staff members, parents, business partners, and community members. The groups disaggregated data from the previous four years to understand our needs in relation to student achievement, teacher and administrator quality, and school climate. Additionally, the groups identified significant challenges and accomplishments from the past three years. The Action Plan, written in alignment with the superintendent's vision for our district, profiles specific school objectives and strategies to compliment the five goals outlined in the district Education Plan.

Student achievement data from the Palmetto Assessment of State Standards (PASS) shows steady decreases in the number of students scoring not met over a four year period. Test scores reported for all students have been higher than state and district averages in ELA, writing, math, and social studies with writing being a significant strength for our school. The percentage of African American students scoring proficient has significantly increased in ELA, writing, and science with steady increases in math and social studies. The percentage of African American students scoring proficient at the school level is higher than the percentage scoring proficient at the district and state levels in ELA, Writing, and social studies. The percentage of students receiving subsidized meals scoring proficient has steadily increased in ELA, math, science, and social studies. Science PASS scores indicate the number of students scoring proficient has increased by seventeen percentage points over a four year period, which is the largest gain by all students. Test scores for our students receiving special education services have fluctuated in all areas over the past four years. However, the percentage of disabled students scoring proficient at the school level has typically been higher than district and state percentages in ELA, science, and social studies. The achievement levels of our African American students, disabled students, and students receiving subsidized meals continue to be a focus of our academic improvement efforts.

Ensuring teacher and administrator quality is paramount to improving student achievement. Professional development opportunities are provided annually at the school and district levels to increase teacher knowledge in research-based best practices for increasing student achievement. Workshops offered align with our district Education Plan and are based on our needs assessment and student data. Teachers are required to obtain 24 hours or more of professional development yearly with a minimum of 14 hours offered at the school level. During the 2014-15 school year, teachers attended training at the school and district levels in understanding and implementing balanced literacy, integrating technology in the classroom, and using data to make informed decisions regarding planning and teaching. Additional training and support will be provided over the next five years by our school and district in using technology with students, implementation of new State Standards, and instructing students using the Fountas and Pinnell balanced literacy approach.

Teachers, students, and parents are surveyed annually, and results are reported on the school report card issued by the state. Results from the 2013-14 survey indicate that all three groups perceive the teaching and learning environment to be effective with 100 percent of the teachers, 94.5 percent of the parents, and 96.2 percent of the students stating they are satisfied with the learning environment. Additionally, 100 percent of all three groups indicated they feel that our school is a safe place during the school day.

Challenges for improving student achievement include the following:

- Training and implementation of new State Standards for all grade levels.
- Increased teacher-pupil ratios affecting time needed to address individual student learning needs.
- Adoption of new math series for 2013-14.
- Training and implementation of Fountas and Pinnell, a new model for teaching balanced literacy beginning in the fall of 2013.

Significant accomplishments for Rudolph Gordon Elementary during the past five years include the following:

- Attained Adequate Yearly Progress (AYP) for 2009 and 2010 by meeting the criteria for 13 categories.
- Received an A rating with a score of 99.9 on the ESEA federal accountability measure for 2012.
- Received an A rating with a score of 99.0 on the ESEA federal accountability measure for 2013.
- Received an A rating with a score of 95.2 on the ESEA federal accountability measure for 2014.
- Received the Red Carpet Award in May 2010 for providing a family friendly school environment.
- Recognized as a Safe School Award Recipient in 2009, 2010, 2011, 2012, 2013, and 2014.
- Received the Palmetto Silver Award in March 2012 for gains in student achievement on PASS.
- Received the Palmetto Gold Award in 2012, 2013, and 2014 for receiving an Excellent student achievement rating on the annual school report card.
- Received the Palmetto Silver Award in 2013 for closing the gap.
- Improved the school report card absolute rating from Average in 2009 to Excellent in 2012, 2013, and 2014.

# School Profile

## Rudolph Gordon Elementary

Rudolph Gordon Elementary School welcomed students for the first time in August of 2008. Parents, students, and community leaders joined together with the school faculty and staff to create a learning environment where family values are respected, diversity is celebrated, teamwork is modeled, and academic success for every student is expected.

The two-story facility honors Dr. Rudolph Gordon, who retired in 2000 as District Superintendent of Greenville County Schools. In 2005, the Greenville County School Board voted unanimously to name the new school in his honor, acknowledging his accomplishments and leadership in education and community. The school media center is named in memory of his wife, Corrine Smith Gordon, to honor her many years of dedication to the students in Greenville County as a school media specialist.

The new school houses forty-four classrooms with capacity for 750 students. Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, and a state-of-the-art media center. Each classroom is equipped with a Promethean board, and five laptop carts are available for students use. Additionally, the cafetorium seats 300 for lunch and contains a stage ideal for programs and assemblies. During the first year, 450 students were enrolled in kindergarten thru fifth grade. Current enrollment for the 2012-13 school year is 650 students.

The student population at Rudolph Gordon Elementary is culturally diverse with six home languages represented. Enrollment figures show the following ethnic distribution of students: 81.5 percent Caucasian, 7.3 percent African-American, 4.8 percent Hispanic, 3.6 two or more races, and 2.8 percent “other”. The poverty index, related to the number of students qualifying for free or reduced price meals, is 40.29 percent. Approximately 82 students qualify for assistance through the special education department, and 63 students qualify for the gifted and talented program in grades 3, 4, and 5. Subgroups identified on the state report card and used to measure progress for the federal accountability rating include the following: all students, male, female, African American, and subsidized meals. The average daily attendance for Rudolph Gordon Elementary is 97 percent. The retention rate of students is approximately 1% annually. Students are heterogeneously grouped for instruction with students spending the majority of the day with their classroom teacher. The ratio of teachers to students is 1:21.

Our student/parent population consists primarily of middle class families with incomes ranging from \$14,000-\$100,000 with the average income being \$47,500. Twenty percent (20%) of our population lives on farms while the other eighty percent (80%) reside in rental properties, trailers, or subdivisions. We draw our clientele from over 20 subdivisions and are aware that more residential complexes will be built in the near

future. A small percentage of our population pulls from rural Laurens County residing in trailers and modular homes.

Rudolph Gordon Elementary is one of six elementary schools in the Simpsonville area along with two middle schools, and one high school. Schools within this area benefit from exceptional parental support for public education. The city of Simpsonville, population estimated at 14,000, is situated 12 miles southeast of Greenville. The largest population group is between 25 and 35 years of age. According to the 2000 census, the median household income is \$34,990. Developers continue to build subdivisions to join the more than 100 residential communities already established in the area. Simpsonville is considered one of the fastest-growing cities in South Carolina and is fortunate to have a balanced mix of business and industry. Large industry employs thousands of people in the area, but no single industry predominates. Some of the largest local employers include Cryovac Division of Sealed Air Corporation, Dispoz, and KEMET Electronics. Smaller local businesses include hotels, restaurants, shopping centers, retail garden suppliers, real estate, and construction companies.

There are 34 classroom teachers that instruct students based on the following distribution: 25 students in kindergarten classes, approximately 21 students in first and second grade classes, an average of 24 in third grade classes, and 26 or more in fourth and fifth grade classes. Additionally, there are support teachers that teach art, music, physical education, speech, challenge, and resource. A bilingual teacher works with students on a weekly basis. An instructional coach assists teachers in planning and implementing effective lessons, and a guidance counselor conducts classroom lessons and provides a variety of counseling services for our students. Other support personnel include a secretary, office clerk, nurse, cafeteria manager, plant engineer, media clerk, and five kindergarten teaching assistants. Our cafeteria manager and plant engineer oversee five workers each. We have one male teacher that works with our fifth grade students, and three males work with our custodial team. The ethnic distribution of our faculty and staff is 90% Caucasian, 6% African American, 3% Hispanic, and 1% Asian.

On average, 55 percent of teachers have advanced degrees, 50 percent of teachers have less than 10 years experience, and 75 percent of teachers have less than five years experience in Greenville County. Six teachers have received National Board Certification. The percentage of teachers returning from the previous year is approximately 95%. The average attendance rate for teachers for 2013-14 was 95.5%, and the average number of professional development days per teacher is 13.7 days.

The focal point of the decision making process at the elementary school level has traditionally been the major responsibility of the principal. Throughout the portfolio process, the importance of establishing a decision making structure for Rudolph Gordon Elementary has been recognized. The decision making or leadership structure needs to

inform and integrate recommendations made by administration, faculty, staff, and members of the community. This structure ensures the implementation of the vision through the participation of all stakeholders and describes the leadership roles and responsibilities of all groups and individuals in the school.

Jackie Parker has served as the administrative head of Rudolph Gordon Elementary since the school opened in August of 2008. Her responsibilities include the coordination of the total resources of the school and general supervision of all school activities, safety, and welfare. As principal, she maintains high morale of the staff and strong professional relationships with school personnel and members of the community. Mrs. Parker evaluates the effectiveness of all educational activities and interprets the educational objectives of the school. The principal is responsible for all aspects of the operation of the total school program.

Vicki Tweed was named assistant principal for Rudolph Gordon Elementary at the beginning of the 2011-12 school year. As the assistant principal, she makes classroom visits and observations, confers with students and parents, and supervises the inventory and requisition of textbooks. In addition, Ms. Tweed drafts budgetary needs, directs the operation of school buses and drivers, and is responsible for assisting the principal in the operation of the total school program.

Celeste Keely assumed the duties of instructional coach at Rudolph Gordon Elementary in August of 2008. She serves as a resource for all teachers in our school. Her responsibilities include critiquing classroom lessons, offering suggestions for instructional improvement, modeling effective lessons, assisting with lesson plan preparation, facilitating the Author's Tea, and acquiring resources to assist teachers. She ensures alignment with district procedures and principles regarding professional development and continuous improvement activities related to student performance. She provides workshops on curriculum and technology issues. Mrs. Keely serves as the data coach for our school and coordinates the continuum groups working on the portfolio process. She facilitates vertical teaming sessions and grade level meetings. Mrs. Keely, at the request of teachers, parents, or the assistance team, assesses student progress using various standardized measures.

Bernadette Farrow is the cafeteria manager at Rudolph Gordon Elementary. Her responsibilities include ordering food and supervising food preparation. She also hires, evaluates, and schedules cafeteria employees. Mrs. Farrow is responsible for maintaining accurate accounting records. She makes sure that the cafeteria runs smoothly. She interacts with the students and provides healthy food choices.

Kevin Gregory, plant engineer for Rudolph Gordon Elementary, is a working supervisor who coordinates housekeeping, sanitation, maintenance of the building and grounds, and ensures that all safety requirements are met. Mr. Gregory directly supervises schedules and assigns tasks to the custodial staff. He instructs the custodial staff on correct procedures to be followed for assigned tasks and the appropriate materials to be used for particular jobs.

The office staff is the first point of contact a visitor has upon entering the school building. The office staff is comprised of a secretary and one full time attendance clerk. These office professionals work to maintain effective working relationships among all staff members. Brenda Koontz, secretary, maintains the school's financial records, coordinates payroll and employee information, orders supplies and equipment, and serves as secretary to the principal. Gwynna Terry, attendance clerk, serves as receptionist, prepares attendance and student accountability reports, distributes correspondence, and addresses immediate needs from students, teachers, parents, or visitors. Angie Saunders was added to our office staff in the fall of 2014.

Mary Catherine Bradford is employed as a full time nurse. Her responsibilities include taking care of daily student needs, coordinating quarterly emergency drills, conducting health related screenings, and dispensing medication. She assists in the training of our First Responders and ensures that all mandated protocols for the school health room are met.

Kristin Wooten, our physical education teacher, serves as our after-school director. The fee-based extended day program is provided for students each afternoon until six o'clock. Students have access to the school media center and computer lab. They also receive homework assistance daily.

A contact person who serves as liaison between faculty members and administration represents each grade level and special area group. This person attends grade chair meetings and dispenses information provided by the principal, keeps grade level minutes, and helps make decisions regarding financial expenditures that support the strategic plan. Members of each grade level present concerns to the faculty chair during regular meetings. These concerns are then brought before the entire council for discussion. Members of the faculty council have an equal voice in decision-making. Council members often initiate topics for discussion and disseminate information from the principal. When making decisions, a consensus is reached with the understanding that the outcome is in the best interest of our school.

Rudolph Gordon Elementary has an assistance team led by Carrie Pulley, our school guidance counselor. This team serves as a resource to help teachers improve academic instruction for students. Teachers or parents can present cases to the assistance team. Suggestions for new interventions are discussed that may be beneficial within the classroom setting. Teachers implement the interventions, document the results, and report back to the assistance team. Interventions that are not effective may indicate the

need for further evaluation as recommended by the assistance team. The recommendation and approval by the assistance team is necessary for further testing by a school psychologist. In addition to her responsibilities with the assistance team, Mrs. Pulley conducts classroom guidance lessons and offers support to parents.

Committees play a major role in the decision making process. They work collaboratively to move the school toward accomplishing goals outlined in the strategic plan. Ongoing and ad-hoc committees that have specific roles form the leadership structure. Committees share recommendations with the faculty and staff for discussion. By incorporating everyone in the shared decision making process, commitment is heightened to achieve the schools' mission, vision, and goals.

Professional Learning Communities (PLCs) are utilized to increase dialogue among grade levels. Teachers use data from many sources to inform and plan instruction. The commitment from our PLCs to improve the teaching and learning environment is evident in the increases in student achievement scores on monthly common assessments and yearly state testing.

The PTA works with the faculty and staff to enhance the home-school relationship to positively affect the education of all students. Officers are responsible for presenting a yearly budget to the PTA members for approval. The budget is created to support school improvement plans. PTA initiatives include fund raisers, membership drives, school store, and festivals. The PTA sponsors a volunteer program that provides teachers with valuable resources that include the following: laminating, copying, book binding, operating the popcorn machine, bulletin board preparation, checking out library books, incentives for academic achievement, and school beautification projects. Over 20,000 volunteer hours are reported annually. The PTA also publishes and distributes the school newsletter, *The Gator Gazette*. PTA board meetings are held monthly, and school-wide PTA meetings are scheduled five times a year.

The School Improvement Council is an advisory committee to the school's principal. Members assist in the preparation of the school's strategic plan, participate in monitoring and evaluating annual initiatives, help write the narrative for the state Report Card, work with the principal to prepare the annual report to the community, and advise the leadership team on the spending of state, district, and local funds. The council is composed of parents, teachers, and community members. Meetings are held monthly.

Rudolph Gordon's PTA and SIC have been very instrumental in establishing our partnerships. Local businesses contribute incentives, provide monetary rewards, and sponsor grants for our teachers. Partnerships have been established with the following businesses:

- BI-LO - Grocery store that gives parents a card to use when making purchases. A portion of what parents spend is donated to Rudolph Gordon. They also donate items to help with incentive programs for students.
- Target – Department store that gives parents a card to use when making purchases. A portion of what parents spend is donated to Rudolph Gordon. They also donate items to help with incentive programs for students.
- Publix - Grocery store that gives parents a card to use when making purchases. A portion of what parents spend is donated to Rudolph Gordon. They also donate items to help with incentive programs for students and provide coupons for Quarterly Awards.
- Simpsonville Fire Department – Provides training in Fire Safety for primary grades.
- Chick-Fil-A – Restaurant that provides coupons for Quarterly Awards and sponsors Spirit Nights with a portion of proceeds donated to Rudolph Gordon PTA. They also give rewards and incentives to classes with the largest amount of participation during spirit nights.
- Greenville Drive – Sponsors the Greenville Drive Reading Program. Students are given ticket vouchers for a baseball game if they read a certain amount of books in a specified time period.
- Kiwanis – Sponsors the Terrific Kids ceremony quarterly.
- Pizza Hut – Sponsors the Book It Reading Program.
- Safe Kids Upstate – Donates safety patrol equipment and Safe School Banner.
- Tony’s Pizza, Twisted Cup, Jet’s Pizza, McDonalds – Sponsor several Spirit Nights and provide incentives for students. A portion of the proceeds are given to the school.
- Upstate Karate – Donates coupons for Quarterly Awards and does a program during Red Ribbon Week.
- Verizon Wireless- Provides monetary donation connected to volunteer hours from employees.
- Wal-Mart - Grocery and department store that awards grants yearly.
- Brookwood Community Church – Assists the school with beautification projects and provides volunteers for various school functions.

- Wenderoth Orthodontics – Provides t-shirts to all students at the beginning of the year.
- Local Churches – Sponsor the Good News Club.
- Fountain First Baptist Church – Backpack Buddies Food Program

Students from Rudolph Gordon Elementary participate in many community-sponsored activities. These include YMCA and YWCA programs, Boy Scouts and Girl Scouts, Good News Club, classes at Roper Mountain Science Center, South Carolina Children’s Theater, Greenville County Art Museum, ballet companies, gymnastic and karate training centers, and athletics sponsored by the sports and recreation department.

Rudolph Gordon Elementary offers many opportunities for student participation and recognition. Outstanding character is recognized through the Terrific Kids Program sponsored by the Kiwanis Club. Academic achievement and perfect attendance are rewarded with ribbons, certificates, and incentives provided by business partners and the PTA. Students’ creative abilities are showcased through the Author’s Tea, the school writing wall, school newsletters, and community newspapers and publications. In addition, Rudolph Gordon Elementary offers a very strong fine arts program. Talent is showcased in local, county, and state art competitions and county and state choral performances. Gator Ambassadors, teachers, and after-school student organizations coordinate community service projects.

Effective discipline is an integral part of a successful school program. Parents and students receive a school handbook, which includes the district’s code of conduct and Rudolph Gordon Elementary’s policies, procedures, and regulations. Teachers also send home their individual classroom discipline plans and procedures. Students are encouraged and expected to maintain appropriate behavior at all times.

Our academic curriculum has been developed in alignment with state and district academic standards to meet the diverse needs of our students. All teachers develop a syllabus outlining student expectations, classroom rules and procedures, and academic standards. The instructional program includes interdisciplinary and thematic units reflecting a variety of instructional strategies to address different modalities of learning. The writing process is taught at all grade levels. Computer-assisted instruction, based on state standards, is incorporated into the teaching and learning environment. Our educational and behavioral models and programs include the following:

- Balanced literacy is a kindergarten through fifth grade district-wide initiative that utilizes the Fountas and Pinnell model. The program design allows each child to work at their individual level as they work to master grade level standards. Rudolph Gordon Elementary teachers will be trained in June of 2013 and will begin implementation during the 2013-14 school year.
- State Standards are used to plan and teach classroom lessons. Teachers receive on-going training in the understanding and implementation of these standards.
- *Power Writing* is a program designed to assist students in the organizational structure of the writing process. Graphic organizers are used to provide a foundation for developing a concise writing process.
- *Everyday Counts Math* provides students with daily hands-on math activities that review previous learning and provide problem-solving opportunities.
- Science Learning Kits, provided by the district, are used as a resource to teach the standards-based curriculum. Science process skills are emphasized through hands-on experiential learning.
- Character education programs teach and reinforce appropriate norms for student behavior, develop an awareness of individual differences, and promote citizenship and civic responsibility.
- *Quality Learning Tools* (Baldrige Model) are being implemented into classroom lessons to involve students in the learning process.
- RIT Groups are currently being used for second thru fifth grade reading and math. Students are grouped for enrichment and remedial instruction based on MAP RIT scores.
- The *Learning Focused Model* for improving student performance is implemented school wide. Teachers plan common lessons based on core essentials.
- *Compass Learning* computer lessons are utilized weekly by students. Lessons are based on state standards and address individual student learning needs.
- Promethean boards are in every classroom to enhance the teaching and learning environment.
- The faculty was trained to implement *Professional Learning Communities* in an effort to improve teacher collaboration and increase student performance.

- The Response to Intervention program is used with our at-risk kindergarten students. Daily lessons provide these students with additional help with letter names and sounds.
- SOAR is a first grade initiative to help at-risk students. These students engage in daily lessons to improve reading skills.
- Accelerated Reader and IXL Math computer programs are used to support the reading and math curriculum.
- A .5 literacy coach was added to our school faculty for 2014-15. She works with first and second grade students who need additional remediation in reading.

## Mission, Vision, Beliefs

The mission of Rudolph Gordon Elementary, in cooperation with home and community, is to prepare children to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment. Our focus is to create a comprehensive learning organization that understands, cares about, and works for students in an effort to prevent student failure. We believe that all children can learn, that all children should be given learning opportunities to meet their unique needs, gifts, and learning styles in order to reach their full potential, and that educational experiences should encourage students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly. We believe that education is a shared responsibility involving students, teachers and staff, parents, and community members, and that school should be a safe and nurturing environment where the cultures and customs of families are respected.

The vision for Rudolph Gordon Elementary is that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork. A standards-based curriculum is implemented to ensure a continuum of learning from kindergarten through fifth grade. Authentic assessment techniques are incorporated into teaching, and technology is integrated throughout the curriculum to help prepare students for the demands of an ever-changing society. Working in partnership with parents and community, we provide opportunities for students to develop an understanding and appreciation of other cultures. Our hope is that students will leave Rudolph Gordon Elementary ready for future learning.

We believe all children can learn. In our school, the curriculum content considered essential for all students to learn has been identified and communicated to teachers through national, state, and district standards. This essential content is addressed in the instructional setting. It is organized in scope and sequence charts in a way that students have ample opportunity to master the concepts. Lesson plans are written in the Learning Focused format to include essential questions, activating strategies, teaching strategies, and summarizing strategies. Minimizing interruptions protects the instructional time available to teachers.

We believe all children should be given learning opportunities to meet their unique needs, gifts, and learning styles in order to reach their full potential. Specific achievement goals are set for individual students through varied modalities, 504 Accommodation Plans, Individual Education Plans, and the Challenge Program for the gifted and talented students. An assessment system is used that provides timely feedback (e.g., weekly updates, progress reports and quarterly report cards) on specific knowledge and skills for individual students. Performance on school-wide and individual student goals is used to plan for future actions.

We believe education is a shared responsibility involving students, teachers and staff, parents, and community members. There is two-way communication between the home and school through a variety of effective vehicles: weekly updates, telephone calls, conferences, letters, assignment books, websites, and school and local newspapers. Our open-door policy provides opportunities for parents and community members to be involved in the day-to-day operations of the school, such as operating the school store, tutoring individual students, volunteering in the school, and fundraising events. Vehicles are also in place for parents and community to be involved in the governance of the school including, but not limited to, serving on the PTA Board and School Improvement Council.

We believe school should be a safe and nurturing environment where the cultures and customs of families are respected. Our physical environment and school routines have been structured in such a way as to avoid chaos and promote good behavior. Clear rules and procedures have been established for the classroom and school campus. Appropriate consequences for violations of rules and procedures have been established and implemented through programs that teach, reinforce, and reward student self-discipline and responsibility. Some examples include the Terrific Kids Program and character education. Our guidance counselor conducts routine lessons and individual student conferences to address our values.

We believe educational experiences should encourage students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly. Extracurricular activities include: field trips, after-school tutoring, Immigration Day, South Carolina Day, 100 Day Celebrations, School Safety Patrols, Chorus, Science Fair, Author's Tea, visiting authors, and various contests. Rudolph Gordon Elementary School has been enriched by staff, parent, community, and business involvement. Rudolph Gordon Elementary is a school of hope and success. We are *"Inspiring a Passion for Learning."*

Desired results of our school improvement efforts are for students to demonstrate basic academic knowledge and skills, be able to listen, speak, read, and write effectively, demonstrate respect, responsibility, and honesty, and be able to gather and use information for creative problem-solving. They also will be able to use technology and other resources to access and apply information, work independently and cooperatively, make positive choices for their physical and emotional health, display an appreciation of the arts, demonstrate cultural awareness, and make appropriate career choices.

Instructional and organizational priorities derive from our mission, vision, and beliefs and are designed to meet the needs of our student population. Our commitment will continue to be to provide an academically challenging curriculum through meaningful learning experiences in a safe, nurturing environment.

# **Data Analysis and Needs Assessment**

The focus of Rudolph Gordon Elementary School is to create a comprehensive learning organization that understands, cares about, and works for students. In a comprehensive learning organization focused on students, leadership works to prevent student failure. Our goals are intended to address our needs or gaps between where we are now and where we want to be. These goals compliment the School District of Greenville County Education Plan, which consists of five strategic goals. Our focus will be on goals 1, 2, and 3 of the district plan with activities and strategies designed to support goals 4 and 5.

## **School District of Greenville County Strategic Education Plan**

1. Raise the Academic Challenge and Performance of Each Student
2. Ensure Quality Personnel in All Positions
3. Provide a School Environment Supportive of Learning
4. Effectively Manage and Further Develop Necessary Financial Resources
5. Improve Public Understanding and Support of Public Schools

## **Student Achievement Needs Assessment**

### **Achievement Gaps and Root Causes Identified by Data Analysis**

- Rudolph Gordon Elementary's poverty index, based on students receiving free or reduced price meals, has decreased from 44% to 40.29%.
- African American students at our school score higher than African American students at the district and state level, but their performance is below other ethnic groups reported at the school level.
- Fewer students receiving special education services score PROFICIENT in comparison to other subgroups.
- The percentage of minority students scoring NOT MET on PASS Math and ELA is higher for students receiving free or reduced price meals compared to minority students paying full price for meals.
- Enrollment has increased from 430 students when the school opened in August of 2008 to 750 students enrolled during 2014-15.
- Percent of students tested in 2013-14 whose 2012-13 scores were located is 94.3%.

### **Highlights of Palmetto Assessment of State Standards (PASS)**

- The school earned an absolute rating of EXCELLENT and an improvement rating of GOOD on the 2014 PASS data.
- The school earned an absolute rating of EXCELLENT and an improvement rating of EXCELLENT on the 2013 PASS data.
- The overall percentage of Rudolph Gordon Elementary students scoring proficient on PASS ELA, math, and writing, social studies and science was higher than the district and state averages.
- African American students in grades 3, 4, and 5 scored higher than the district and state averages in ELA, math, science, and social studies.
- Significant gains were made in all areas of 3<sup>rd</sup> and 5<sup>th</sup> grade testing in comparison to 2013 PASS scores.
- Significant gains were made by 4<sup>th</sup> grade students in math, science, and social studies in comparison to 2013 PASS scores.
- Students scored at or above the required scale score of 640 in 34 out of 40 categories.

### **Comparison of PASS Data from 2009 – 2014**

Subgroup data was not included in the 2012 analyses due to changes in data reporting as part of South Carolina's ESEA Federal Accountability waiver. In 2011, PASS subgroup data was reported based upon performance level. In 2012, PASS subgroup data was reported based upon mean scale score. Therefore, schools are unable to make subgroup comparisons from 2011 to 2012. When PASS 2013 data is publically released, schools will be able to make subgroup comparison from 2012 to 2013. Data for both years will be reported based upon mean scale scores.

The data from the 2013 PASS assessment indicates that all subgroups met their target ESEA number with the exception in science by students receiving subsidized meals.

Proficient scores for all groups are adjusted to account for natural variation in performance as reported on the Annual School Report Card.

**Rudolph Gordon Elementary  
Comparison of PASS ELA Data**

**All Students**

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Not Met</b>	15.9	17.0	15.6	9.9
<b>Met</b>	36.3	26.3		31.8
<b>Exemplary</b>	47.8	56.7		58.3
<b>Proficient</b>	89.6	83.0	84.4	90.1

**African American Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	44.4	31	28.1
<b>Met</b>	33.3	37.9	46.9
<b>Exemplary</b>	22.2	31	25
<b>Proficient</b>	77.8	82.8	78.1

**Students receiving Free or Reduced Meals**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	38	32.9	32.5
<b>Met</b>	48	41.1	39.8
<b>Exemplary</b>	14	26	27.7
<b>Proficient</b>	74	78.1	78.3

**Special Education Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	32	62.5	51.4
<b>Met</b>	52	33.3	45.7
<b>Exemplary</b>	16	4.2	2.9
<b>Proficient</b>	68	58.3	60

**Rudolph Gordon Elementary  
Comparison of PASS Writing Data**

**All Students**

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Not Met</b>	22.3	18.6	13.3	8.6
<b>Met</b>	35.1	28.9		26.1
<b>Exemplary</b>	42.6	52.6		65.3
<b>Proficient</b>	77.7	81.4	86.7	91.4

**African American Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	35.5	39.3	15.4
<b>Met</b>	22.6	39.3	53.8
<b>Exemplary</b>	41.9	21.5	30.8
<b>Proficient</b>	64.5	60.7	84.6

**Students receiving Free or Reduced Meals**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	32.2	41.1	42.9
<b>Met</b>	39.0	37.0	25.0
<b>Exemplary</b>	28.8	21.9	32.1
<b>Proficient</b>	67.8	58.9	57.1

**Special Education Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	65.0	83.3	73.3
<b>Met</b>	20.0	12.5	NAV
<b>Exemplary</b>	15.0	4.2	NAV
<b>Proficient</b>	35.0	16.7	26.7

**Rudolph Gordon Elementary  
Comparison of PASS Math Data**

**All Students**

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Not Met</b>	21.1	14.3	12.6	11.8
<b>Met</b>	38.9	38.0		30.3
<b>Exemplary</b>	40	47.7		58.0
<b>Proficient</b>	83.3	85.7	87.4	88.2

**African American Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	40.7	48.3	34.4
<b>Met</b>	40.7	24.1	40.6
<b>Exemplary</b>	18.5	27.6	25
<b>Proficient</b>	63	69	68.8

**Students receiving Free or Reduced Meals**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	44	46.6	41
<b>Met</b>	42	34.2	38.6
<b>Exemplary</b>	14	19.2	20.5
<b>Proficient</b>	72	69.9	65.1

**Special Education Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	52	NA	77.1
<b>Met</b>	40	NA	20
<b>Exemplary</b>	8	NA	2.9
<b>Proficient</b>	56	45.8	34.3

**Rudolph Gordon Elementary  
Comparison of PASS Science Data**

**All Students**

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Not Met</b>	25.7	18.3	15.6	14.9
<b>Met</b>	49.1	59.9		51.9
<b>Exemplary</b>	25.1	21.8		33.2
<b>Proficient</b>	74.3	81.7	84.4	85.1

**African American Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	50.0	63.2	38.1
<b>Met</b>	41.7	26.3	42.9
<b>Exemplary</b>	8.3	10.5	19.0
<b>Proficient</b>	50.0	36.8	61.9

**Students receiving Free or Reduced Meals**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	58.8	57.4	42.6
<b>Met</b>	35.3	38.3	48.1
<b>Exemplary</b>	5.9	4.3	8.3
<b>Proficient</b>	41.2	42.6	57.4

**Special Education Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	45.5	84.2	63.6
<b>Met</b>	45.5	NAV	NAV
<b>Exemplary</b>	9.1	NAV	NAV
<b>Proficient</b>	54.5	15.8	36.4

**Rudolph Gordon Elementary  
Comparison of PASS Social Studies Data**

**All Students**

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Not Met</b>	20.5	13.1	8.4	9.6
<b>Met</b>	43.2	41.9		37.3
<b>Exemplary</b>	36.4	44.9		53.1
<b>Proficient</b>	79.5	86.9	91.6	90.4

**African American Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	35.7	38.9	35.0
<b>Met</b>	35.7	38.9	40.0
<b>Exemplary</b>	28.6	22.2	25.0
<b>Proficient</b>	64.3	61.1	65.0

**Students receiving Free or Reduced Meals**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	51.6	39.2	40.0
<b>Met</b>	45.2	47.1	41.8
<b>Exemplary</b>	3.2	13.7	18.2
<b>Proficient</b>	48.4	60.8	60.0

**Special Education Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	35.3	57.9	68.4
<b>Met</b>	52.9	31.6	NAV
<b>Exemplary</b>	11.8	10.5	NAV
<b>Proficient</b>	64.7	42.1	31.6

## **Elementary and Secondary Education Act**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Art (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years.

### **ESEA Rating for Rudolph Gordon Elementary**

2012

- Overall Weighted Points Total: 99.9
- Overall Grade Conversion: A

2013

- Overall Weighted Points Total: 99.0
- Overall Grade Conversion: A

2014

- Overall Weighted Points Total: 95.2
- Overall Grade Conversion: A

Our students scored at or above the required scale score of 640 in 38 out of 43 categories on PASS 2014. Our school improvement efforts will include strategies to address the academic needs of our students receiving subsidized meals. Science will continue to be a focus in order to increase the achievement levels of all students in this subject.

**Mean Scale Scores and Percent Tested for PASS 2012**

<b>Subgroups</b>	<b>ELA Mean</b>	<b>Math Mean</b>	<b>Science Mean</b>	<b>Social Studies Mean</b>	<b>ELA % Tested</b>	<b>Math % Tested</b>
<b>All Students</b>	671.6	667.2	639.8	655.4	99.7	100
<b>Male</b>	666.3	670.0	642.7	659.2	99.4	100
<b>Female</b>	677.7	663.9	636.8	651.0	100	100
<b>White</b>	671.3	667.3	640.2	653.1	99.6	100
<b>African American</b>	664.8	653.1	630.5	660.5	100	100
<b>Subsidized Meals</b>	648.8	645.1	624.6	635.4	100	100
<b>Annual Measurable Objective</b>	630.0	630.0	630.0	630.0	95.0	95.0

**Mean Scale Scores and Percent Tested for PASS 2013**

<b>Subgroups</b>	<b>ELA Mean</b>	<b>Math Mean</b>	<b>Science Mean</b>	<b>Social Studies Mean</b>	<b>ELA % Tested</b>	<b>Math % Tested</b>
<b>All Students</b>	676.4	671.0	641.9	664.4	100	100
<b>Male</b>	668.8	669.4	639.1	666.0	100	100
<b>Female</b>	684.4	672.7	645.4	662.7	100	100
<b>White</b>	677.9	672.3	645.2	664.4	100	100
<b>African American</b>	NA	NA	NA	NA	NA	NA
<b>Subsidized Meals</b>	655.5	644.8	622.6	647.2	100	100
<b>Annual Measurable Objective</b>	635	635	635	635	95.0	95.0

### Mean Scale Scores and Percent Tested for PASS 2014

<b>Subgroups</b>	<b>ELA Mean</b>	<b>Math Mean</b>	<b>Science Mean</b>	<b>Social Studies Mean</b>	<b>ELA % Tested</b>	<b>Math % Tested</b>
<b>All Students</b>	660.8	667.6	646.4	664.5	100	100
<b>Male</b>	655.1	667.8	646.9	669.3	100	100
<b>Female</b>	666.9	667.3	645.9	658.9	100	100
<b>White</b>	663.5	671.1	649.6	668.7	100	100
<b>African American</b>	646.1	643.1	NA	NA	NA	NA
<b>With Disabilities</b>	616.8	NA	NA	NA	NA	NA
<b>Subsidized Meals</b>	639.9	631.1	626.1	641.1	100	100
<b>Annual Measurable Objective</b>	640	640	640	640	95.0	95.0

### Perceived Strengths and Challenges of School's Organizational and Instructional Programs

**Strengths:**

- Standards-based curriculum for a continuum of learning from kindergarten thru fifth grade
- 
- Developmentally appropriate programs for all grade levels
- Balanced literacy approach used to teach reading and writing
- Everyday Counts Math used in all grade levels
- Learning Focused Model used for planning and implementing instruction
- Manipulative based math instruction
- Writing integrated throughout the curriculum

- Authentic literature used school wide in all curriculum areas
- Hands-on science program
- Diversity based social studies curriculum
- Technology standards incorporated into curriculum standards
- Various grouping strategies used to instruct students
- Academic assistance programs offered: resource, speech, gifted and talented instruction, before and after-school tutoring, one-to-one tutoring, teacher cadets, and service learning mentors
- Response to Intervention program used with identified kindergarten students, and SOAR reading program used with identified first grade students
- Reading remediation provided by literacy coach for identified first and second grade students.

**Challenges:**

- Implementation of new State Standards
- Math lessons reflect a small percentage of teaching devoted to problem solving strategies
- Increased teacher-pupil ratios affecting time needed to address individual student learning needs
- New reading series for 2012-13
- New math series for 2013-14
- Writing program needs to be a focused effort for a continuum of learning
- Additional training is needed for ways to differentiate instruction and more effectively address the needs of each student
- Implementation of Fountas & Pinnell Balanced Literacy Program for 2013-14

- Implementation of computer skills to prepare for computerized standardized testing

### **Initiatives for Improving Scores on State Assessments**

- State Standards used to guide classroom instruction
- Research based writing model used in all grade levels to teach writing
- Writing incorporated into all subject areas
- Assistance provided to teachers by instructional coach
- Peer demonstration lessons by teachers and instructional coach
- Graphic organizers used in all grade levels for all subjects
- Monthly student recognition for writing (Author's Tea, PTA newsletter, wall displays, and "Kid's Page" publications)
- Writing journals maintained by students
- MAP testing used for students in grades 2 - 5 to track progress
- Benchmark testing used to track student progress in reading and math
- Grade level common assessments used to guide instruction
- Additional academic assistance provided by PTA volunteers, community mentors, grade level reading buddies, morning computer assisted instruction, and after school tutoring by teachers
- Balanced literacy training for all teachers and support faculty members
- District Curriculum Portal and Rubicon Atlas used as resources for weekly grade level planning meetings
- Learning Focused Model used for lesson plans
- Quality Learning tools incorporated into instruction (plus/delta, 5 whys, affinity diagram, lotus diagram, bone/fish diagram, and consensogram)
- Everyday Counts Math used in all classrooms
- Descartes used to outline activities for improving math and reading achievement
- Inservices provided on differentiating instruction, balanced literacy, common core standards, working with students that have special needs, and managing classroom behavior to maximize academic success
- District science kits used for instruction
- Informational texts used for instruction
- Accelerated Reader program and IXL Math program utilized as incentives
- Technology integration with all subjects
- Problem solving strategies emphasized in all subject areas
- Weekly news publications used as a resource to support classroom lessons
- Classroom lessons on test taking strategies by guidance counselor

## **Iowa Test of Basic Skills (ITBS) and Cognitive Ability Test (CogAT)**

The Iowa Test of Basic Skills (ITBS), a nationally normed test, is given to second grade students in the fall along with the Cognitive Ability Test (CogAT) to identify students for the Gifted and Talented Program (Challenge). The ITBS provides an in-depth assessment of students' achievement of important educational objectives and was developed primarily for the purpose of supporting instruction. Classroom teachers use information derived from administering the reading, language, and math tests to assist them in assessing curriculum strengths and weaknesses. Scores also help teachers make decisions about selecting instructional materials or methods, forming instructional groups, providing remediation or enrichment, and assessing individual student needs. Our goal is to meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the ITBS.

### **ITBS Results for Second Grade**

<b>School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>
<b>Reading Comprehension</b>	71%tile	70%tile	70%tile
<b>Mathematics Concepts</b>	67%tile	64%tile	64%tile
<b>Mathematics Problems</b>	74%tile	70%tile	70%tile

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>
<b>Reading Comprehension</b>	67%tile	66%tile	67%tile
<b>Mathematics Concepts</b>	52%tile	50%tile	49%tile
<b>Mathematics Problems</b>	58%tile	55%tile	57%tile

### **RGES Scores on the 2014 ITBS:**

**Reading: 68%tile    Mathematics: 57%tile**

Rudolph Gordon Elementary second grade students have scored above the 50<sup>th</sup> percentile for the past five years on ITBS. Twenty second grade students in 2013 and sixteen second grade students in 2014 qualified for the Gifted and Talented Program. Data indicates that additional emphasis needs to be placed on reading comprehension, math concepts and math problems.

## Teacher and Administrator Quality

Continuing contract teachers are evaluated every five years using the state approved instrument developed by our district. Second year teachers and teachers new to the state are also evaluated with the same instrument. Administrators are formally evaluated every other year with a modified evaluation in the non-formal year. Our district uses a comprehensive evaluation system that includes a component for student achievement. All district evaluation instruments rate certified faculty members as exemplary, proficient, needs improvement, or unsatisfactory in eight components. In order to improve student achievement, our school and district adheres to the following guidelines concerning teachers and administrators.

- Hire highly qualified personnel.
- Provide mentors for first year teachers.
- Provide on-going professional development opportunities.
- Evaluate personnel according to state and district guidelines.

Our Professional Development Plan, based on the South Carolina Professional Development Standards, focuses on implementing the vision of our school and ensuring increased student learning and improvement. Strategies and activities are identified and implemented to correlate with our mission statement.

Our Professional Development Plan is determined after analyzing demographics, perceptions, student learning, and school processes. A team of teachers, school support staff, and parents developed a strategic plan that uses a results-oriented approach to education and focuses on measurable student performance and achievement. The current professional development plan is linked to action plan strategies, addresses teacher and student needs, and supports research-based teaching and learning elements.

Rudolph Gordon Elementary administration encourages staff members to attend workshops and conferences at the district, state, and national level. Professional development days are provided to assist teachers in achieving their personal professional growth plan and to enhance delivery of instruction.

Professional development for 2013-14 included training for the Fountas and Pinnell method for balanced literacy, additional training in the operation and implementation of technology for student learning, and full implementation of math and reading common core standards for all grade levels. Additional training and support was provided in the writing process. The faculty also participated in a book study of *Pathways to the Common Core* by Lucy Calkins, Mary Ehrenworth, and Christopher Lehman.

Professional development during the 2014-15 school year included training for balanced literacy, technology operation and integration, using data to improve instruction, and writing across the curriculum. The faculty also participated in a book study.

Professional development for the 2015-16 school year will include continued training and support in implementing the Fountas and Pinnell balanced literacy method for instruction, understanding and implementing the new state standards, and using technology in the classroom for instruction and student generated projects.

# School Climate Needs Assessment

## School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Survey responses are recorded in the chart. Results indicate that the respondents were quite satisfied with Rudolph Gordon Elementary.

Data gathered during the 2013-14 school year indicate the following:

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	39	105	55
<b>Percent satisfied with learning environment</b>	100%	96.2%	94.5%
<b>Percent satisfied with social and physical environment</b>	100%	98.1%	98.2%
<b>Percent satisfied with school-home relations</b>	100%	95.2%	72.8%

**Areas of Strengths from Student Survey:**

- My teachers expect students to learn.
- My teachers want me to understand what I am learning, not just remember facts.
- My teachers give tests on what I learn in class.
- My teachers expect students to behave.
- My parents know how well I am doing in school.

**Areas of Strengths from Teacher Survey:**

- Teachers at my school effectively implement the State Curriculum Standards.
- Teachers at my school focus instruction on understanding, not just memorizing facts.
- Teachers at my school have high expectations for students' learning.
- Student assessment information is effectively used by teachers to plan instruction.
- Teachers and students get along well with each other at my school.

**Areas of Strengths from Parent Survey:**

- My child's school has high expectations for student learning.
- My child's teachers give homework that helps my child learn.
- My child feels safe at school.
- My child's school is kept neat and clean.
- My child's teachers care about my child as an individual.

Rudolph Gordon Elementary is fortunate to have very involved and supportive parents. Teachers communicate regularly with parents through weekly up-dates, teacher web pages, email, phone calls, notes, and conferences. Various opportunities are provided throughout the year to encourage parental involvement.

Student attendance is paramount for increasing student achievement. Daily attendance and arriving to school on time are encouraged through various incentives. Student attendance for 2013-14 was 97.1%, which was an increase from 96.8% during the previous school year. We follow the state guidelines regarding attendance procedures, and intervention conferences are held with parents regarding student attendance when needed.

**SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

**ACT ASPIRE ENGLISH**

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*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

<b>% Tested ELA – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	<u>95.0</u>	95.0	95.0	95.0
<b>Actual Performance</b>				
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.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	<u>95.0</u>	95.0	95.0	95.0
<b>Actual Performance</b>				
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.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	<u>95.0</u>	95.0	95.0	95.0
<b>Actual Performance</b>				
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.\*

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	<u>95.0</u>	95.0	95.0	95.0
<b>Actual Performance</b>				
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.\*

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

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

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 50<sup>th</sup> 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 50<sup>th</sup> 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 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	68 <sup>th</sup> 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 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	57 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>STRATEGY Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Align long and short range plans with State Standards.	2013-2018	Teachers Instructional Coach	None	N/A	Syllabus Lessons Plans Standards Checklist Standards Training
Individualize classroom instruction.	2013-2018	Teachers	None	N/A	Lesson Plans IEPs 504 Plans Teacher Portfolio
Integrate writing throughout the curriculum.	2013-2018	Teachers Instructional Coach Administrators	None	N/A	Journals Lesson Plans Writing Portfolios Authors Tea Student Writing
Use writing exemplars for writing instruction.	2013-2018	Teachers Instructional Coach	\$300	Local Funds PTA	Writing Displays
Provide opportunities to showcase writing.	2013-2018	Teachers Instructional Coach PTA	\$100	Local Funds PTA	Displays Newspaper Awards
Incorporate technology into classroom instruction.	2013-2018	Teachers Media Specialist Academic Support Team	\$10,000	District Funds PTA	Lesson Plans Teacher Portfolio
Utilize informational texts for instruction.	2013-2018	Teachers Instructional Coach	\$5000	District Funds PTA	Lesson Plans Syllabus Planning Lotus
Implement Everyday Counts Calendar Math.	2013-2018	Teachers	None	N/A	Classroom Observations

Integrate reading and math standards into science and social studies.	2013-2018	Teachers	None	N/A	Lesson Plans
Utilize science kits provided by the district.	2013-2018	Teachers	None	N/A	Lesson Plans
Provide instructional materials to support the social studies curriculum.	2013-2018	Teachers	\$2000	Local Funds PTA	Purchase Orders
Provide instructional materials to support the science curriculum.	2013-2018	Teachers	\$4000	Local Funds PTA	Purchase Orders
Provide instructional materials to support the math curriculum.	2013-2018	Teachers	\$2000	Local Funds PTA	Purchase Orders
Provide and expand distance learning opportunities for each grade level.	2013-2018	Instructional Coach	\$1000	Local Funds PTA	Virtual Field Trip Log
Administer district benchmark tests for all core subjects.	2013-2018	Teachers	\$1000	Local Funds	Data Analysis
Provide support to create and analyze common assessments.	2013-2018	Teachers Instructional Coach	None	N/A	Common Assessment Notebooks

**PROFESSIONAL DEVELOPMENT**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of teachers from 84.4% to 89.4% agreeing with the statement, "There are relevant professional development opportunities offered at my school."

**ANNUAL OBJECTIVE:** Annually increase by 1 percentage point the number of teachers agreeing with the statement, "There are relevant professional development opportunities offered at my school."

**DATA SOURCE(S):** Question #18 of the teacher survey for the state report card.

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected</b>	<u>X</u>	<u>x</u>	85.4	86.4	87.4	88.4	89.4
<b>Actual</b>	84.4	97.2	97.5				

<b>STRATEGY Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Provide training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment.	2013-2018	Instructional Coach Media Specialist Administration	\$1000	Local and District Funds	Professional Development Plan
Provide ongoing training to teachers for the implementation of State Standards. <ul style="list-style-type: none"> <li>• Provide training for cross-curricular integration</li> <li>• Provide training for current assessment System</li> </ul>	2013-2018	Instructional Coach Media Specialist Administration Academic Support Services	None	None	Professional Development Plan
Provide training and ongoing monitoring for Balanced Literacy initiatives.	2013-2018	Instructional Coach Administration Academic Support Services	\$30, 000	Local Funds District Funding	Professional Development Plan Classroom Observations

## 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 – School Profile Page – Student Section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>School Actual</b>	97.0	96.8	97.1				
<b>District Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>District Actual</b>	95.9	95.6	95.0				

**PARENT SATISFACTION – LEARNING ENV.**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 88.5% in 2012 to 91% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .5 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey Item #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>School Actual</b>	88.5	92.4	94.5				
<b>District Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>District Actual</b>	88.0*	88.1	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:** Increase the percent of students who are satisfied with the learning environment from 96.8% in 2012 to 97.3% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .1 percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey Item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	96.9	97.0	97.1	97.2	97.3
<b>School Actual</b>	96.8	97	96.2				
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	84.5	85.0	85.5
<b>District Actual (ES and MS)</b>	83.8	82.7	81.6				

**TEACHER SATISFACTION – LEARNING ENV.**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Achieve a rate of 95% of teachers who are satisfied with the learning environment.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain a rate of 95% or higher annually of teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey Item #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	95	95	95	95	95
<b>School Actual</b>	100.0	97.2	100.0				
<b>District Projected</b>	X	X	92.5	93.0	93.5	94.0	94.5
<b>District Actual</b>	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 96.2% in 2012 to 96.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .1 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey Item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	96.3	96.4	96.5	96.6	96.7
<b>School Actual</b>	96.2	98.1	100.0				
<b>District Projected</b>	X	X	93.9	94.3	94.7	95.1	95.5
<b>District Actual</b>	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:** Increase the percent of students who feel safe at school during the school day from 94.8% in 2012 to 95.3% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .1 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey Item #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	94.9	95.0	95.1	95.2	95.3
<b>School Actual</b>	94.8	96.1	100.0				
<b>District Projected</b>	X	X	91.9	92.3	92.7	93.1	93.5
<b>District Actual</b>	90.9	90.2	89.2				

**TEACHER SATISFACTION – SAFETY**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Achieve a rate of 98.5% of teachers who feel safe at school during the school day.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, attain 98.5% annually of teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey Item #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>School Actual</b>	100.0	100.0	100.0				
<b>District Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>District Actual</b>	98.9	98.3	98.2				

<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Maintain the Incident Management System (IMS) to provide accurate tracking of all discipline incidents.	2013-2018	Assistant Principal	None	None	IMS Database
Communicate district behavior code to parents, students, and school personnel.	2013-2018	Administration Teachers	\$500	Local Funds	Newsletters Student Handbook District Publications
Provide training to students, faculty, staff, and volunteers regarding bullying.	2013-2018	Guidance Counselor Administration PTA and SIC	\$300	Local Funds PTA	Professional Development Plan Guidance Lessons Volunteer Training Record
Review and update yearly the school's Emergency Response Plan. Provide training for faculty, staff, students, and volunteers.	2013-2018	Administration Nurse	\$800	Local Funds	Training Dates Safe School Certificates Log of Safety Drills
Monitor and reward student attendance.	2013-2018	Guidance Counselor Attendance Clerk	\$750	Local Funds Business Partners	Student Attendance Record

Website link to the 2013-14 School Report Card and 2013-14 ESEA (Federal Accountability System) <http://ed.sc.gov/>