

Taylor's Elementary School

Excellence in Achievements,
Actions and Attitudes



School Portfolio

**Guided Self-Study Report utilizing AdvancED and SC SDE Protocols
Scope of Action Plan: 2014-2015 through 2018-2019**

Annual Update for 2015

Kindergarten – Fifth Grade

Rhonda Rhodes, Principal

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Greenville County Schools

Mr. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Taylors 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		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mark Pechin		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Rhonda Rhodes		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 809 Reid School Road, Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-7450

PRINCIPAL'S E-MAIL ADDRESS: rhrhodes@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.

POSITION

NAME

- | | |
|---|-----------------|
| 1. PRINCIPAL: | Rhonda Rhodes |
| 2. TEACHER: | Susan Florence |
| 3. PARENT/GUARDIAN: | Millisa Tillery |
| 4. COMMUNITY MEMBER: | Jason Farr |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Mark Pechin |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

POSITION

NAME

All teachers included in process

Reviewed by SIC and PTA Board

***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.
- X **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
- X **Collaboration**
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X **Developmental Screening**

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

N/A **Half-Day Child Development**

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

X **Developmentally Appropriate Curriculum for PreK–3**

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

X **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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

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

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Introduction

PURPOSE

The purpose of the self-study is twofold:

- To **improve the effectiveness** of Taylors Elementary School
- To **provide assurance to the public regarding the educational quality of our school** by obtaining reaffirmation of our accreditation from AdvancED

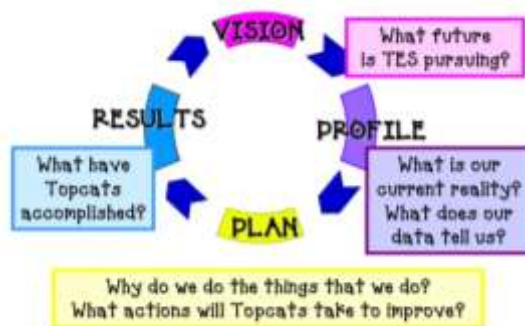
Our School Strategic Plan was developed to document changes and progress our school has made while working to continuously improve everything we do. This document provides an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our plan describes our school and includes actual evidence of our work. It describes who we are, our school vision, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. This document describes how we build and utilize our plan for the purpose of increasing student learning—our ultimate goal.

OVERVIEW OF THE SELF-STUDY PROCESS and STAKEHOLDER INVOLVEMENT

The principal and other members of the School Leadership Team remain central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process in its entirety. This committee meets monthly and serves as the decision-making authority on reports, policies and procedures. All stakeholders, including staff, PTA Executive Board and School Improvement Council (SIC) have roles and responsibilities. Representatives from this team serve as resource persons and provide support and input for all stakeholders at PTA Executive Board meetings and SIC meetings.

Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community.



Knowing how essential this process is to our continuing success, stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in a comprehensive editing process and taking part in the kinds of discussions that the self-study process is designed to facilitate. As a result of our shared experiences, we continue to learn how best to add value to the lives of our students and enrich our community. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

Executive Summary

The Executive Summary looks at student achievement data, teacher and administrator quality data, school climate data, significant school challenges, and significant awards, results or accomplishments over the past three years.

Student Achievement Data

- Student attendance remains steady at around 97%.
- Our enrolled increased significantly from 2012-2013 and remains steady for the 2014-2015 school year. Our ethnicity enrolled remains steady for all subgroups. Over the last five years the FARMS student numbers also remain steady.
- Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained steady over the last three years.
- The 2013-2014 MAP scores have consistently dropped since 2010-2011. The percentage of students meeting their target rid has been below 50% for three consecutive years.
- The percentage of students meeting their target RIT in reading dropped in second grade and fifth grade. Third grade had a significant increase from 42.2% to 56.3%. Fourth grade also had a significant increase from 47.9% to 52.3%.
- Math MAP scores are significantly lower that reading scores. The percentage of students meeting their target RIT went up in all grades except fourth grade. The percentage of students meeting their target RIT went from 43.8% to 35.7%.
- Taylors second grade students are significantly higher on both the COGAT and the ITBS/Iowa at 63% in reading, math, and COGAT.

Teacher and Administrator Quality Data

- The average teacher attendance is slowly dropping from 96.5% in 2009-2010 to 94.8% in 2013-2014.
- The Leadership Team with input from the staff is created a professional development plan that will focus on building teacher leaders and strengthening our instructional program.

School Climate Data

Significant School Challenges

- Over the last five years Taylors Elementary has experienced changes in leadership positions. Mrs. Rhodes is the third building principal and the IC has changed four times.

Significant Awards, Results, Accomplishments

- The PASS scores from 2013-2014 showed that Taylors Elementary students scores improved from 2012-2013. The school received an 86.6/B rating during 2012-2013 and a 91.3/A rating in 2013-2014.
- AimsWeb scores for the 2014-2015 school year show improvement in all targeted grade levels due to the intensive intervention of the RTI program.
- South Carolina Green Steps School
- Safe Kids School

- PTA OAK Leaf Award – Recognition of Membership
- PEP Literacy Grant Recipient

Taylor's Elementary School: Excellence in Academics, Actions and Attitudes! Taylor's Elementary offers a diverse learning community with teachers who promote student-centered instruction. Our year has focused on defining excellence and committing to creating a school environment where student needs are first. All decisions are based on "what is best for children."

Raising student achievement is our primary goal. Our Vertical Teams have facilitated conversations and actions among our staff to strive for continuous improvement. We are developing effective data teams to create common assessments and use data to drive instruction. We continue to grow in the area of Balanced Literacy as a means to support and accelerate every child at Taylor's Elementary School. Additionally, we are an Inclusive Strategy School. We strive to identify the strengths and learning needs of all students by offering inclusion-based learning. Inclusion is available for identified special education students whose learning can be maximized and supported in a regular education setting.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and sharing ideas with colleagues at faculty meetings and in-services. Summer Academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers are currently participating in Balanced Literacy training. The school is working with a consultant from the Heinemann organization, whose role is to provide training as well as conduct classroom observations and provide immediate feedback to individual teachers.

Each classroom teacher received an iPad for instruction as a start to our school year. TechKnow Tuesdays were designed to enhance instructional technology and led by our district, principal and staff of Taylor's Elementary. We currently have three adjunct Google Instructors for our district who are classroom teachers at Taylor's. Technology is enhancing our assessments and providing a higher level of engagement for student learning at Taylor's.

Quality teacher leadership is nurtured and encouraged at our school. Our design of staff development includes the structure of our Wednesdays. From the transformation of traditional teacher meetings to FBI Meetings, Focus on Better Instruction, teachers lead with best practices and presentations from our professional book study. The second Wednesday allows PLC's to create, design and analyze assessment for student learning. Vertical Teams meet on the third Wednesday for discussion of standards, assessment and our school-wide professional book study. Our Faculty Council and Committees meets on the final Wednesday of each month to guide decision making for our school and serve as an advisory team to our administration.

Our school counseling department has partnered with Greenville Mentoring to provide training to interested mentors and currently paired twelve volunteers to students who benefit from this support. Additionally, our Watch DOGS (Dads of Great Students) program continues to grow and encourage positive male role models to spend a day volunteering in overall school operations for the day. By the end of the year, our goal is to have a mental health counselor placed in our building to provide services to students and families through Greenville County Mental Health.

In a concentrated effort to make “every minute count” at Taylors, we participate in the Universal Breakfast Program, providing a free, healthy and nutritious breakfast free of costs to all students. Additionally, we have formed early morning groups, such as, Walk and Talk for Kindergarten and First Grade, and opened our computer lab for students to enhance their mathematical skills in the First In Math program in grades second through fifth. We have several after school programs for enrichment: art, Chorus, Green Team, Student Council and EPIC (Empowered-Proud-Independent Club). We have also partnered with the Greenville Hospital System and have six trained Girls on the Run (GOTR) Coaches and twenty girls who have joined the GOTR program. These girls will culminate their participation with a 5K Run in May.

To further promote academic success and parental buy-in, PTA events are curriculum-based. The guidance counselor conducts ITBS meetings with second grade parents to further parental understanding of standardized tests. Past PTA honors include SC PTA Outstanding Unit of the Year, SC PTA Principal of the Year, SC PTA Support Staff of the Year, and SC PTA Enrichment Programs of the Year. The current PTA is eager to regain the recognitions and was honored with one of the highest increases in membership among Greenville County Schools. In addition, School Improvement Council (SIC) takes an active interest in the everyday workings of the school. Parental involvement is encouraged and celebrated with many opportunities to participate in school life.

To strengthen the writing program, each class chooses a “The Write Ingredient,” student whose works are selected for display during the month and they are invited to a special tea. As they sip their “tea”, munch a snack, and listen to the administration read a story, each child receives a special treat bag. “Writing Celebrations” have brought a whole new perspective to our writing program. Parents enjoy coming to celebrate student writing.

Life Savers, a positive character education program, is overseen by our guidance counselor, is implemented school-wide. Each grade level has a list of required behaviors, consequences for disregarding them, and reinforcements for good citizenship. Dedication to these plans, coupled with strong support from administration, has promoted good citizenship and a climate of mutual respect. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention. Our ultimate goal for our school counseling program is to become a RAMP School: Recognized ASCA Model Program.

Great things are happening at Taylors Elementary! It is a time of growth and commitment to excellence. We are building on our growth to an 91.3, A, ESEA Rating and striving to meet the challenges of the future. From our school tagline, “Excellence in Academics, Actions and Attitudes” we are defining what excellence is and more importantly, what it takes to attain it.

Taylor's Elementary School Profile

Taylor's Elementary is using a student-centered educational approach designed to create an environment where all students are excited about learning, behave responsibly, develop pride in themselves and their achievements, and strive to meet high standards. We function as a Professional Learning Community with collaborative teams, studying best practices for instruction and maintaining our commitment to continuous improvement.

Most staff has received Continuous Improvement/Baldrige Model training at the David Langford Conference, from Carolina First Center for Excellence in-services, and participated in Lee Jenkins workshops. We are learning to more effectively analyze student learning results. The collection and understanding of data on both our own teaching and our students' learning have greatly improved. As we continue to strive to improve student achievement, the staff is being trained in Balanced Literacy as a means for instruction. Along with support in Common Core Standards and Inclusion, the staff feels that we are meeting the needs of all learners.

Ultimately, our goal in continuous improvement is for children to understand what is expected and to be able to chart their own growth. Children are setting goals and reflecting on their academic improvement. We believe that, as children understand where they are headed academically, they will become empowered to work towards goals.

Raising student achievement is our primary goal and an ongoing challenge; faculty has strengthened its focus on curriculum. Utilizing current state academic learning standards, teachers have created Pacing Guides and Curriculum Maps, with the resources provided through the school district, for every grade level and made these available to families. Team planning sessions have provided teachers opportunities for blending their talents and areas of expertise to guarantee that all students experience a rigorous and uniform curriculum. Teachers are committed to seeking strategies that will be most effective for each lesson taught. We are striving to identify the learning profile of every student and to offer learning opportunities that address learning styles and preferences. Students with IEPs are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Inclusion is encouraged for all identified students that can be supported in the regular education environment. Every teacher maximizes learning for above-average students, making sure that those who finish learning tasks early are spending their time on clearly defined, challenging objectives.

The addition of a K-2 Developmental Class in 2006-07, assures a formal education in a print-rich environment that enhances the development of pre-reading skills. To facilitate the development of academic and social skills in our Hispanic population, we have a part-time ESOL teacher.

One initiative to address struggling kindergartners and first graders is the addition of Response to Intervention (RTI). We identify students at risk for poor learning outcomes, provide research-based interventions and monitor student progress. Started in the fall of 2008, this program provides services to first graders that meet criteria identified by AIMSweb Early Literacy Benchmarks. In fall 2009, Math Soar to Success was added in order to provide services to struggling first graders. Kindergarten teachers are trained in and implement ERI for kindergarten students identified as "At Risk" by the AIMS Web Test of Early Literacy. During the 2012-2013 school year, RTI and math interventions for first grade were eliminated due to funding. We can report that allocations were arranged to provide RTI to first grade, as well as a five second grade students, for the 2013-

2014 school year. During the 2014-2015 school year students in grades K-2 were served by an RTI reading teacher and a literacy coach. Benchmark scores drastically improved with the interventions.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and by sharing ideas with colleagues at faculty meetings and in-services. Summer academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers are currently participating in Balanced Literacy training. The school is working with a consultant from the Heinemann organization, whose role is to provide training as well as conduct classroom observations and provide immediate feedback to individual teachers.

The turnover in principal and instructional coach over the last four years has had an impact on the professional development program at Taylors Elementary. Since 2011-12 the Taylors staff has had three principals and four instructional coaches. We are currently putting structures into place to ensure a program with continuity and quality that will ensure our staff with a professional development program that meets their professional needs. The 2015-2016 school year will have a program that is consistent with the goals of the school district and the goals of Taylors Elementary School.

A strong mentoring program, the M & M's (Mentors and Mentees), inspires and encourages new teachers, as it strengthens working relationships and improves our overall program.

To further promote academic success, PTA events are curriculum-based. The guidance counselor conducts ITBS meetings with second grade parents to further parental understanding of standardized tests. Past PTA honors include SC PTA Outstanding Unit of the Year, SC PTA Principal of the Year, SC PTA Support Staff of the Year, and SC PTA Enrichment Programs of the Year. The current PTA is eager to regain the recognitions. In addition, School Improvement Council (SIC) takes an active interest in the everyday workings of the school. Parental involvement is encouraged and celebrated with many opportunities to participate in school life. The SIC is working to enhance the Watchdog Program in order to encourage positive male role model participation within the school.

To strengthen the writing program, each class chooses a "The Write Ingredient," student whose works are selected for display during the month and they are invited to a special tea. As they sip their "tea", munch a snack, and listen to the administration read a story, each child receives a special treat bag. "Writing Celebrations" have brought a whole new perspective to our writing program. Parents enjoy coming to celebrate student writing.

Alternative assessment techniques are evident throughout the curriculum. Teachers incorporate scoring guides for evaluation purposes. Rubrics are utilized to guide students through activities and projects, as well as to assess their work. Fountas and Pinnell Benchmarks are given to all grade levels to assess reading levels, areas of strength, and specific areas of weakness. Students are also given the opportunity to retest if they received a failing grade on an assessment.

Initiated October 2006, Measures of Academic Progress (MAP) is one tool used to target student strengths and weaknesses in Math and Reading. MAP data helps teachers to measure student progress. DesCartes, a component of MAP, gives teachers a specific blueprint of areas where students need additional academic assistance and which skills have been mastered. Starting in the fall, MAP will be better aligned with the Common Core standards.

Another tool designed to assess students and provide common assessments is Compass Odyssey. Students can revisit skills previously taught. A language proficiency assessment is administered to ELL students in kindergarten through fifth grade.

Palmetto Assessment of State Standards (PASS) tests began in Spring 2009, for measuring students in ELA, MATH, Science and Social Studies, and Taylors' teachers have made this a priority. Strategies for addressing higher level thinking skills have been presented during in-services, so all teachers are aware of those questions and activities which provide students with practice in analytical and critical thinking, problem-solving, and evaluation. PASS was phased out for the 2014-2015 school year. It has been replaced with ACT Aspire for reading, English, writing, and math. SCPASS will be used to assess science and social studies.

LifeSkills, a positive character education program overseen by our guidance counselor, is implemented school-wide. Each grade level has a list of required behaviors, consequences for disregarding them, and reinforcements for good citizenship. Dedication to these plans, coupled with strong support from administration, has promoted good citizenship and a climate of mutual respect. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention.

With guidance from our PE teachers, the school nurse and cafeteria manager, we are implementing CATCH (Coordinated Approach to Child Health). Students are immersed in an environment that supports and encourages a healthy lifestyle. Our cafeteria has begun the Healthy Lunch program and this encourages a school-wide focus on healthy lifestyles. The CATCH committee has provided exercise videos using staff members and students for classes to use daily. Also, the team is providing water bottles to all students to encourage proper hydration.

Great strides have been made in technology with direction from our library media specialist. An increasing number of teachers are taking advantage of the computer training offered through the district. All teachers have a laptop. Classrooms are equipped with a Smart Board or Promethean Board, mounted LCD Projector, and computers. Being fully networked makes WTES (morning news program), Internet research and email available to all classes. Taylors currently has three district Google and iPad trainers. During the 2014-2015 school year all classroom teachers received iPads to use with students. The PTA is helping to raise funds for purchasing more iPads for classrooms. Also, After School funds are being used to purchase more technology. The district is currently working to make Taylors Elementary a wireless campus.

Taylors Elementary has a multi-award winning web site, which provides parents and community members with a comprehensive view of our school, each classroom, important news and upcoming events. Every teacher also has a class site, facilitating communication with parents, reminding students of homework assignments, and sharing exciting classroom news.

A two-time winner of the Red Carpet School Award means we do an outstanding job of creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education.

Taylors is working to become more involved in the larger community. The school participates in Jump Rope for Heart for the American Heart Association as well as the March of Dimes Read-A-

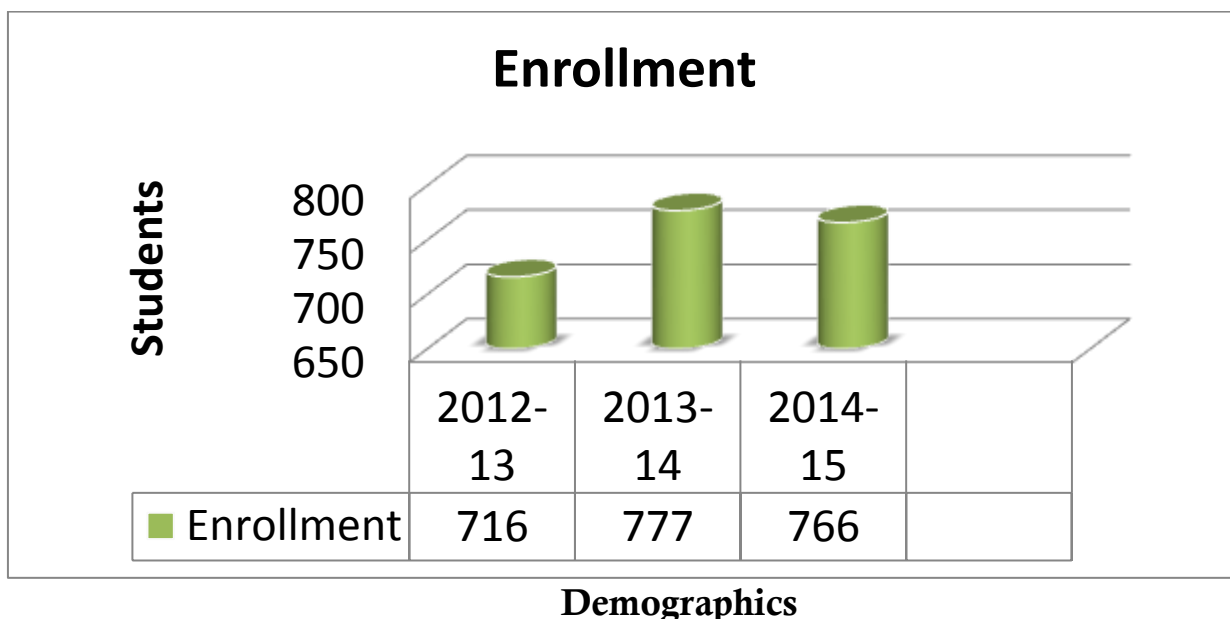
Thon. Student council also collects food for needy families throughout the school year. Several PTA programs also incorporate a Community Blood Drive.

Although we are delighted with the progress we have made in recent years, we are eager to meet the challenges of the future, especially in the areas of increased student achievement and technology. Our faculty is excited about the wonderful possibilities that lie before us in the years to come.

Demographic Discussion of the School Community

Taylor's Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylor's Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year. The walls are multi-faceted and windows face various directions. The architectural design is symbolic of the learning community within: a many-faceted instructional program for diverse student needs, solid academic offerings, students of many nationalities viewing the world through different windows of opportunity, and a supportive school climate.

We serve a culturally diverse population of students. Students with individual education plans are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Teachers maximize learning for above-average students, making sure that those who finish learning tasks early are spending their time on clearly defined, challenging objectives. Our initiative to address struggling kindergartners and first graders is the addition of Response to Intervention (RTI).



2012-2015

	Taylors Elementary 2012-13	Total Number	Taylors Elementary 2013-14	Total Number	Taylors Elementary 2014-15	Total Number
Enrollment	716		777		766	
Caucasian/Non Hispanic	59%	422	57%	443	57%	440
African American	20%	143	20%	155	20%	152
Hispanic	10%	72	11%	86	11%	84
Asian	3%	22	2.5%	19	3%	23
Native American	1%	7	.5%	4	1%	5
Multi-Racial	7%	50	9%	70	8%	62
Free and Reduced Lunch	53%	380	56%	435	54%	415

Our enrolled increased significantly from 2012-2013 and remains steady for the 2014-2015 school year. Our ethnicity enrolled remains steady for all subgroups. Over the last five years the FARMS student numbers also remain steady.

FARMS Population 2010-2015

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FARMS	54.0%	50.2%	53.0%	56.0%	54.0%
Full Pay	46.0%	49.8%	47%	54.0%	46.0%

Special Programs

2012-2015

	2012-13		2013-14		2014-15	
Special Education	15%	107	13%	101	16%	121
Gifted and Talented	9%	64	9%	68	9%	69
ESOL	12%	86	11%	85	12%	95

Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained steady over the last three years.

Average Daily Teacher Attendance

School Year	Teacher Attendance
2009-2010	96.5%
2010-2011	95.4%
2011-2012	95.3%
2012-2013	94.7%
2013-2014	94.8%

Average Daily Student Attendance

School Year	Student Attendance
2009-2010	96.0%
2010-2011	96.6%
2011-2012	96.9%
2012-2013	96.5%
2013-2014	97.1%

Attendance Data provided by SDE School Report Card

The average teacher attendance is slowly dropping from 96.5% in 2009-2010 to 94.8% in 2013-2014. Student attendance remains steady at around 97%.

Summary of School Leadership, Administrative Structures and Partnerships

Administration sets high expectations for students and staff. Teachers are monitored for the implementation of state standards ensures quality education for all children. Mrs. Rhodes is in her first year as principal at Taylors Elementary. She comes with seven years of experience in this role. In fall of 2008, Mr. Officer joined the Taylors Elementary as Assistant Principal. This is his sixth year as the Assistant Principal of Taylors Elementary.

Over the last five years Taylors Elementary has experienced changes in leadership positions. Mrs. Rhodes is the third building principal and the IC has changed four times.

Parents serve as volunteers and provide services to help enhance and enrich the learning environment. Programs where businesses contribute time and materials include the American Heart Association (Jump Rope for Heart), Kiwanis Club (Terrific Kids), and Crisis Response Training (Safe and Drug Free Schools).

Analysis and Narrative of School Personnel Data

The Taylors staff shares high expectations for student success. Staff includes: 33 regular classroom teachers, a library media specialist, three related arts teachers, three part-time related arts teachers, an RTI teacher, a part-time gifted and talented teacher, one and a full-time guidance counselor position, a part-time guidance counselor, two administrators, eight paraprofessionals, two media clerks, a full-time speech pathologist, a part-time speech pathologist, an ESOL part-time teacher and an instructional coach. Three full-time resource teachers serve students in kindergarten through fifth grade through both pull out and inclusion services. A K-2 developmental class with one teacher and two paraprofessionals address the needs of a targeted population. Being an Autism Satellite School, we also have a full time ASA staff member to assist classified students. Support personnel available to assist with students needs include district psychologists, curriculum coordinators, speech and language pathologists and technology specialists. Additional personnel include the school nurse, a receptionist, a part-time attendance clerk, a secretary, a plant engineer, four custodians, and a cafeteria manager and six food services workers.

Certified Staff Experience 2014-2015

0-5	6-10	11-15	16-20	21-25	26-30	30+
11/24%	7/15%	8/17%	7/15%	1/2%	3/7%	9/20%

Certified Staff Education

Bachelors	Bachelors+18	Masters	Masters Plus 30	Ed Specialist	Doctorate
19/41%	0/0%	20/43%	7/15%	0/0%	0/0%

Our staff experience is fairly balance with 15 years and under (46%) and 16 years and over (54%). We have a large percentage (20%) of our staff in the over 30 years experience category. Our certification percentages almost mirror the experience percentages with 41% of the staff with a Bachelors degree and 58% of the staff with a Masters degree and above.

MISSION, VISION, VALUES AND BELIEFS

AdvancED Accreditation Standard 1: Vision and Purpose

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Mission Statement: Excellence in Achievement, Actions and Attitudes

Vision Statement: Our vision is to provide a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to society.

Statement of Beliefs:

- We believe in providing high quality teaching and a challenging curriculum where all students can be successful!
- We believe in promoting positive behaviors and good citizenship through our Life Skills recognition program.
- We believe in being a "Green School" and teaching students to use resources wisely.
- We believe in building support for the school through positive and meaningful relationships with all stakeholders.
-

AdvancED Accreditation Standard 3: Teaching and Learning A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

The following are the curriculum, instruction, assessment, and environmental factors that we value and that justify our shared vision and support effective learning for our students:

Curriculum: Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity. Students are afforded opportunities to engage in learning and assessment out of school with community members.

Curriculum must include:

- Research-based models
- Have relevance to everyday life experiences
- Addressing the standards
- Incorporating cross-curricular experiences
- High expectations for all students
- A balanced approach

Instruction: Teaching must be varied and creative to meet the individual needs of students.

Instruction must include:

- Alignment of school vision with instructional focus
- Connections to real-life situations and prior knowledge

- Guided discovery/active inquiry
- Student-centered approaches
- Research-based models
- Innovative teaching and challenging programs
- Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns, keeping journals)
- Opportunities for students to decide performance criteria and methods

Assessment: Assessments are methods used to better understand the current knowledge that a student possesses. Assessments can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

Assessment must:

- Address diverse learning styles and respect multiple cultures
- Guide classroom instruction
- Be content appropriate and linked to academic learning content
- Varied and continuous
- Utilized by teachers to build new information based on student strengths
- Provide opportunities for students to engage in self-assessment
- Provide prompt feedback

Environment: Our school provides a nurturing environment committed to achieving excellence. We share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.

Environment must include:

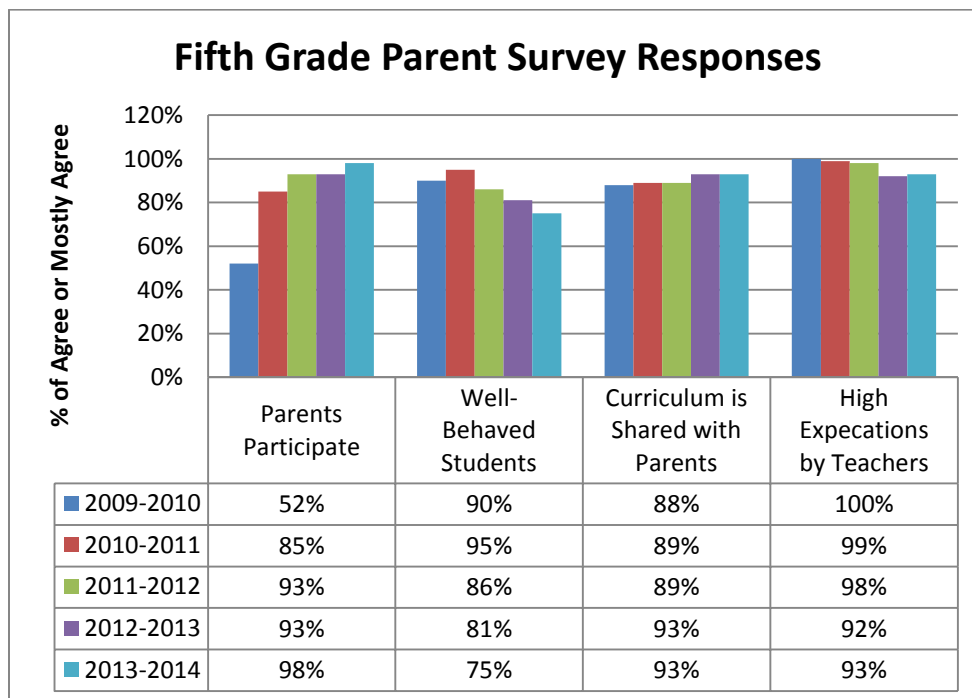
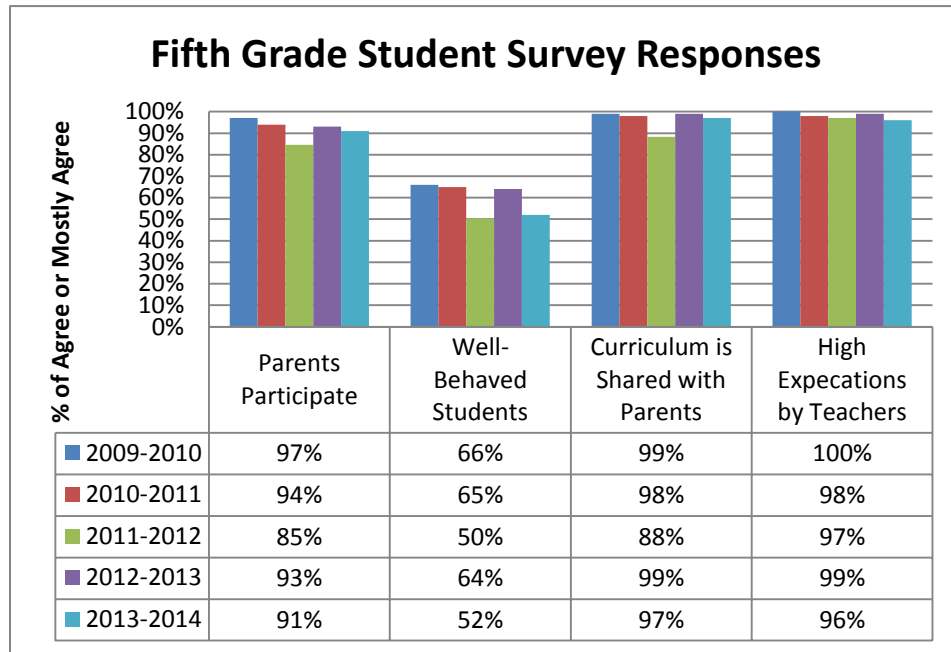
- An exceptional staff that works and shares as a collaborative team
- A parental community that feels valued as full participants in their child's education
- Leadership that is supportive, encouraging, and fosters positive changes
- Meaningful learning experiences for all stakeholders
- An atmosphere that supports each student's academic, personal, and social growth
- A safe, healthy, stimulating, motivating learning environment
- Increase the number of volunteer hours by 10% from 10,889 in the year the year 2011-2012 to 11,978 in the year 2017-2018.
- Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- Increase the use of parents utilizing the parent portal by 5% each year.

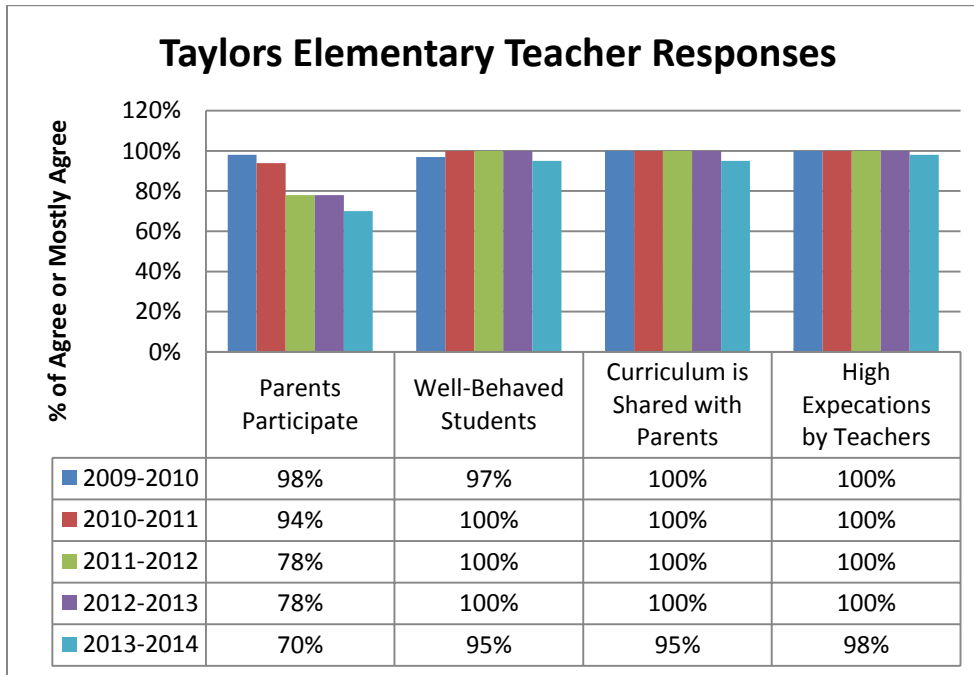
The following information that describes our school can be found following the link on our school and district site:

<http://www.greenville.k12.sc.us/gcsd/schools/profiles/taylors.pdf>

Analysis and Needs Assessment

Data obtained for the School Climate Reports was compiled from the SC SDE Survey that was administered in February 2010-2014.





SDE Report Card Evaluations by Teachers, Students and Parents
Per SDE criteria, only fifth graders and their parents were surveyed.

2010 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	42	113	62
% satisfied with the learning environment	97.6%	95.5 %	100%
% satisfied with social and physical environment	100 %	95.6 %	96.7%
% satisfied with home-school relations	100%	97.3 %	93.5%

2011 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	42	106	66
% satisfied with the learning environment	95.2%	99.0 %	100%
% satisfied with social and physical environment	97.6%	95.3 %	98.4%
% satisfied with home-school relations	97.6%	98.1 %	100%

2012 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	41	137	86
% satisfied with the learning environment	100%	78.8 %	95.3%
% satisfied with social and physical environment	100%	85.3 %	95.3%
% satisfied with home-school relations	100%	85.3 %	90.7%

2013 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	40	198	52
% satisfied with the learning environment	100%	87.7%	92.3%
% satisfied with social and physical environment	100%	90.9 %	92.4%
% satisfied with home-school relations	94.9%	92.9 %	94.3%

2014 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	43	101	40
% satisfied with the learning environment	97.6%	90.0%	87.5%
% satisfied with social and physical environment	100%	89.1%	97.5%
% satisfied with home-school relations	81.4%	93.1%	72.5%

The SC SDE Surveys are administered each spring. Responses indicate we are on the right track to continuous improvement. Although the age level of students who participated in the survey (10-11 year olds) needs to be taken into consideration when weighing responses, student responses were very positive. Certain responses can be expected from this age level.

After a careful review of this survey and other inventories the following conclusions reflect patterns and trends evident from the input of stakeholders:

- Although a high percentage of parents rated the school in a positive manner, a stronger level of parental involvement, both in the home and at the school level, needs to be targeted.
- In-school suspension and a character education initiative are two strategies we are using to address discipline concerns.
- Teacher-created curriculum maps have kept our school community focused on moving all students forward.
- Web sites provide parents with current information, but perhaps there needs to be more training on how to access that information.
- Also, incentives for families to attend curriculum night need to be incorporated.
- Training on how to access the Student Portal may need to be included in targeting our home/school relations.
- Expectations were considered at a high level by parents, teachers and students.

Analysis and Needs Assessment

Beginning in 2012, the school was measured using a grading scale. The chart below shows the schools' rating.

2011-2012

TITLE	ELA Proficiency Met/Improved/ Average Mean	Math Proficiency Met/Improved/ Average Mean	Science Proficiency Met/Improved/ Average Mean	Social Studies Proficiency Met/Improved/ Average Mean	ELA % Tested	Math % Tested
ALL STUDENTS	1 / 669.3	1 / 656.9	1 / 637.0	1 / 645.6	1	1
Male	1 / 661.6	1 / 655.5	1 / 636.8	1 / 645.8	1	1
Female	1 / 677.9	1 / 658.5	1 / 637.1	1 / 645.3	1	1
White	1 / 678.0	1 / 664.6	1 / 646.0	1 / 653.5	1	1
African-American	1 / 644.9	1 / 632.7	0.9 / 612.3	0.8 / 628.8	1	1
Asian / Pacific Islander						
Hispanic					1	1
American Indian / Alaskan						
Disabled	0.5 / 621.4	0 / 601.9	0.1 / 591.3	0.6 / 605.9	1	1
LEP	1 / 672.8	1 / 667.3	1 / 642.7	1 / 636.3	1	1
Subsidized Meals	1 / 654.1	1 / 644.2	0.9 / 621.1	1 / 636.3	1	1
Total Number of Points	7.5	7	6.9	7.4	9	9
Total Number of Objectives	8	8	8	8	9	9
Percent of Objectives Met	93.75	87.5	86.25	92.5	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	32.81	30.63	4.31	4.63	10	10
Points Total	92.4 = A Rating					

2012-2013

TITLE	ELA	Math	Science	Social	ELA	Math
	Proficiency Met/Improved	Proficiency Met/Improved	Proficiency Met/Improved	Studies Proficiency Met/Improved	Percent Tested	Percent Tested
ALL STUDENTS	1	1	0	1	1	1
Male	1	1	0	1	1	1
Female	1	1	0	1	1	1
White	1	1	0	1	1	1
African-American	1	1	0	1	1	1
Asian / Pacific Islander						
Hispanic	1	1	0	0	1	1
American Indian / Alaskan						
Disabled	0	0	0	0.9	1	1
LEP	1	1	0	1	1	1
Subsidized Meals	1	1	0	1	1	1
Total Number of Points	8	8	0	7.9	9	9
Total Number of Objectives	9	9	9	9	9	9
Percent of Objectives Met	88.89	88.89	0	87.78	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	31.11	31.11	0	4.39	10	10
Points Total/ Grade	86.6 =B					

2013-2014

TITLE	ELA	Math	Science	Social	ELA	Math
	Proficiency Met/Improved	Proficiency Met/Improved	Proficiency Met/Improved	Studies Proficiency Met/Improved	Percent Tested	Percent Tested
ALL STUDENTS	1	1	0.9	1	1	1
Male	1	1	1	1	1	1
Female	1	1	0.8	0.9	1	1
White	1	1	1	1	1	1
African-American	0.8	0.8	0.7	0.8	1	1
Asian / Pacific Islander						
Hispanic	1	0.9			1	1
American Indian / Alaskan						
Disabled	0.6	0.5		0.7	1	1
LEP	0.9	1	0.9		1	1
Subsidized Meals	0.9	0.9	0.8	0.9	1	1
Total Number of Points	8.2	8.1	6.1	6.3	9	9
Total Number of Objectives	9	9	7	7	9	9
Percent of Objectives Met	91.11	90	87.14	90	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	36.44	36	4.36	4.5	5	5
Points Total	91.3					

:

SC-ALT scores were included in the calculations where appropriate.

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

The PASS scores from 2013-2014 showed that Taylors Elementary students scores improved from 2012-2013. The school received an 86.6/B rating during 2012-2013 and a 91.3/A rating in 2013-2014.

Response to Intervention

One initiative to address struggling kindergartners and first graders is the addition of Response to Intervention (RTI). We identify students at risk for poor learning outcomes, provide research-based interventions and monitor student progress. Started in the fall of 2008, this program provides services to first graders that meet criteria identified by AIMSweb Early Literacy Benchmarks. In Fall 2009, Math Soar to Success was added in order to provide services to struggling first graders. Kindergarten teachers are trained in and implement ERI for kindergarten students identified as “At Risk” by the AIMS Web Test of Early Literacy. During the 2012-2013 school year, RTI and math interventions for first grade were eliminated due to funding. We can report that allocations were arranged to provide RTI to first grade, as well as a five second grade students, for the 2013-2014 school year. Scores for the 2014-2015 school year show improvement in all targeted grade levels due to the intensive intervention of the RTI program.

RTI AimsWeb Benchmarking Data

Percent of Students at/above Benchmark

2014-2015

Kindergarten

	Fall	Winter	Spring
Letter Name Fluency	75/67.5%	101/84.8%	Window not open yet
Letter Sound Fluency	50/45%	87/73%	

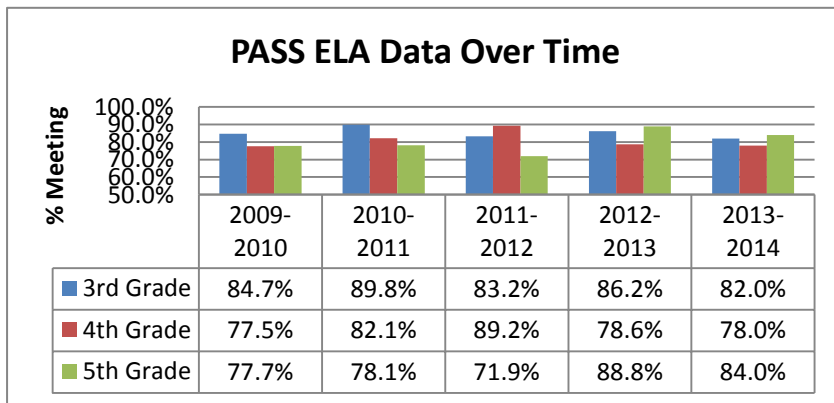
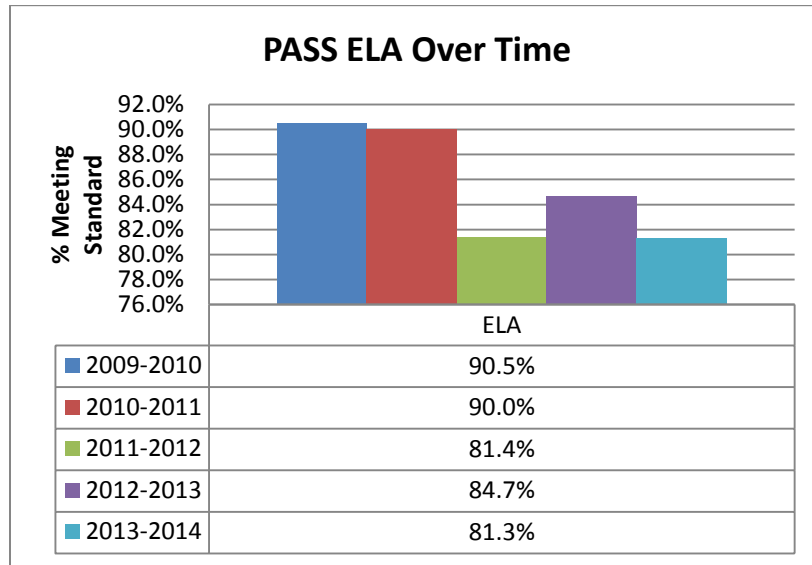
First Grade

	Fall	Winter	Spring
Nonsense Word Fluency	118/76%	89/53%	Window not open yet
Oral Reading Fluency	92/59%	112/66.2%	

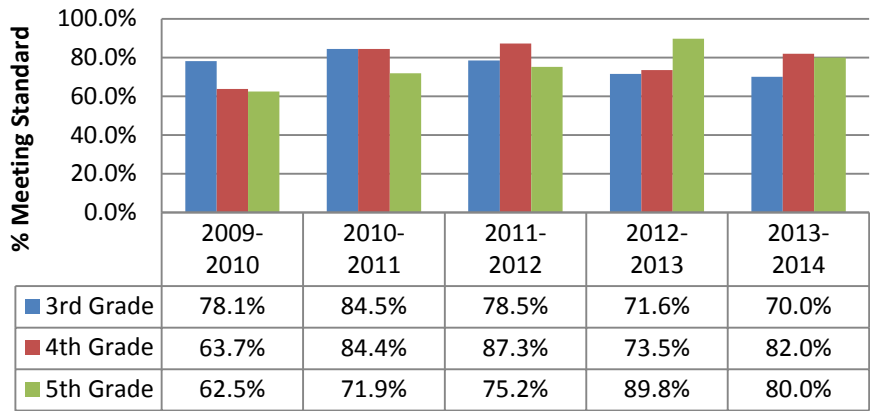
Second Grade

	Fall	Winter	Spring
Oral Reading Fluency	86/69%	99/78%	Window not open yet

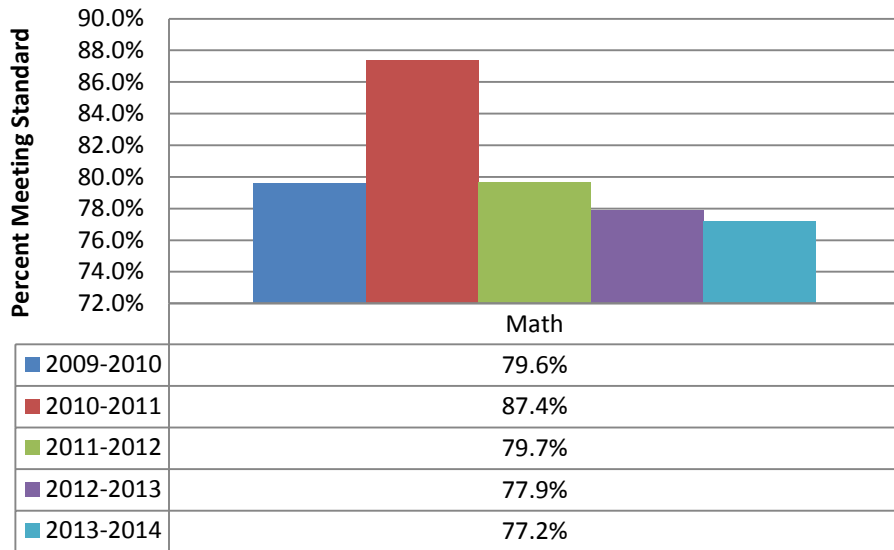
PASS Data for Taylors Elementary School



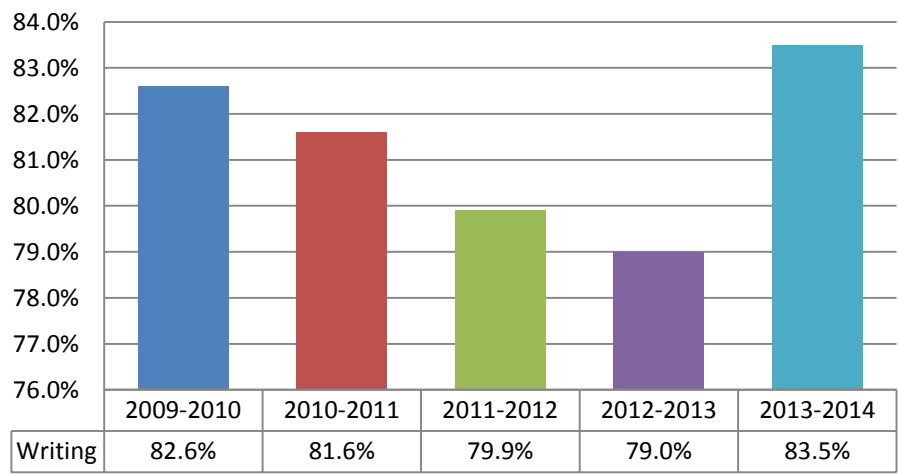
PASS MATH By Grade Level Over Time

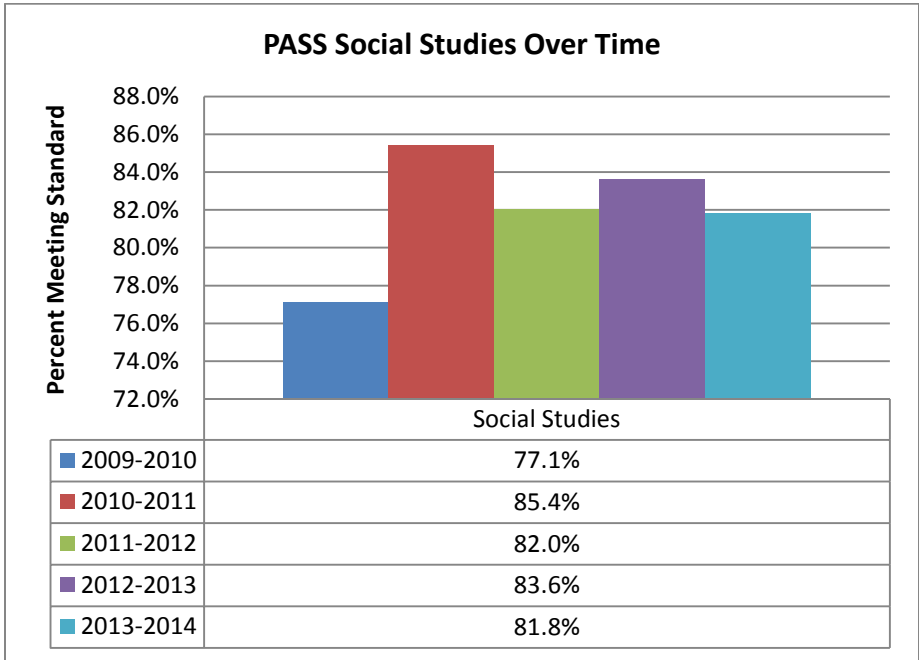
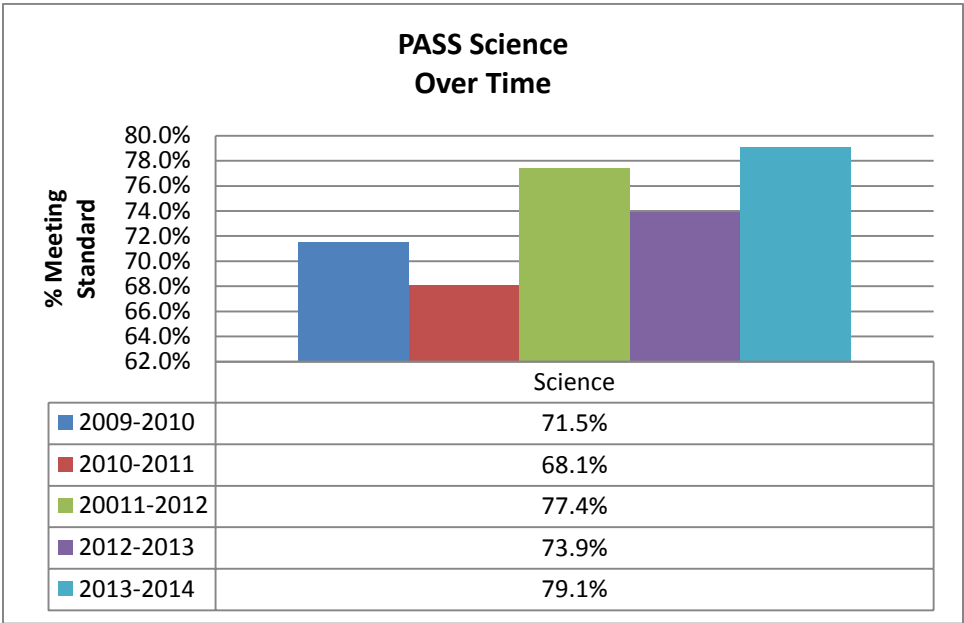


PASS Math Over Time



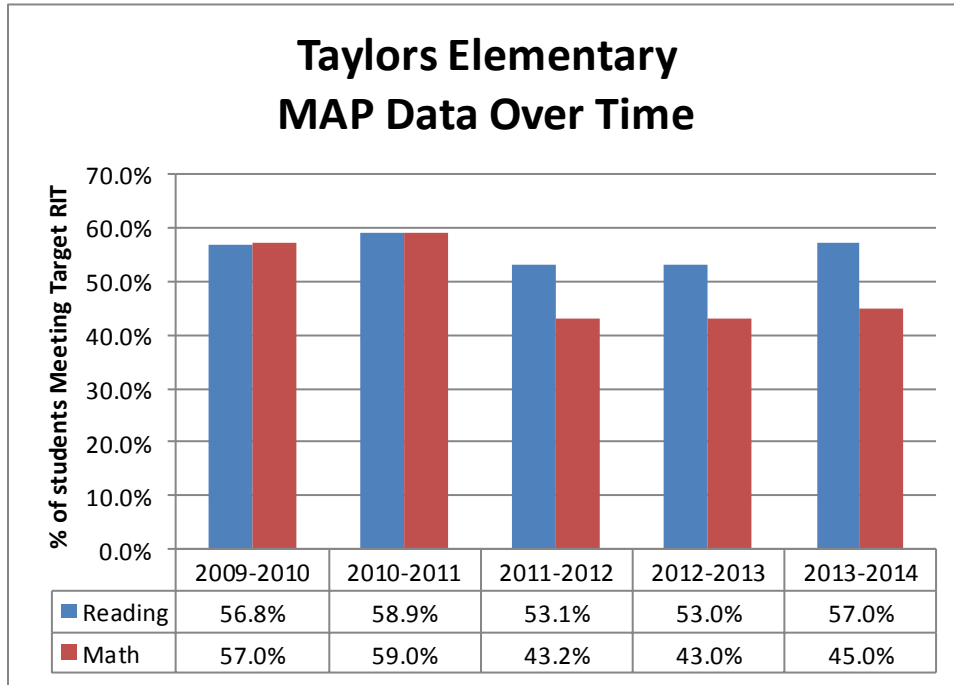
PASS Writing Over Time





MAP

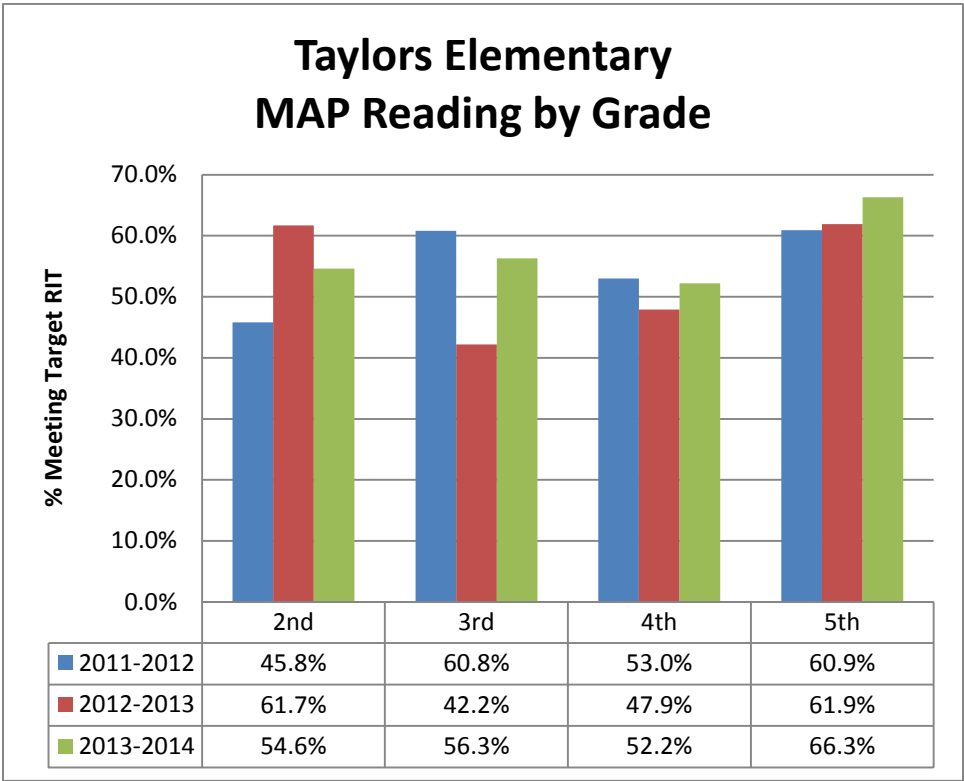
MAP data is used to monitor student in our Action Plan and in individual classrooms. This informative data identifies the percent of students meeting target RIT growth. The Student Growth Summary Report tracks Fall to spring data for second through fifth grade in Math and Reading.



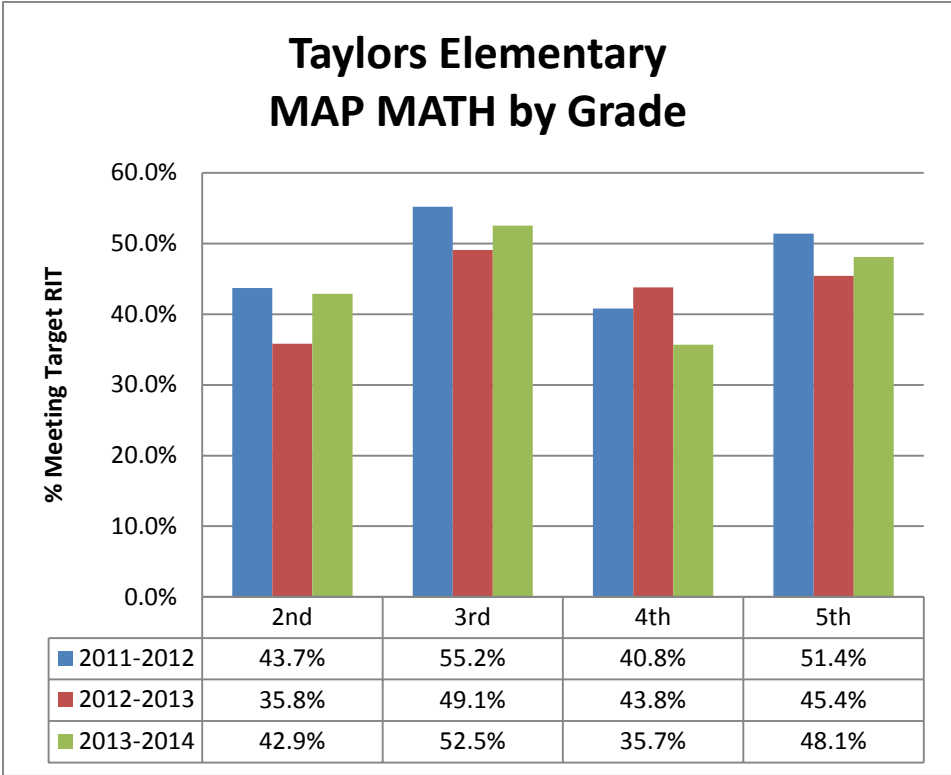
The percentage of students that met their target RIT dropped in 2011-2012 for both reading and math and remained the same in 2013-2014. The 2013-2014 MAP scores have consistently dropped since 2010-2011. The percentage of students meeting their target rid has been below 50% for three consecutive years.

When looking by grade level, second and fifth grade showed increase of percentages in 2012-2013. In third and fourth, the percentages dropped for students meeting RIT growth goals.

The percentage of students meeting their target RIT dropped in second grade and fifth grade. Third grade had a significant increase from 42.2% to 56.3%. Fourth grade also had a significant increase from 47.9% to 52.3%.

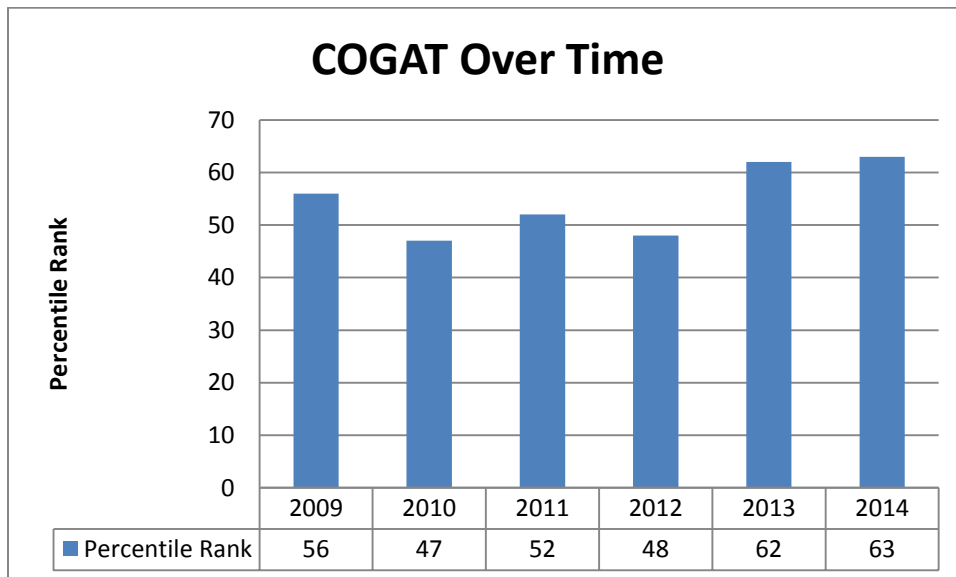
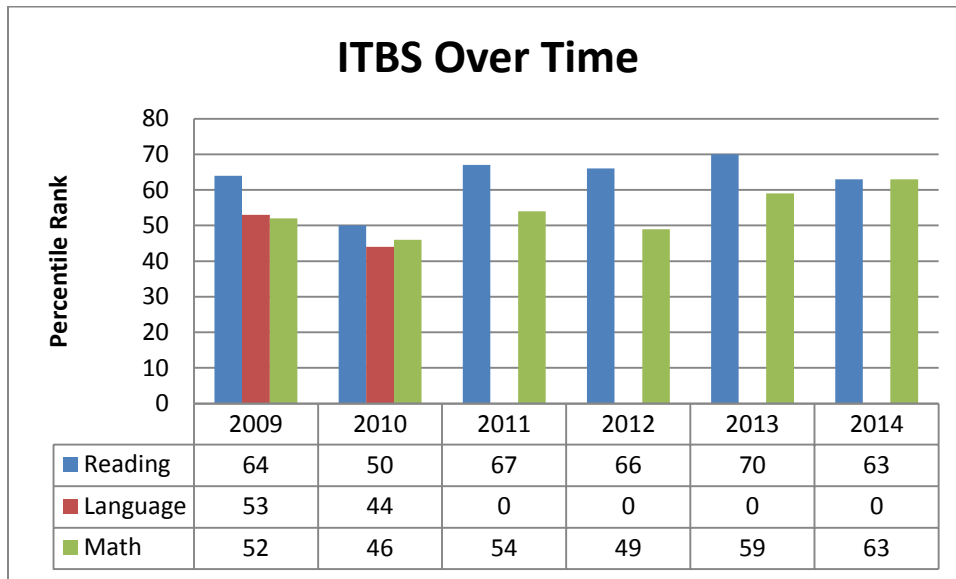


The percentage of students meeting their target RIT dropped in second grade and fifth grade. Third grade had a significant increase from 42.2% to 56.3%. Fourth grade also had a significant increase from 47.9% to 52.3%.



Math MAP scores are significantly lower than reading scores. The percentage of students meeting their target RIT went up in all grades except fourth grade. The percentage of students meeting their target RIT went from 43.8% to 35.7%.

ITBS and COGAT Data over Time



The goal is to stay at or above the 50th percentile compared nationwide on ITBS/Iowa. Taylors second grade students are significantly higher on both the COGAT and the ITBS/Iowa.

Strategies to Increase Student Learning

Teachers at Taylors Elementary School keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered in the district and through a nearby university, in addition to attending conferences.

We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. Small groups have helped meet individual needs in reading and math.

To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. At each grade level, teachers work together as a team. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do.

Using Student Achievement Data

We have systemically tried to use data to inform our decisions about instructional programs. The new teacher evaluation instrument, PAS-T, promotes student achievement data in the decision-making process.

For example:

- MAP allows us to track and disaggregate data more effectively.
- Procedures in place have allowed us to track student achievement by grade level and class.
- The use of the strategic plan process and the PAS-T evaluation system has helped us implement more effective methods of tracking student achievement.
- AIMSweb is being used to progress monitor kindergartners in targeted areas.
- Fountas and Pinnell reading benchmarks are being used to measure reading growth
- Math Benchmarks are being utilized to measure growth in mathematical concepts.

Student Support Systems

Recognizing that some students need support in addition to what is available in the classroom; Taylors Elementary School has worked with the district to provide a variety of special services.

- We have three full-time resource teachers who work with students with identified learning differences and gaps in achievement. We also have one self-contained class for students with more pronounced identified learning differences.
- Two RTI specialists pull small groups of students in first and second grades for reading support.
- A Gifted and Talented teacher pulls students that qualify based on the required minutes of service.
- When a teacher believes that a student has special needs that require attention, the student is referred to the school's Assistance Team (A-Team). The team is to determine student needs and to align them with resources that are available through the school, district, or community.
- An ESOL teacher is committed to providing language support to students new to the English language and in assisting families with school communications.
- Two speech and language pathologist serve students with identified language deficits.
- An extended-day program enriches and extends the school day curriculum.

Summary of Progress

We have a clear path for increasing student achievement. We know how to implement content and performance standards in our classrooms. The implementation of Learning Focused planning and strategies have assisted in improving our efforts to align instruction with standards. We are utilizing RTI in kindergarten through second grade to help students become better readers. We are providing broadened inquiry based instruction in the classrooms including balanced literacy, and created partnerships with local agencies to support student and family needs. We have also learned to disaggregate student achievement results more effectively and analyze our school processes.

Next Steps

Our work is quite focused and there is broad buy-in by our stakeholders in the school community of our vision. Our goal is to implement the vision throughout the school and in every classroom.

To accomplish this, we plan to—

- Examine student assessment data regularly, as a whole faculty and in vertical teams
- Increase teacher/student conferencing regarding student achievement; have students develop annual individual goals, two academic and one behavior
- Collect authentic assessment data for use in action research
- Share our classroom successes and Best Practices, so that every child in the school will benefit from each teacher's talents
- Consider findings from data analysis in lesson planning/ use of data teams
- Benchmarking using the Fountas and Pinnell Assessment kits

ACHIEVEMENT GAPS AND ROOT CAUSES

We continue to look at our data to ensure the best instruction for all our students. Recognizing a gap exists between disabled and non-disabled students as well as other small groups, we have restructured the scheduling of our school day to more effectively address the needs of our struggling learners. Our hope is to receive credit in all subgroups as measured on the state report card. We are looking forward to next year with scheduling and placement of students with special needs. The teachers are more familiar with inclusive practices and we hope to see gains.

Analysis of school-wide data is used to target areas in our commitment to close the achievement gap. When examining the curriculum, the need for differentiated instruction and strong curriculum alignment with standards may be factors. It is also important to note that SC has identified a large number of standards to be addressed, especially in third grade, fourth grade and fifth grade.

Action Plan

ACT ASPIRE WRITING

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

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

Baseline data to be established in 2014-15.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Disaggregate test data to determine strengths and needs in instruction	Ongoing 2014- 2015	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
2. Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2014- 2015	Administrators Teachers IC	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3. Provide additional instructional support to students in grades K-2 through the RTI program	Ongoing 2014- 2015	Administrators Teachers Instructional Coach RTI Teachers (1.5)	1.5 certified teaching positions	District Funded	Quarterly RTI Reports
4. Provide support for teachers to utilize Rubicon/Atlas in lesson planning	Ongoing 2014- 2015	Administrators Teachers IC District Level Consultants	None	None	Lesson Plans Curriculum Maps
5. Provide continued professional development in Balanced Literacy	Ongoing 2014- 2015	Administrators IC District Level Consultants	\$5000	District Funds PTA Local Funds	Lesson Plans Observations Session Attendance
6. Utilize Compass Learning software to enhance instruction and continue learning at	Ongoing 2014- 2015	Administrators Teachers IC	None	District Funds	Compass Reports

home					
7. Recognize academic excellence and improvement in writing for all grade levels	Ongoing 2014- 2015	Administration Teachers Media Specialist IC	\$650 Materials Certificates Writing Process Resources	PTA Local Funds	Write Ingredient Program Writing Display

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Disaggregate test data to determine strengths and needs in instruction	Ongoing 2014- 2015	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
2. Provide time for team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2014- 2015	Administrators Teachers IC	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3. Provide additional instructional support to students in grades K-2 through the RTI program	Ongoing 2014- 2015	Administrators Teachers Instructional Coach RTI Teachers (1.5)	1.5 certified teaching positions	District Funded	Quarterly RTI Reports
4. Provide support for teachers to utilize Rubicon/Atlas in lesson planning	Ongoing 2014- 2015	Administrators Teachers IC District Level Consultants	None	None	Lesson Plans Curriculum Maps
5. Provide continued professional development in Balanced Literacy	Ongoing 2014- 2015	Administrators IC District Level Consultants	\$5000	District Funds PTA Local Funds	Lesson Plans Observations Session Attendance
6. Utilize Compass Learning software to enhance instruction and	Ongoing 2014- 2015	Administrators Teachers IC	None	District Funds	Compass Reports

continue learning at home					
7. Provide professional development on using Editor's Checklist	Ongoing 2014-2015	Administrators Teachers IC	\$100 Materials	Local Funds	Editor's Checklists posted in all classrooms

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Disaggregate test data to determine strengths and needs in instruction	Ongoing 2014-2015	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
2. Provide time for team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2014-2015	Administrators Teachers IC	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3. Provide additional instructional support to students in grades K-2 through the RTI program	Ongoing 2014-2015	Administrators Teachers Instructional Coach RTI Teachers (1.5)	1.5 certified teaching positions	District Funded	Quarterly RTI Reports
4. Provide support for teachers to utilize Rubicon/Atlas in lesson planning	Ongoing 2014-2015	Administrators Teachers IC District Level Consultants	None	None	Lesson Plans Curriculum Maps
5. Provide continued professional development in Balanced Literacy	Ongoing 2014-2015	Administrators IC District Level Consultants	\$5000	District Funds PTA Local Funds	Lesson Plans Observations Session Attendance
6. Utilize Compass Learning software to enhance instruction and continue learning at home	Ongoing 2014-2015	Administrators Teachers IC	None	District Funds	Compass Reports

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Disaggregate test data to determine strengths and needs in instruction	Ongoing 2014-2015	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
2. Provide time for team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2014-2015	Administrators Teachers IC	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3. Provide additional instructional support to students in all grades with technology software	Ongoing 2014-2015	Administrators Teachers Instructional Coach Technology Team	\$5000	PTA Local Funds	Software Reports
4. Provide support for teachers to utilize Rubicon/Atlas in lesson planning	Ongoing 2014-2015	Administrators Teachers IC District Level Consultants	None	None	Lesson Plans Curriculum Maps
5. Provide continued professional development in math best practices	Ongoing 2014-2015	Administrators IC District Level Consultants	\$5000	District Funds PTA Local Funds	Lesson Plans Observations Session Attendance
6. Utilize Compass Learning software to enhance instruction and continue learning at home	Ongoing 2014-2015	Administrators Teachers IC	None	District Funds	Compass Reports

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

% Tested Math – School	BASELINE 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Testing coordinator will ensure all eligible students are tested on ACT Aspire	Ongoing 2014-2015	Building Testing Coordinator	None	District Funds	School report to district/state
2. Information will be shared with families via the school website, school newsletter, teacher newsletters, school marquis, and communication blasts	April 2016	Testing Coordinator Administration Teachers	None	None	Copies of communication

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Disaggregate test data to determine strengths and needs in instruction	Ongoing 2014-2015	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
2. Provide time for team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2014-2015	Administrators Teachers IC	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3. Encourage teachers to utilize science lab and to integrate hands-on lessons to teach science concepts	Ongoing 2014-2015	Administrators Teachers Instructional Coach Science Contact District Science Consultant	\$2000	PTA Local Funds	Lesson Plans Observations
4. Provide support for teachers to utilize Rubicon/Atlas in lesson planning	Ongoing 2014-2015	Administrators Teachers IC District Level Consultants	None	None	Lesson Plans Curriculum Maps
5. Provide professional development in subject integration (science/ELA/Math)	Ongoing 2014-2015	Administrators IC District Level Consultants	None	None	Lesson Plans Observations Session Attendance

SCPASS SOCIAL STUDIES

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Disaggregate test data to	Ongoing	Administrators	None	None	Charts

determine strengths and needs in instruction	2014-2015	Teachers Instructional Coach			Graphs Meeting Minutes
2. Provide time for team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2014-2015	Administrators Teachers IC	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3. Purchase materials to integrate Social Studies and ELA	Ongoing 2014-2015	Administration Teachers IC District Social Studies Consultant	\$1000	PTA Local Funds	Lesson Plans Invoices
4. Provide support for teachers to utilize Rubicon/Atlas in lesson planning	Ongoing 2014-2015	Administrators Teachers IC District Level Consultants	None	None	Lesson Plans Curriculum Maps
5. Provide continued professional development in Social Studies/ELA integration	Ongoing 2014-2015	Administrators IC District Level Consultants	\$5000	District Funds PTA Local Funds	Lesson Plans Observations Session Attendance

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	63 percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	63 percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile			

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Disaggregate test data to determine strengths and needs in instruction	Ongoing 2014-2015	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
2. Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2014-2015	Administrators Teachers IC	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3. Provide additional instructional support to students in grades K-2 through the RTI program	Ongoing 2014-2015	Administrators Teachers Instructional Coach RTI Teachers (1.5)	1.5 certified teaching positions	District Funded	Quarterly RTI Reports
4. Provide support for teachers to utilize Rubicon/Atlas in lesson planning	Ongoing 2014-2015	Administrators Teachers IC District Level Consultants	None	None	Lesson Plans Curriculum Maps
5. Provide continued professional development in	Ongoing 2014-2015	Administrators IC	\$1000	District Funds	Lesson Plans Observations

Balanced Literacy		District Level Consultants		PTA Local Funds	Session Attendance
6. Utilize Compass Learning software to enhance instruction and continue learning at home	Ongoing 2014-2015	Administrators Teachers IC	None	District Funds	Compass Reports
7. Work with K-2 teachers to integrate listening skills into their curriculum since IOWA and OLSAT are oral tests	Ongoing 2014-2015	Administrators IC	\$500 Materials to teach listening skills	Local Funds	Lesson Plans Invoices

PROFESSIONAL DEVELOPMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Provide professional development to ensure each certified staff member is highly qualified.

ANNUAL OBJECTIVE: Provide quality staff development to meet the needs of a varied staff.

DATA SOURCE(S): In-service reports; list of highly qualified certified staff members; copies of current teaching certificates

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected	x	x	40	24	12	12	12
Actual	43	55	42	32			

*The turnover in principal and instructional coach over the last four years has had an impact on the professional development program at Taylors Elementary. Since 2011-12 the Taylors staff has had three principals and four instructional coaches. We are currently putting structures into place to ensure a program with continuity and quality that will ensure our staff with a professional development program that meets their professional needs.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Conduct a staff book study	August 2015-May 2016	Administration IC Vertical Team Chairs	\$2000	Local Funds	Agendas Presentation Minutes
2. Provide a workshop to discuss ACT Aspire and SCPASS test data from spring 2015	August/September 2015	Administration	None	None	Presentation Agenda Session Attendance
3. Provide Compass Learning training	September 2015	IC	None	None	Session Attendance Agenda
4. Learn to read ACT Aspire test results	September 2015	Administration IC	None	None	Agenda Session Attendance Lesson Plans
5. Disaggregate MAP data from fall testing	October 2015	Principal IC	None	None	Agenda MAP Data Minutes
6. Provide staff development on strategies to teach vocabulary	October 2015	IC	\$50 to purchase Vocabulary Strategies book by Pat Cunningham	Local Funds	Invoice Agenda Lesson Plans Minutes
7. Provide math best practices workshop for all grade levels	November 2015	IC	None	None	Agenda Lesson Plans Minutes
8. Provide required safety and FERPA training to staff	August 2015-May 2016	Administration Guidance Team Nurse	None	None	Agenda Certificates
9. Provide quality cross	August 2015-May 2016	Administration	None	None	Agendas

grade level discussions in content areas	Quarterly Meetings with Vertical Team Chairs	IC Vertical Team Chairs			Minutes
10. Disaggregate MAP data from spring testing	April 2016	Principal IC	None	None	Agenda MAP Data Minutes
11. Provide staff development on elements of Focused Learning	August 2015-April 2016	Administration IC District Consultants	None	None	Agenda Minutes
12. Provide technology staff development through Technology Tuesdays	September 2015-May 2015	Administration IC School Technology Instructors	None	None	Agenda Session Attendance
13. Continue to provide literacy instructional support to reading teachers	September 2015-May 2016	Administration IC District ELA Consultants	\$1000	PTA Local Funds	Agenda Session Attendance

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 – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	96.5	97.1				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Write an article in the Taylors School newsletter about the important on student attendance	August 2015 and January 2016	Administration Attendance Clerk	None	None	Copy of newsletters
2. Track student attendance	August 2015-May 2016	Administration Attendance Clerk	None	None	PowerSchool Reports
3. Set up and hold meetings with families who children are chronically tardy	August 2015- May 2016	Administration Attendance Clerk Teacher Guidance Counselor	None	None	Completed intervention forms
4. Recognize on a quarterly basis students with 5 or less unexcused absences	October 2015, January 2016, March 2016, May 2016 (quarterly)	Administration Attendance Clerk Guidance Department	\$100 Certificates	Local Funds	List of recognized students
5. Meet with students who may be exhibiting anxiety issues about school that could affect school attendance	August 2015-May 2016	Administration Guidance Department Classroom Teacher	None	None	Documentation of conferences
6. Recognize students for perfect attendance, honor roll, and Terrific Kids	August 2015-May 2016	Administration Guidance Department Teachers	\$200 for certificates	PTA Kiwanis Club Local Funds	List of student awards
7. Provide an intramural basketball program for	September 2015-May 2016	PE Department	None	None	List of students participating

fifth grade boys and girls					
8. Provide a “Girls on the Run” program for 3 rd -5 th grade girls	September 2015-May 2016	Administration Teachers	None	None	List of students Participating

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 95.4% in 2012 to 95.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.1 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.4	95.5	95.6	95.7	95.8
School Actual	95.4	92.3	87.5				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	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 78.8% in 2012 to 90.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.1 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.1	90.2	90.3	90.4	90.5
School Actual	78.8	87.7	90.0				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 100.0 in 2012 to 100.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.0 percentage point(s) annually teachers who are satisfied with the learning environment. **(Maintain current 100%)**

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	100.0				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 98.8% in 2012 to 99.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	99.0	99.2	<i>99.4</i>	<i>99.6</i>	<i>99.8</i>
School Actual	98.8	94.3	95.0				
District Projected	X	X	93.9	94.3	<i>94.7</i>	<i>95.1</i>	<i>95.5</i>
District Actual	93.5*	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 88.2% in 2012 to 93.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.2	90.2	91.2	92.2	93.2
School Actual	88.2	97.0	92.1				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 100.0% in 2012 to 100.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.0 percentage point(s) annually teachers who feel safe at school during the school day. **(Maintain 100%)**

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<i>Indicators of Implementation</i>
1. Participate in the Upstate Safe Kids/Live Well Program	August 2015-May 2016	Administration Teachers PE Team		PTA	Safe Schools application
2. Adhere to the district's safety policies/plan	August 2015-July 2016	Administration Teachers	None	None	Safety Plan
3. Train staff to be first responders	August 2015-July 2016	Administration Certified Staff Classified Staff	None	District Funded	List of first responders
4. Post school-wide rules in hallways/common areas/classrooms	August 2015-May 2016	Administration Guidance Department	\$100 for printing	PTA Local Funds	Posted rules
5. Require staff to complete district safety videos by target date	August 2015-September 2016	Administration Nurse	None	None	Certificates of completion
6. Update school website monthly with current safety information	August 2015-May 2016	Administration Nurse Guidance Counselor School Webmaster	None	None	Updated website
7. Provide various safety programs to students (Internet safety, fire safety, walking to school safety, pedestrian safety)	March 2016	Administration IC Guidance Department PE Department	None	None	Program description and schedule
8. Provide a Safety Patrol program for fifth grade students	August 2015-May 2016	Administration Safety Patrol Committee	\$200	PTA Local Funds	List of patrols Picture of group

Professional Development Plan

Professional Development/Meeting Calendar

Taylor's Elementary School

2015-2016

August, 2015

(Calendar is a work in progress and will be updated monthly.)

Date	Activity	Responsible Party
August 11, 2015 8:00-11:30	Teacher Workday # 1 Staff Breakfast Opening Day FBI Staff Luncheon	Rhonda Rhodes Katie Allen
August 12, 2015 8:30-10:00	Teacher Workday # 2 New Teacher Orientation	Rhonda Rhodes
August 13, 2015	Teacher Workday # 3 Meet the Teacher 3:00-6:00	Rhonda Rhodes
August 14, 2015	Teacher Workday #4	Rhonda Rhodes
August 17, 2015	Teacher Workday #5	Rhonda Rhodes
August 18, 2015	First Day for Students	
August 19, 2015 3:00-4:00	FBI--PASS Data Review; FERPA Training; (1 point)	Rhonda Rhodes Guidance Team IC
August 26, 2015 3:00-4:00	FBI—MAP Testing Workshop	Rhonda Rhodes IC
September, 2015	Fall MAP Testing	IC Homeroom Teachers
September 2, 2015 3:00-4:00	FBI Professional Development (1 points)	Rhonda Rhodes IC
September 7, 2015	Labor Day Holiday	
September 9, 2015 3:00-4:00	Faculty Council	Grade Level Chairs
September 14, 2015 3:00-4:00	Vertical Team Chairs Meeting (quarterly)	Rhonda Rhodes
September 16, 2015 3:00-4:00	Vertical Teams Meetings (Book Study—1 point)	Rhonda Rhodes Vertical Team Chairs

September 22, 2015 3:00-4:00	Technology Tuesday—1 point	Technology Team
September 23, 2015 3:00-4:00	Grade Level Meetings (Common Assessment/Data Discussion)	Rhonda Rhodes Grade Level Chair
October 7, 2015 3:00-5:00	FBI Professional Development (2 points)	Rhonda Rhodes
October 14, 2015 3:00-5:00	Faculty Council	Rhonda Rhodes
October 21, 2015 3:00-4:00	Vertical Teams Meetings (Book Study—1 point)	Rhonda Rhodes Vertical Team Chairs
October 22, 2015	Workday/Conference Day	
October 23, 2015	Workday/Exchange Day #1—turn in 7 after contract hours to IC	Rhonda Rhodes
October 27, 2015	Technology Tuesday—1 point	Technology Team
October 28, 2015 3:00-4:00	Grade Level Meeting	Rhonda Rhodes
November 4, 2015	FBI--United Way Kickoff; Professional Development (2 points)	Rhonda Rhodes
November, 2015	COGAT Testing Second Grade	Testing Coordinator
November, 2015	ITBS Testing Second Grade	Testing Coordinator
November 11, 2015 3:00-5:00	Faculty Council	Rhonda Rhodes
November 16, 2015	Vertical Team Chairs Meeting	Rhonda Rhodes
November 18, 2015	Vertical Team Meetings (1 point)	Rhonda Rhodes Vertical Team Chairs
November 25-29, 2015	Thanksgiving Holiday—no school	
December, 2015	MAP Winter Testing Begins	IC Homeroom Teachers
December 2, 2015 3:00-5:00	FBI—(Professional Development—2 points)	Rhonda Rhodes IC
December 12, 2015 3:00-4:00	Faculty Council	Rhonda Rhodes
December 16, 2015 3:00-4:00	Vertical Teams (1 point)	Rhonda Rhodes

December 21, 2015-January 3, 2016	Winter Break Holiday—no school	
January 6, 2016 3:00-5:00	FBI—(Professional Development)—2 points	Rhonda Rhodes IC
January 13, 2016 3:00-5:00	Faculty Council	Rhonda Rhodes
January 20, 2016 3:00-4:00	Vertical Team Meetings—(1 point)	Rhonda Rhodes Vertical Team Chairs
January , 2016	Workday/Exchange Day #2—turn in 7 after contract hours to IC	
January 18, 2016	MLK Day Holiday	
January 26, 2016 3:00-4:00	Technology Tuesday	Technology Team
January 27, 2016 3:00-4:00	Grade Level Meetings	Rhonda Rhodes Grade Level Chair
February 3, 2016 3:00-5:00	FBI—Professional Development (2 points)	Rhonda Rhodes IC
February 8, 2016 3:00-4:00	Vertical Team Chair Meeting	Rhonda Rhodes
February 10, 2016 3:00-5:00	Faculty Council	Rhonda Rhodes
February 15, 2016	Presidents' Day Holiday—no school	
February 17, 2016 3:00-4:00	Vertical Team Meetings—1 point	Vertical team Chairs
February 23, 2016	Technology Tuesday—1 point	Technology Team
February 24, 2016 3:00-4:00	Grade Level Meetings	Rhonda Rhodes Grade Level Chairs
March 2, 2016 3:00-5:00	FBI—Professional Development (2 points)	Rhonda Rhodes
March, 2016	MAP Spring Testing	IC Homeroom Teachers
March 9, 2016 3:00-5:00	Faculty Council	Rhonda Rhodes
March 16, 2016 3:00-4:00	Vertical Team Meetings (1 point)	Vertical Team Chairs
March 22, 2016	Technology Tuesday	Technology Team
March 23, 2016	Grade Level Meetings	Grade Level Chairs

3:00-4:00		
2016	Spring Break—no school	
April 6, 2016 3:00-5:00	FBI—Professional Development 2 points)	Rhonda Rhodes
April 13, 2016 3:00-5:00	Faculty Council	Rhonda Rhodes
April 20, 2016 3:00-4:00	Vertical Team Meetings—1 point	Vertical Team Chairs
April 26, 2016	Technology Tuesday	Technology Team
April 27, 2016	Grade Level Meeting	Grade Level Chair
May 4, 2016 3:00-4:00	FBI—Staff Development	Rhonda Rhodes
May 8, 2016 3:00-5:00	Faculty Council	Rhonda Rhodes
	PASS Testing	Guidance Team
May 18, 2016 3:00-4:00	Vertical Team Meeting—1 point	Rhonda Rhodes Vertical Team Chairs
May 25, 2016 3:00-4:00	Faculty Meeting	Rhonda Rhodes
May 30, 2016	Memorial Day Exchange Day #3—Turn in 7 after contract hours to IC	
June, 2016	Half Days	
June , 2016	Make-up Day #3	Rhonda Rhodes
June , 2016	Workday	Rhonda Rhodes
June , 2016	Workday	Rhonda Rhodes

The Instructional Coach will meet with grade levels twice a month for professional development activities.

Weblink to 2013-2014 School Report Card

<https://ed.sc.gov/data/report-cards/2014/elem/c/e2301089.pdf>

Weblink to 2013-2014 ESEA (Federal Accountability Rating System

<https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301089>