



A RICH HERITAGE OF CULTIVATING WORLD-CLASS LEARNERS

FORK SHOALS SCHOOL
916 McKelvey Road
Pelzer, South Carolina 29669
864.355.5000
864.355.5012 Fax
www.greenville.k12.sc.us/forksh/
Grades Served: K5-5th
Kim Reid, Principal
School District of Greenville County
W. Burke Royster, Superintendent
2013- 2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Fork Shoals School

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Dr. W. Burke Royster		3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 916 McKelvey Road, Pelzer, SC 29669

SCHOOL'S TELEPHONE: (864) 355-5000

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|------------------------------|
| 1. PRINCIPAL _____ | Kim Reid _____ |
| 2. TEACHER _____ | Heather Steading _____ |
| 3. PARENT/GUARDIAN _____ | Mrs. Christie Whitmire _____ |
| 4. COMMUNITY MEMBER _____ | Mr. Brent Giles _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Mrs. Megan Medearis _____ |
| 6. Read to Succeed Reading Coach _____ | Mrs. Denise Alexander _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Mrs. Amy Giles (IC) _____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

- | <u>POSITION</u> | <u>NAME</u> |
|----------------------------|-----------------------------|
| <u>Assistant Principal</u> | <u>Taneshia Stevenson</u> |
| <u>School Counselor</u> | <u>Autumn Cline</u> |
| <u>SIC</u> | <u>TR Potts</u> |
| <u>PTA</u> | <u>Jennifer Jagodzinski</u> |
| <u>PTA</u> | <u>Heather DeJong</u> |
| <u>PTA</u> | <u>Christine Potts</u> |

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

X **Academic Assistance, PreK–3**

The district 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 district 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 district 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 district 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 district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X **Innovation**

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Collaboration**

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

X **Half-Day Child Development**

The district 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 district 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 district 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 **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 **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.

Table of Contents

<u>Introduction</u>	7
<u>Executive Summary</u>	9
<u>School Profile</u>	12
<u>Mission, Vision, and Beliefs</u>	20
<u>Data Analysis and Needs Assessment</u>	23
<u>Action Plan</u>	36
<u>School Report Card</u>	66

Introduction

FORK SHOALS SCHOOL'S Strategic Planning Guide was developed to document the changes and progress Fork Shoals School has made while working to continuously improve everything we do. The Strategic Planning Guide provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This Strategic Planning Guide is a living document that describes **FORK SHOALS SCHOOL** and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The Strategic Planning Guide also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout **Fork Shoals School** during this time.

Self-Study Process

A team of teachers was involved in developing the narrative for our Strategic Planning Guide based on input from the whole staff, a group of parents, and a few students. Much of the narrative content came from discussions of the staff in the process of evaluating our work as we completed the self-assessment for the accreditation process. During these discussions, staff, parents, and students were asked to contribute “evidence” of our progress—actual documents that show the changes in our practices. Data from staff, student, and parent surveys were also used as documentation of what we need to continue to do and what we need to develop further.

At the beginning of the 2012-2013 school year, Fork Shoals Faculty reviewed the mission, vision, and beliefs. In the fall teachers spent time working on our International Baccalaureate Primary Years Program self-study for our five year evaluation visit which occurred in March. In the spring, we met in groups that were similar to our IB groups to complete the accreditation process. We developed needs based on the results from surveys that have been completed. The goals were developed based on the needs assessments from student achievement and the ratings in each of the areas. We created strategies for each goal in planning for improvement. The goals and strategies will be monitored closely and updated on a yearly basis. Our teams consisted of:

Purpose & Direction

Matt Critell—Team Leader/Kindergarten Teacher
Deandra Kiser—First Grade Teacher
Amy Johnson—Fifth Grade Teacher
Kayla Wingo—Second Grade Teacher
Billi Jo Coleman—Fourth Grade Teacher
Carmen Biosca-Baker—Spanish Teacher
Joanna Mullins—3rd Grade Teacher
Suzi Knebusch—Special Education Teacher
Chantal Masterson—SIC
Raynee Quillen—Student

Governance & Leadership

Whitnee Grant—First Grade Teacher/Team Leader
Joanna Barney—Fifth Grade Teacher
Lauren Copeland—Second Grade Teacher
Jennifer Weishaar—3rd Grade Teacher
Corey Cianfarano—Art Teacher
Lindsay Burghardt—Spanish Teacher
Jessica Kelowitz—Challenge Teacher
Nancy Mathews—Fourth Grade Teacher
Karen Chasteen—First Grade Teacher
Kim Reid—Principal
Shawn Thompson—PTA
Sally Lookadoo—PTA
Emma Magnan—Student
Alyssa Finkbeiner--Student

Teacher & Assessing for Learning

Lorraine Paxton—Music Teacher/Team Leader
Claudine Mailloux—Fifth Grade Teacher
Allison Crain—First Grade Teacher
Reem Alnatour—Third Grade Teacher
Leslie Fulcher—Fourth Grade Teacher
Cindy Cegledy—Kindergarten Teacher
Heidi Wile—ESOL Teacher
Lauren Thompson—Kindergarten Teacher
Amy Giles—Instructional Coach
Ashley Buzzalino—SIC
Christine Ingram—PTA
Dylan Masterson—Student
Brianna Hammersmith--Student

Resources & Support Systems

Allyson McDowell—Fourth Grade Teacher/Team Leader
Mary Dean—Second Grade Teacher
Lindsay Sandy—Kindergarten Teacher
Christina Moroney—First Grade Teacher
Hope McNeely—Third Grade Teacher
Cam McDade—Special Education Teacher
Kelly Knight—Media Specialist
Heather Sox—Fifth Grade Teacher
Cassandra Garrett—Second Grade Teacher
Autumn Cline—Guidance Counselor
Stephanie Dickson—PTA
April Hughes—Parent
Nick Hutchens--Student

Using Results for Continuous Improvement

Kani Garren—Fifth Grade Teacher/Team Leader
Mase Garrett—Second Grade Teacher
Darlene Sabelhaus—First Grade Teacher
Cynthia Costin—Kindergarten Teacher
Marty Brown—RTI Teacher
Charnley DeMeritt—Fourth Grade Teacher
Denise Alexander—Third Grade Teacher
Swanna Hart—PE Teacher
Jean Wilder—Second Grade Teacher
Taneshia Stevenson—Assistant Principal
Lori Nix—SIC
Jacks Griffith—Student

Executive Summary

Needs Assessments/Findings for Student Achievement:

Overall Fork Shoals School is achieving academically. The school received the Silver Award from the state for their achievement on the state test in 2010, 2011, 2012, and 2013. The school received both the Palmetto Silver Award for overall performance and closing the gap for 2015. Students in second grade taking the Iowa Test of Basic Skills (Iowa) score above the 50th percentile compared to the national average.

We are addressing the gaps by working in tutorial settings before the school day begins, and we are using research based reading intervention programs in the early grades. This is also our third year of implementing the Fountas and Pinnell Balanced Literacy model. First in Math is utilized for grades 1-5 and specified kindergarten students as needed. We are also developing more parental involvement, increasing the use of technology to address learning differences, and the need to integrate content areas and core subjects to improve higher order thinking, inquiry and application of concepts. Our staff is constantly looking at common assessment data to notice strengths and weaknesses within our student body. Teachers understand the ever-increasing diversity of needs of students and address them as effectively as possible.

Needs Assessment/Findings for Teacher and Administrator Quality

Fork Shoals has 100% highly qualified teachers. Over half, 60%, have a Master's degree. Seven teachers are National Board Certified. Surveys are used to determine the level of agreement for various priority standards that drive our daily curriculum and improvement. Parents, teachers, and students are surveyed to get each area of opinion. Greenville County Schools gives the NSSE (National Study of School Evaluation) Survey yearly to our entire 5th grade, all our 5th grade parents, and our entire teaching staff. The results are broken down by three areas that are surveyed. This past school year showed parent perceptions increased from the previous years. The overall

perceptions range favorably from 84% to 99%. The student perception data ranged from 92% to 95%. Parents perceived the school better than the students do, with the exception of home-school relations which 84% of parents were satisfied and 95% of students were satisfied. The teachers' perception of Fork Shoals rated extremely high with 100% in each of the three major categories. According to the accreditation survey completed by parents, strengths are our school's purpose statement is clearly focused on student success, our school has high expectations for students in all classes, and our school provides a safe learning environment. Parents feel areas to improve are all of my child's teachers meet his/her learning needs by individualizing instruction, our school provides excellent support services, and my child has access to support services based on his/her identified needs. Students feel strengths to be that the principal and teachers want every student to learn, in my school teachers want them to do their best work, and my principal and teachers help me to get ready for the next grade. Areas of improvement include my teachers ask my family to come to school activities and my principal and teachers ask me what I think about school.

Needs Assessment/Findings for School Climate

Overall, our teachers rate Fork Shoals School highly, especially compared to district averages. Fork Shoals School has set the expectation of 85% overall approval by the parents on the school report card survey data. In order to maintain this high level of approval, Fork Shoals School engages in the International Baccalaureate Programme which focuses on inquiry-based instructional practices. It also has a strong social and emotional factor that is integrated in the curriculum. Positive Behavior Interventions and Supports Model (PBIS) along with using the IB attitudes and IB learner profile will continue to strengthen our students' behavior in school. Training in IB and PBIS for teachers and staff will ensure a high level of support and implementation in these research based models for academics and behavior. Efforts have been made to include the Fork Shoals family (parents, teachers, staff, and community) in current decisions through School Improvement Council meetings and PTA Meetings.

The parent perception ratings were 99% satisfied with the learning environment, 98% for physical and social environment, and 84% satisfied with home-school relations. Student approval ratings indicated the highest being 95% satisfied with school-home relations, the lowest 92% for social and physical environment, and 94% for learning environment. The teacher surveys were 100% satisfied with learning environment, social and physical environment, and home-school relations.

Significant Challenges:

Based on the results of numerous standardized tests administered to our students, there are areas that need to improve. Prior to ACT Aspire, the students did not perform as well in the area of Writing and Science compared to the other areas on the state test. Although writing and science remained the weakest areas, more students scored exemplary in both of those areas on SCPASS. ACT Aspire shows a trend of students needing to improve in the area of reading and writing. SCPASS for science results showed that science was still a deficit area; while we made gains in social studies. Fork Shoals School has continued to participate in professional development for implementing the Fountas and Pinnell Balanced Literacy program. Teachers continued to develop lesson using the SC College and Career Ready standards to raise the expectation of students using higher order thinking skills and applying skills learned. Rubicon Atlas is used by teachers when planning and district

professional development is attended by a teacher from each grade level. We continue to review the recommendations from the IB visit three years ago.

Fork Shoals School received a grade of 90.0 A on the 2013-2014 ESEA federal accountability rating. We received at least partial percentage points in all areas. In all areas, we surpassed the met score of 600 and received percentage points based on the proximity to the AMO of 640. For our disabled population, while we were not at the 600 met score, our students made much improvement in both ELA and math, and therefore, received the maximum percentage of 0.5 in both areas. ESEA federal accountability ratings were not given for the 2014-2015 school year.

Accomplishments:

We have continued to make significant progress. Professional development and school resources have been spent with the goals and objectives as key criteria. Fork Shoals School received a GOOD improvement rating and a GOOD overall rating on the 2013-2014 school report card. Fork Shoals School made a grade of 90.0 A on the ESEA Federal Accountability rating. The school staff, PTA, and School Improvement Council has been involved in the review and assessment of the Strategic Plan. We continue to make progress in addressing deficiencies and needs by implementing the International Baccalaureate Primary Years Programme. The school received its IB Authorization in 2005 and was evaluated in 2008 and again in 2013. Fork Shoals will have another evaluation visit in 2018. We have received the silver award several years with last year being one of those years.

School Profile

School Community

Fork Shoals School is a public elementary school located in the southernmost part of Greenville County in the Piedmont of South Carolina. Founded in 1877, this school has gone from a one-room log cabin to a 90,000 square foot, state of the art educational facility and community resource center. The new facility was completed in 1998. Fork Shoals School currently houses 745 students in Kindergarten through grade 5. It has 57 instructional members, 4 office staff members, and 2 administrators. Fork Shoals is one of 52 elementary schools in the School District of Greenville County.

Although our school is physically in Greenville County, the school's mailing address is Pelzer, South Carolina. The town of Pelzer; however, is in Anderson, South Carolina. Fork Shoals students are residents of a rural community with addresses from several small towns: Belton, Honea Path, Piedmont, Pelzer, Simpsonville, and Fountain Inn. Fork Shoals still has an agricultural base with many homes on farmland. There are also new subdivisions built with homes on a variety of lot sizes.

Through over 130 years of growth and change, this community-based school has managed to hold on to its warm child-centered atmosphere. In the midst of 33 classrooms, each child is made to feel he/she is the brightest of the Fork Shoals "Freedom Stars". While retaining the feel of the old school, this facility boasts the latest technology in its science, art, music, multipurpose, computer and

media centers. There is a separate fully equipped science lab. There is a computer lab with 28 computer stations and the school has a wireless network. Our lab now has a manager, and students come to class for instruction once a week. Each of our classrooms, including special education classrooms, contains three Chromebooks and one laptop. The media center has a state of the art production studio currently used to broadcast the school's morning news program. Fork Shoals also offers a flexible schedule to enable maximum use of the library media center. The art room is equipped to meet the standards for elementary art and, in addition, has a kiln room. The music room has portable risers, which are used for class time and in musical productions. The multipurpose room has adjustable basketball goals, a removable volleyball net, and other equipment to support a top-notch physical education program. In addition, each classroom has an interactive whiteboard (Promethean Board) and a laptop for student computers.

The modern attributes of Fork Shoals are complimented by a strong sense of nature and life. Pristine pastureland and endless room to run surround the school. A butterfly garden graces a centrally located courtyard. A Nature Trail resides along the southern tree line of the school's property. Various play areas, baseball fields, basketball courts, walking track, fitness circuit, and modern playgrounds are all part of Fork Shoals' 22 acre complex.

The school's current enrollment configuration by grade level is as follows: kindergarten has 109 students, grade one has 132 students, grade two has 131 students, grade three has 107 students, grade four has 131 students, and grade five has 135 students.

Our principal is Kim Reid. She has been principal since June 2012. Kim is a product of Greenville County Schools and attended Simpsonville Elementary, Plain Elementary, Bryson Middle, and Hillcrest High. She attended the University of South Carolina-Spartanburg and received a Bachelor of Arts in Education. She is certified in Early Childhood and Elementary Education. She taught her first year in 1997-1998 as a first grade teacher at Fork Shoals. During that year, she was named the District Sallie Mae First Year Teacher. The following year, she began teaching kindergarten and continued for the next six years. In 2000, she was named Fork Shoals Teacher of the Year. She graduated from Furman University with a Master of Arts with a Concentration in School Leadership in 2004. She then taught one year of second grade. During that year, she was named the Wal-Mart Teacher of the Year. Mrs. Reid left the classroom to be Fork Shoals School's first assistant principal in 2005, and in her third year, she was named the Assistant Principal of the Year for Greenville County Schools. For seven years, Mrs. Reid served as the assistant principal of Fork Shoals School. In the spring of 2012, she was named the new principal of Fork Shoals beginning the 2012-2013 school year.

Our assistant principal is Taneshia Stevenson. She came to Fork Shoals in the fall of 2012 as the new assistant principal after formerly being the administrative assistant at Alexander Elementary for three years. Prior to Alexander, Mrs. Stevenson graduated from South Carolina State University with a Bachelors in Elementary Education, a Masters in Counseling (Webster University), and a Masters in School Leadership (Furman University). She taught at Welcome Elementary and at Taylors Elementary. During her time at Welcome, she was named Welcome Elementary Teacher of the Year and PTA District Teacher of the Year.

Fork Shoals School has numerous groups that work collaboratively to ensure the students' needs are being met and the school is progressing forward with their goals. Fork Shoals School has a Leadership Council consisting of one teacher leader from each grade level including related arts and special education. The council also includes the media specialist, school counselor, instructional coach, and assistant principal. The Leadership Council works along with the principal to make informed decisions concerning curriculum, instruction, assessment, and operational management of the school. The council meets in the summer for a two day retreat and then monthly during the school year. Each member of the team then reports back to their area to disseminate the information from the meeting. The school has a School Improvement Council which is comprised of parents, teachers, and community members. This group meets monthly to brainstorm, discuss, and act on initiatives to better the school. These meetings are open to the public and coordinated by an elected chairperson. Fork Shoals School has an active Parent Teacher Association. A board of five members along with the administration of the school meets monthly to discuss priorities for the school. These groups form a strong partnership within the school community to move the school forward and enhance the education for our students. The PTA provides on-going support through mini-grants, field trip scholarships, and as volunteers. They coordinate fundraisers and provide educational programs.

Fork Shoals School envisions our families, staff, and community working together to improve student performance. This is a shared responsibility among all stakeholders in the school. We are committed to exploring and developing new strategies in which to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

When students enroll at Fork Shoals School, parents are given the opportunity to meet with the principal and tour the school to see staff and students in action. At the beginning of the school year, parents and students are invited to attend a Meet the Teacher Night. During this time they meet teachers and are given information about how they can be involved in the school. In the fall of 2013, we added a curriculum presentation to our meet the teacher event in order to better communicate grade level expectations to parents. Parents receive a weekly

newsletter from teachers and all teachers have a website where information is kept up-to-date. Teachers have created e-mail distribution lists for their classes. Parents may call their child's teacher at any time since every teacher has a phone in their classroom. Every week the principal sends out a school newsletter and a phone blast with information regarding school activities and important announcements. Parent volunteers play an important role in the success of our school. They work on fundraising, go on field trips, tutor, mentor, and help classroom teachers. In the past, parents have been integral in programs such as reading to the class, Destination Imagination, and Math Superstars. Parents also have been a part of our afterschool clubs. Some clubs meet weekly while others meet monthly or for a set time during the year. Parents run our clubs such as Robotics, as well as short term clubs; tennis, scrapbooking, art club, chorus club, Gaelic football, basketball, and cheerleading. Each year our short term clubs grow with new activities for our students to try. Ninety-eight percent of our parents attended a conference with their teacher last year. Parents are kept informed of on-going events at our school by weekly teacher newsletters, bi-yearly PTA celebrations newsletter, school website, individual teacher websites, the school marquee, student handbook, local newspapers, principal's weekly eNews, telephones in the classrooms, weekly phone blasts from the principal, and email. Parents are encouraged to attend and give input to Curriculum Nights, book fairs, holiday program, parent workshops, three year rotation of Math & Science Night/Reading Night/Writing Night, parent conferences, PTA General Assembly meetings, and an open door policy by the school's administrators.

Fork Shoals School works very closely with several organizations in the community. The Boy Scouts and the Girl Scouts are two organizations who have had a long standing relationship with the school. Fork Shoals Baptist Church provides services for our children with our Good News Club. Church members volunteer their time each week to work with our boys and girls. Every year we raise money for the Leukemia Foundation with the Pennies for Patients Program. Each year we look to grow in our relationships with community organizations and increase with new ones.

We have continued to try and build relationships with our business community. After realizing that we had only minimal contact with businesses, we set out to establish more partners to help us carry out the vision at Fork Shoals. In the past, we have built relationships with Canebrake Fire Department, Greenville Technical College-Brasher Campus, Upstate Nursery, and Mentor Upstate. These businesses and programs help us in building productive citizens and future leaders. We have taken field trips to visit some area businesses integrating curriculum with career guidance. At the present time we are working to establish relationships with other businesses in our community. Lowe's has become a partner in the community. Our school has received a grant in the past, and we installed a fitness circuit by the old building. Through our PTA Spring

Spectacular numerous businesses donate their products to make this event a huge fundraiser for the school. Each year we seek out new business partnerships to reach our school goals.

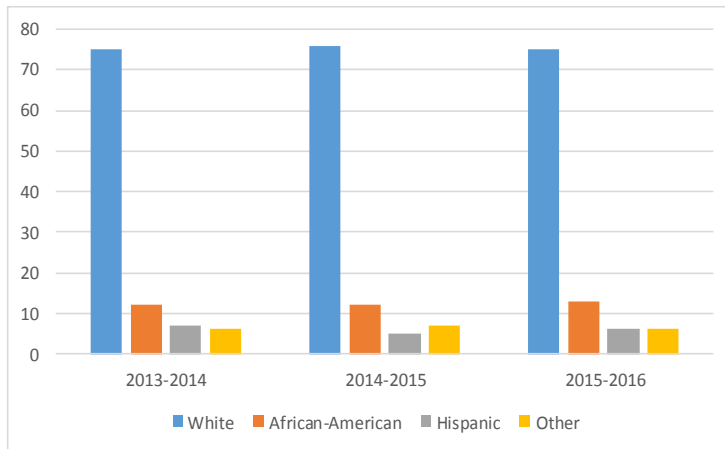
Fork Shoals School Personnel

Fork Shoals Elementary School boasts a dynamic faculty and staff with all 100% being highly qualified. Over half, 60%, have a Master's Degree, and seven are National Board certified. We are a family of diverse backgrounds and talents working together for the benefit of all children. There are 33 classroom teachers and 5 teacher assistants in grades K5 – 5th. Our student/teacher ratio is 22 to 1 in kindergarten, 19 to 1 in 1st grade, 22 to 1 in 2nd grade, 21 to 1 in 3rd grade, and 26 to 1 in 4th grade, and 27 to 1 5th grade. We enjoy the privilege of full-time related arts teachers in the areas of Art, Music, and Physical Education, as well as a part-time team one day a week. The children are learning about other cultures and languages with the help of our full-time Spanish teacher for the intermediate grades and a half-time Spanish teacher for the primary grades. Our full time Media Specialist and an assistant implement a “flex schedule” to help enhance the library skills of all children in the school. Special assistance is provided for struggling students with the help of two and a half resource teachers and one speech teacher. Fork Shoals has an English as a Second Language teacher who works with students whose language spoken in the home is something other than English. We have one full-time school counselor. Fork Shoals has a challenge teacher who serves students two and a half days a week. All teachers at Fork Shoals teach using the IB Primary Years Program philosophy. Fork Shoals has predominately female teachers. The exception is a male 2nd grade teacher. The school has two African-American female teachers, one African-American assistant principal, one African-American part-time resource teacher, and one teacher of Middle Eastern descent, and the rest are white. Additional personnel include the school principal, assistant principal, secretary, instructional coach, a mental health counselor, attendance clerk, receptionist, one nurse, plant engineer, five custodians, one food service manager, five food service workers and eight bus drivers also provide services to students. Fork Shoals' teachers had an attendance rate of 95.1% for the 2014-2015 school year.

Student Population

At the present time, the student enrollment at Fork Shoals School is made up mostly white (76%), 12% African-American, 5% Hispanic, and 7% other ethnicities.

Fork Shoals Demographics



The past three years show a rather constant enrollment in percentages by ethnicity. The enrollment numbers have also been similar over the past three years. Fork Shoals School attendance zone has numerous neighborhoods that still

have potential for future homes to be built, and enrollment is expected to increase once those neighborhoods are complete.

Thirty-seven percent (37%) of students qualify for free or reduced priced meals. Over the last three years, the free and reduced lunch percentages have been 37%, 41%, and 37% respectively.

Fork Shoals staffs' commitment to providing the most appropriate learning environment for every child can be seen in the number of children qualifying for special services. The percentage of students in special education increased from 12.5% in 2014-2015 to 13% in 2015-2016. Four percent (4%) of these are speech only students.

Student attendance rates at Fork Shoals School have remained steady over the past few years at 96 percent. Parents continue to request change in assignment to come to our school; however, the number of available spaces changes from year to year.

The student population is comprised of students with three home languages. These languages, in order of student enrollment are English, Spanish, and Arabic. Fork Shoals School has several funded programs, which focus on helping “at risk” students, and the special needs of all students. Specialized instruction provides this assistance, as well as, a part-time ESOL teacher for our students whose parents speak a language other than English in the home. Children with learning disabilities are served in inclusion and/or resource classrooms. Fork Shoals School also has a gifted and talented program for identified students. This program served 12% in 2013-2014, 10% in 2014-2015, and 17% in 2015-2016. Fork Shoals School’s retention rate is around 1.4 percent of the student body.

Academic Programs and Initiatives

International Baccalaureate Primary Years Programme (IB PYP)

Fork Shoals is an International Baccalaureate Primary Years School. We were authorized to offer this program in the spring of 2005 and had evaluation visits the spring of 2008 and spring of 2013. Developed by educators from around the world, the Primary Years Programme (PYP) emphasizes internationalism and identifies what students from all cultures should learn in six subject areas: languages, social studies, mathematics, science and technology, the arts, and personal, social and physical education. Fork Shoals uses the South Carolina College and Career Readiness Standards and the Greenville County curriculum; however, teachers use the Primary Years approach to organize and teach curriculum through carefully planned and approved units of study. The goal of the International Baccalaureate Primary Years Programme is to develop learners who become inquirers, thinkers, communicators and risk-takers who are knowledgeable, principled, caring, open-minded, balanced and reflective.

Our aim is to promote the following attitudes:

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

The development of the following skills is fostered:

- Thinking
- Communication
- Socializing
- Research
- Self-management

Students are encouraged to put what they have learned into practice through service to the school community, the local community and the global community.

Curriculum Initiatives

Fork Shoals School has a strong emphasis on literacy. We are implementing the Fountas and Pinnell balanced literacy model. Teachers are also focusing on the teaching of the South Carolina College and Career Readiness Standards for reading, writing, listening, and speaking, and math.

Teachers use Rubicon Atlas to plan instruction and to also create school level consensus curriculum maps for the IB program. This year, we have continued using an on-line math program, First in Math. Students earn points and individuals and classes in the lead are recognized. Fork Shoals teachers are provided with Science Kits, which contain a resource guide and materials that support the South Carolina Science Standards. Science textbooks are used for frontloading knowledge and/or as a resource. We have a Science Lab in our school that provides a place for experiments and hands-on learning. Each teacher provides hands-on math and science activities for the students and their parents to complete together.

Response to Intervention Model (RTI)

All students in kindergarten and first grade are benchmarked in the fall, winter, and spring for reading skills. The data gathered is used to provide intense reading intervention at a young age. The intervention in reading is through the research based Early Reading Intervention Model. Students are served for 30 minutes of daily reading instruction based on their benchmark performance. The students are progressed monitored every 10 to 15 days and their progress is tracked using the Aimsweb database. The progress is evaluated constantly to ensure progress is being made or next steps are taken. Second graders are monitored three times a year using MAP data. The RTI team meets three times a year to review the data. At Fork Shoals School, kindergarten assistants provide the K5 intervention, and a full-time literacy specialist serves our first and second graders.

Positive Behaviors, Interventions, and Supports Model (PBIS)

PBIS addresses behavior school-wide. Fork Shoals School adopted this model of behavior support in 2008. The model is for students, teachers, assistants, support staff, administration and parents. It supports a safe, positive learning environment for our children. PBIS relies primarily on positive, proactive strategies rather than a reactive, punitive approach to behavior. The model teaches students how to do the right thing through modeling and reinforcing by the teachers and staff. There are three levels of intervention to support ALL students: 1) Primary/Universal – school- & classroom-wide systems that focus on all students, staff, and settings. 2) Secondary – specialized group interventions for students with at-risk behavior. 3) Tertiary- individualized interventions for students with high-risk behavior. At Fork Shoals School there are three basic expectations that children and adults are expected to meet:

- 1. Stay Safe**
- 2. Take Responsibility &**
- 3. Respect Everyone**

These expectations are modeled, posted, and reinforced in all areas of the school: classroom, cafeteria, bus, hallways, playground, and arrival and dismissal areas. Students are reinforced with STAR cards when they meet these expectations. Incentives are given out on a regular basis. We have a PBIS Leadership Team. These teams discuss best practices for the particular curricular area, as well as, plan events as related to their area.

Mission, Vision, and Beliefs

School Tagline

A Rich Heritage of Cultivating World-Class Learners

Mission Statement

The mission of Fork Shoals School is to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

Vision

Fork Shoals School students will be principled, knowledgeable, open-minded, well-balanced, caring, inquirers, thinkers, communicators, and risk-takers. They will seek answers to questions to guide their learning. They will use this education to be active citizens with a deeper appreciation and understanding of the world to enhance their quality of life.

Beliefs

We believe...

Curriculum

- Is integrated
- Has a real world purpose
- Must be supported with field experiences related to content
- Has a global application
- Is focused on students' strengths and weaknesses
- Is developmentally appropriate
- Presents various perspectives

Instruction

- Provides students the opportunity to be teachers
- Is inquiry based
- Is engaging
- Involves high levels of problem solving
- Provides for multiple modalities
- Is project based
- Values multiple intelligences
- Incorporates a network of community resources
- Uses technology to enhance effectiveness
- Is applicable to real life

Assessment

- Is ongoing
- Uses continuous observation
- Is meaningful
- Guides instruction

- Is clear, concise, and consistent
- Is authentic
- Uses rubrics
- Is standardized
- Provides an opportunity for reflection

Learning Environment

- Is safe
- Is community based
- Encourages parent/family involvement
- Encourage students to take risks
- Is inviting
- Is educationally stimulating in all areas of the school.
- Uses all of the available educational assets
- Focuses on the positive
- Has multilevel resources
- Has varied resources

Data Analysis and Needs Assessment

Student Achievement

Fork Shoals relies on test scores from the South Carolina Palmetto Assessment of State Standards (SCPASS), Measuring Academic Progress (MAP), and the Iowa Basic Skills (Iowa) Test to assess student achievement. For the 2014-2015 school year only, the ACT Aspire was given in the areas of math, English, reading, and writing. Fork Shoals School sets high achievement expectations for our students. We are committed ESSA guidelines. We want to continually improve student performance on standardized tests. Although a grade was not assigned this past year, Fork Shoals earned a Good Report Card Rating for three years prior as determined by the South Carolina Department of Education.

	Absolute Rating	Improvement Rating	ESEA
2014	Good	Good	90.0
2013	Good	Average	80.4
2012	Good	Good	92.8

ACT Aspire (Reading, English, Writing, and Math)

ACT Aspire was given to our 3rd-5th graders last year only as a statewide assessment. ACT Aspire categorizes students into three areas: Ready, Close, and In Need of Support. The charts below show the number of students ready in each of the areas.

ELA

	FSS	Gville	State	National
3rd Grade	32.2	39.4	31.8	58
4th Grade	38	39.1	32.8	45
5th Grade	35.5	40.5	33.6	49

Strengths

- 3rd : Key Ideas and Details
- 4th : Integration of Knowledge and Ideas
- 5th : Integration of Knowledge and Ideas

Weakness

- 3rd : Integration of Knowledge and Ideas
- 4th : Key Ideas and Details
- 5th : Craft and Structure

English

	FSS	Gville	State	National
3rd Grade	68.1	70.4	65.1	50
4th Grade	70.5	71.5	67.2	44
5th Grade	59.1	72.6	67.6	44

Strengths

- 3rd : Production
- 4th : Knowledge of Language
- 5th : Production

Weakness

- 3rd : Conventions
- 4th : Conventions
- 5th : Knowledge of Language

Writing

	FSS	Gville	State	National
3rd Grade	20	18.8	16.2	74
4th Grade	29	23.1	18.7	65
5th Grade	21.5	21	16.9	58

Strengths

- 3rd : Language Use and Conventions
- 4th : Language Use and Conventions
- 5th : Language Use and Conventions

Weakness

- 3rd : Ideas and Analysis
- 4th : Ideas and Analysis
- 5th : Development and Support

Math

	FSS	Gville	State	National
3rd Grade	56.3	67	58	58
4th Grade	58.1	58.2	49.4	55
5th Grade	48.2	56.5	48.2	60

Strengths

- 3rd : Justification and Explanation
- 4th : Numbers and Operations: Base 10
- 5th : Justification and Explanation

Weakness

- 3rd : Measurement and Data
- 4th : Numbers and Operations: Fractions
- 5th : Numbers and Operations: Base 10 and modeling

South Carolina Palmetto Assessment of State Standards (SCPASS)

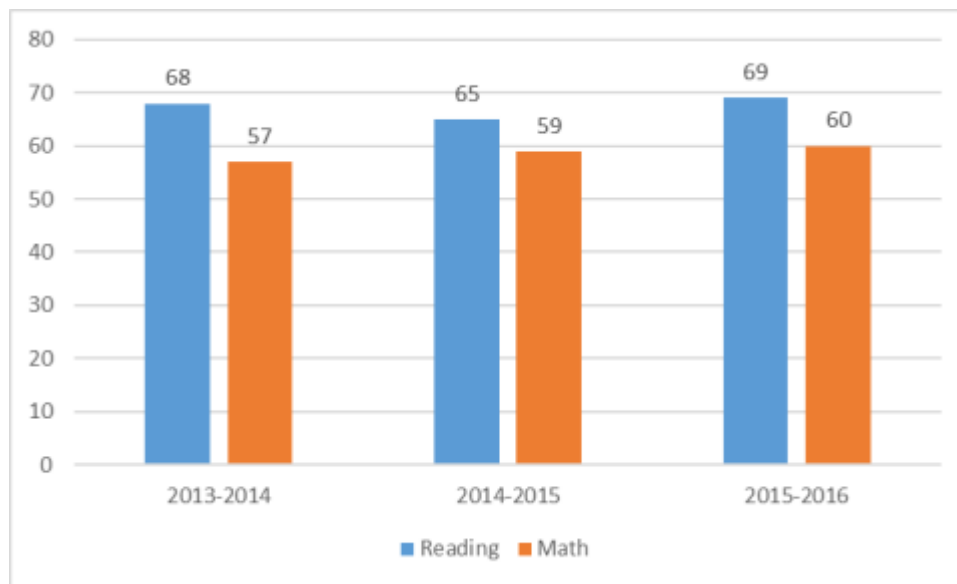
The South Carolina Palmetto Assessment of State Standards is our statewide assessment for science and social studies. This test has been given to our 4th and 5th grade students. The SCPASS test categorizes students into three areas: Exemplary, Met standard, and not met standard.

PERCENT MEETING STANDARD ON SCPASS

	Not Met	Met	Exemplary
Science			
2012	25%	58%	17%
2013	26%	57%	17%
2014	31%	48%	20%
2015	30%	54%	16%
Social Studies			
2012	16%	50%	34%
2013	16%	44%	41%
2014	17%	47%	36%
2015	17%	47%	36%

Fork Shoals, like all schools in the state, administers the Iowa Test of Basic Skills to our second grade students in the fall. This is a norm referenced national standardized test. Our students are compared to a norm group comprising of students across the country. Below are our school's results over the past three years.

IOWA Test Data



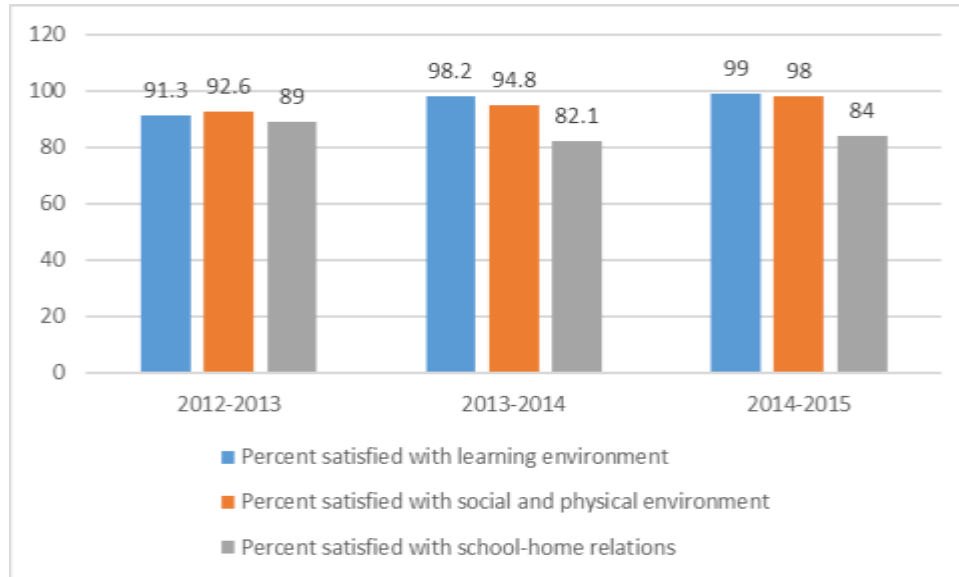
Needs Assessment

- Writing has increased but continues to be a weakness at Fork Shoals.
- Science remains a weakness.
- Social Studies continues to be areas of strength.
- Prior to ACT Aspire, a greater percentage of students met the state standard in the areas of writing, math, and science.
- Prior to ACT Aspire, a greater percentage of students reached the exemplary level in writing, ELA, Math, and Science.
- Our disabled group was the school's lowest subgroup.

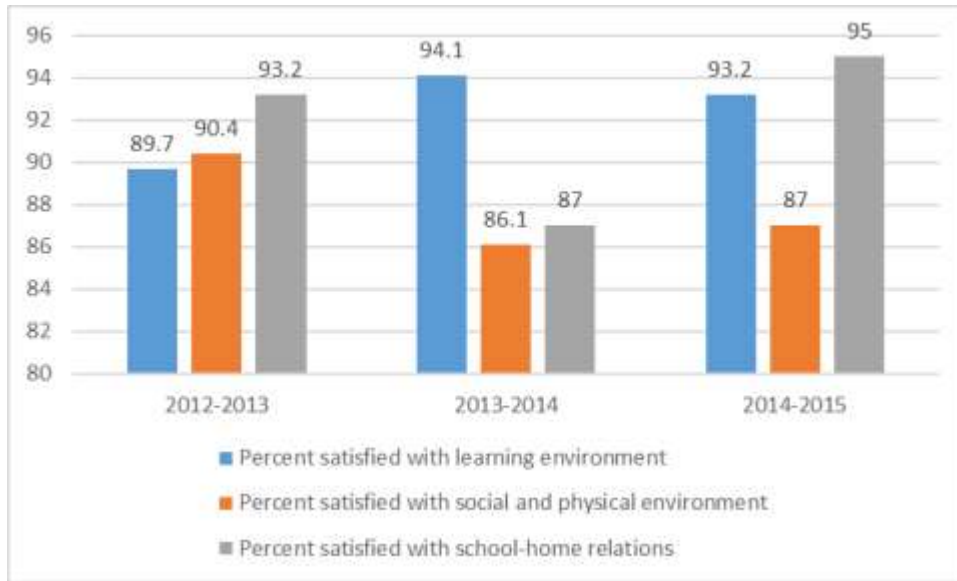
School Climate Needs Assessment

Every year fifth grade students, fifth grade parents, and teachers take a state department survey. The results of the survey are published in the school report card. Below are the results of the three questions published annually from the survey.

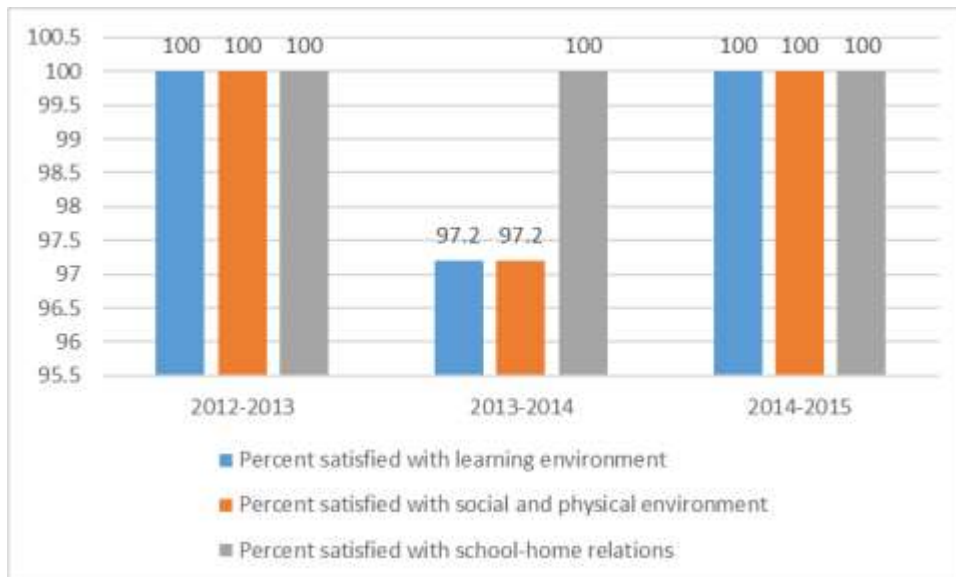
Parent Perceptions of Fork Shoals School



Student Perceptions of Fork Shoals School



Teacher Perceptions of Fork Shoals School



In 2012-2013, the school administered an Accreditation Survey to parents, teachers, and staff. Unlike the state survey, all students and parents could take the survey. At Fork Shoals, the survey was available to all parents, all staff, and students in grades 3-5. The survey was available on-line. The computer lab was opened during one of our PTA meetings so parents could complete it at school if they chose. The principal included the link to complete the survey in several weeks of the eNews. The scores on the parent and teacher surveys range from 1 (lowest) to 5 (highest). The students range from 1 (lowest) to 3 (highest). Below are the results.

Parent Survey

Section	Average Score
Purpose & Direction	4.42
Governance & Leadership	4.35
Teaching and Assessing for Learning	4.27
Resources & Support Systems	4.34
Results for Continuous Improvement	4.29

1 (lowest) and 5 (highest)

Student Survey

Section	Average Score
Purpose & Direction	2.92
Governance & Leadership	2.77
Teaching and Assessing for Learning	2.82
Resources & Support Systems	2.88
Results for Continuous Improvement	2.70

1(lowest) and 3 (highest)

Staff Survey

Section	Average Score
Purpose & Direction	4.69
Governance & Leadership	4.59
Teaching and Assessing for Learning	4.29
Resources & Support Systems	4.43
Results for Continuous Improvement	4.33

1 (lowest) and 5 (highest)

Professional Development

The 2015-2016 Professional Development Calendar is as follows:

DATE	Activity	Responsible Party
July 6-7, 2015	Leadership Council Retreat	Kim Reid
July 9, 2015	4 th Grade Summer Planning	4 th Grade
July 10, 2015	3 rd Grade Summer Planning	3 rd Grade
July 30, 2015	5 th Grade Summer Planning	5 th Grade
August 3, 2015	Kindergarten Summer Planning	Kindergarten
August 6, 2015	Fork Shoals New Teacher Orientation	Kim Reid/Amy Giles/Taneshia Stevenson
August 11, 2015	First Day Faculty Meeting 8:00 AM-12:00 PM	Kim Reid/Taneshia Stevenson/Amy Giles
August 13, 14, & 17, 2015	Curriculum Nights	All Staff
August 19, 2015	No Faculty Meeting	Off
August 26, 2015	Vertical Curriculum Teams	All Staff
September 2, 2015	Power Writing (3 rd -5 th)	Tammy Boucounis
September 9, 2015	SLO Training	Amy Giles
September 14, 2015	Leadership Council	Kim Reid

September 16, 2015	Power Writing (K-2 nd)	All Staff
September 23, 2015	A-Team, 504, ESOL, Challenge	Lauren Thompson/ Mase Garrett/Matt Griffith/ Melissa McCourrey/Heather Turner
September 28, 2015	Mentor/Mentee Meeting	Amy Giles/Kim Reid
September 30, 2015	PYP Update and Ideas from Training	Amy Giles/Kim Reid/Hope McNeely/Miranda Roth
October 7, 2015	Leadership Council— Student Centeredness Training (Make-Up) Plain Elementary	Jeff McCoy
October 14, 2015	Vertical Teams (by grade level K & 1, 2 & 3, 4 & 5)	All Staff
October 21, 2015	Technology Rotations	Technology Committee
October 26, 2015	Mentor/Mentee Meeting	Amy Giles/Kim Reid
October 27, 2015	Student-Centeredness Training with Leadership Council @ Mauldin Elementary	Jeff McCoy
October 28, 2015	Inquiry	Kim Reid/Amy Giles
November 4, 2015	Vertical Teams (Curriculum Committees)	All Staff
November 11, 2015	Balanced Literacy	AMY GILES/WHITNEE GRANT/ AMY JOHNSON
November 18, 2015	Inclusion Best Practices	Cam McDade/Michelle Camden/Reem Alnatour/Leslie Fulcher/Heather Steading
November 30, 2015	Mentor/Mentee Meeting	Amy Giles/Kim Reid
December 2, 2015	Vertical Teams (by grade level 1 & 2, 3 & 4)	All Staff
December 9, 2015	Faculty Gift Exchange	All Staff
December 14, 2015	Leadership Council	Kim Reid
December 16, 2015	No Faculty Meeting	Off
January 6, 2016	Autism 101	Amanda Turner

January 13, 2016	Narrative Report Cards	All Staff
January 19, 2016	Student-Centeredness Training with Leadership Council @ Mauldin Elementary	Jeff McCoy
January 20, 2016	Vertical Teams (Curriculum Committees)	All Staff
January 25, 2015	Mentor/Mentee Meeting	Amy Giles/Kim Reid
January 27, 2016	No Faculty Meeting (PTA on Monday)	Off
February 3, 2016	Autism Best Practices	Amanda Turner
February 9, 2016	Student Centeredness Training with Leadership Council @ Mauldin Elementary	Jeff McCoy
February 10, 2016	Technology/Best Practices Rotations	Technology Committee
February 17, 2016	IB Best Practices	Kim Reid/Amy Giles
February 24, 2016	Autism Best Practices	Amanda Turner
February 29, 2016	Mentor/Mentee Meeting	Amy Giles/Kim Reid
March 2, 2016	Inclusion Best Practices	Cam McDade/Michelle Camden/Reem Alnatour/Leslie Fulcher/Heather Steading
March 9, 2016	Balanced Literacy Best Practices	Amy Giles/Whitnee Grant/Amy Johnson
March 14, 2016	Leadership Council	Kim Reid
March 16, 2016	No Faculty Meeting (All Arts Night on Monday)	Off
March 21, 2016	Mentor/Mentee Meeting	Amy Giles/Kim Reid
March 23, 2016	Vertical Teams (Curriculum Committees)	All Staff
March 30, 2016	No Faculty Meeting Spring Break ☺	Off
April 6, 2016	IB Updates/POI	Kim Reid/Amy Giles
April 11, 2016	Leadership Council	Kim Reid
April 13, 2016	No Faculty Meeting (Spring Spectacular Friday)	Off

April 20, 2016	Making Classes	All Staff
April 27, 2016	End of Year Checklist	All Staff
May 4, 2016	IB Updates	Amy Giles
May 9, 2016	Leadership Council (meet with new and previous council members)	Kim Reid
May 11, 2016	Narrative Report Cards	All Staff
May 18, 2016	No Faculty Meeting (PTA Monday)	Off
May 23, 2016	Mentor/Mentee Meeting	Amy Giles/Kim Reid
May 25, 2016	Celebration	All Staff

****This schedule is *tentative* and subject to change. Watch the weekly calendar for updates.****

While the 2016-2017 professional development calendar is not completely set yet, Fork Shoals will be focusing on Balanced Literacy, IB evaluation, and math.

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 SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card_

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

*Baseline data to be established in 2015-16.

SC READY READING

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card_

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

Baseline data to be established in 2015-16.

SC READY MATH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

SC READY % TESTED_

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

DATA SOURCE(S): ESSA 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	*			

Students in Poverty	*			
---------------------	---	--	--	--

SC SDE did not provide baseline data for 2014-15.

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

SC SDE did not provide baseline data for 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	*			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			

Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

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

*SC SDE did not provide baseline data for 2014-15.

SCPASS SCIENCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	71%			
District Projected	X			
District Actual	75%			

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

SCPASS SOCIAL STUDIES_

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	84%			
District Projected	X			
District Actual	84%			

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 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	65 th percentile	69 th 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	59 th percentile	60 th 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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Math Superstars (Grades K-2)	Sept – May 2013-2018	Parent Volunteer	N/A	Local Funds (copying)	MAP test score data
Destination Imagination (Grades 3-5)	Sept-May 2013-2018	Parent Volunteer	N/A	Local Funds (supplies)	Problem solving scores
Before School Program (Early Risers for targeted students)	Oct-April 2013-2018	Administration	N/A	None	MAP & SCPASS Scores
Teacher data spreadsheet analysis	Sept-May 2013-2018	Teachers, Instructional Coach, Administration	N/A	None	Review of spreadsheets during common planning
Map Test Analysis for formative planning	Sept & March 2013-2018	Teachers, Instructional Coach, Administration	N/A	None	Analysis sheet
Common Assessment Data & Item Analysis for unit tests	Sept-May 2013-2018	Teachers, Instructional Coach, Administration	N/A	None	Review of data during grade level meetings and administration meetings

Fountas & Pinnell Implementation for balanced literacy	June 2013-May 2018	District Trainers, Instructional Coach, Literacy Mentors, Administration, Teachers	\$16,000	Local Funds	Review of reading level data
Calendar math across all grade levels	Sept 2013-May 2018	Teachers	N/A	None	Test Scores
Use of inclusion for special education students for ELA and math	Sept 2013-May 2018	Special Education Teachers/ Regular Education Teachers	N/A	None	Test Scores
Continue to evaluate and modify programs of instruction for special education students during pull-out classes	Sept 2013-May 2018	Special Education/Regular Education Teachers/Administration	N/A	None	Growth Charts
Provide training on how to identify subgroups that do not meet standard on	Yearly	Administration/ Instructional Coach	N/A	None	Graphs

state tests					
Provide training on how to analyze standardized test scores and disaggregate the data to determine strengths and weaknesses	Yearly	Administration/ Instructional Coach	N/A	None	Data Charts
Provide support for grade level planning meetings	Weekly	Instructional Coach	N/A	None	Minutes
Support 6+1 Traits of Writing	Yearly	Instructional Coach	N/A	None	Test Scores
Provide support for First in Math	Yearly	Instructional Coach & Computer Lab Manager	\$4700	PTA	Math Scores
Develop lessons on the IB Learner Profile and Attitudes	Sept 2013-May 2018	School Counselor	N/A	None	Discipline Data
Develop lessons on study skills, organization,	Sept 2013-May 2018	School Counselor/ Teachers	N/A	None	Test Data

test taking, and social skills					
Use student portfolios to analyze and evaluate student work over time.	Sept 2013-May 2018	Teachers, Parents, Students, Instructional Coach, Administration	N/A	None	Student-led conferences
Special education consultation for teachers	Yearly	Special Education Teachers/Regular Education Teachers	N/A	None	Emails, conversations, accommodation plans
Provide on-going training to teachers for the implementation of State Standards	August 2013-May 2018	Instructional Coach	N/A	None	Professional Development Calendar, Grade Level Meetings
Provide instructional materials to support the curriculum in Science	August 2013-May 2018	Teachers/ Instructional Coach	N/A	None	Science Scores
Provide instructional materials to support the	August 2013-May 2018	Teachers/ Instructional Coach	N/A	None	Social Studies Scores

curriculum in Social Studies					
Provide instructional materials to support curriculum in Math	August 2013-May 2018	Teachers/ Instructional Coach	N/A	None	Math Scores
Integrate writing across the curriculum through the IB program of inquiry.	August 2013-May 2018	Teachers/ Instructional Coach	N/A	None	Writing Scores
Fully implement the use of Activotes and Active Expressions	August 2013-May 2018	Teachers/ Media Specialist/ Instructional Coach	N/A	None	Flip charts
Develop the use of Chromebooks in the classroom.	Sept 2013-May 2018	Teachers/ Instructional Coach	\$3500	Refresh Funds	Lesson Plans
Instruct students in Spanish	Aug 2013-May 2018	Spanish Teachers	N/A	None	Lesson Plans
Implement peer	August 2013-May	Teachers/ Instructional Coach/ Administration	N/A	None	Lesson Plans, Observation

observations for best practices	2018				Schedule
Continue with the use of virtual field trips to provide engaging learning activities for students	August 2013-May 2018	Teachers/ Instructional Coach	Varies	Local Funds	Schedule

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Improve personnel quality by ensuring 100% of teachers are trained/retrained in the IB PYP program by 2018.

ANNUAL OBJECTIVE:

OBJECTIVE 1: Teachers, staff and administration will increase 20% each year in IB training before our next evaluation visit.

OBJECTIVE 2: Principal and teachers will successfully complete the PAS-A and PAS-T evaluation system annually.

OBJECTIVE 3: Teachers, Staff and administration will improve competency through professional development maintaining at least 30 hours of professional development per person annually.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	40%	60%	80%	100%	100%
Actual		16%	31%	54%	79%		

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Teachers and staff will continue to implement and refine the International Baccalaureate Primary Years Program by collaboration with other IB schools.	2013-2018	IB Coordinator, teachers, administration	N/A	None	Upstate PYP meetings, district IB meetings, Upstate workshops,
Continue with reoccurring IB training for teachers and staff.	2013-2018	IB Coordinator, administration	\$13,500	IB General Funds, Local Funds, PTA	Certificates of attendance
Annually provide IB updates to teachers	2013-2018	IB Coordinator	N/A	None	Agendas, planning meetings

Continue the implementation of vertical teams for professional learning communities	2013-2018	Teachers/ IB Coordinator-IC, Administration	N/A	None	Agendas, minutes
Continue to develop the mentor/mentee program for new teachers.	2013-2018	Instructional Coach/ Principal	N/A	None	Agendas
Provide initial IB information to new teachers	2013-2018	Instructional Coach/ Principal	N/A	None	New Teacher training
Teacher/staff observations	2013-2018	Administration	N/A	None	Observation notes
Teacher goal setting/fall, winter, and spring conferencing	2013-2018	Administration/ Teachers	N/A	None	Goals sheets and conferencing notes
Power Writing Training	2015-2018	Administrators/Teachers	N/A	N/A	Lesson plans and observations

STUDENT ATTENDANCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.4	96.0	96.5	95.9			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

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 91.9% in 2012 to 93.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 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	92.2	92.5	92.8	93.1	93.4
School Actual	91.9	91.3	98.2	99			
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 93% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 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	93.3	93.6	93.9	94.2	94.5
School Actual	93	89.7	94.1	94			
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 97.8% in 2012 to 98.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.1 percentage point(s) annually teachers who are satisfied with the learning environment.

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	97.9	98	98.1	98.2	98.3
School Actual	97.8	100	97.2	100			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 97% in 2012 to 97.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.1 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.1	97.2	97.3	97.4	97.5
School Actual	97.0	89.0	98.3	99			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 96.5% in 2012 to 97% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.1 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.6	96.7	96.8	96.9	97.0
School Actual	96.5	97.5	95.0	98.1			
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: Maintain the percent of teachers who feel safe at school during the school day at or above 99.5% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.5	99.5	99.5	99.5	99.5
School Actual	100	100	100	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<u>STRATEGY Activity</u>	<u>Timelin e</u>	<u>Person Responsibl e</u>	<u>Estimate d Cost</u>	<u>Fundin g Sources</u>	<u>Indicators of Implementatio n</u>
Continue to update the school crisis plan with best practices.	Yearly	Assistant Principal	N/A	None	Updated plan
Provide annual anti-bullying training for students.	Yearly	School Counselor	\$250	Local funds	SC Children's Theatre Program
Give IB profile awards each quarter	Quarterly	Teachers	N/A	None	Awards
Continue to develop PBIS and the use of the IB attitudes.	Daily	Teachers, Administration	N/A	None	Discipline Data
Conduct regular safety drills to ensure appropriate responses to emergencies.	Monthly	Assistant Principal	N/A	None	Response Times
Provide annual parenting workshops on topics parents indicate are needed at the school.	Yearly	Administration, Instructional Coach, School Counselor	N/A	None	Handouts
Provide opportunities for parental involvement in the	Daily	PTA	N/A	None	Volunteer Hours

school.					
Implement grade level curriculum nights in the fall.	Yearly	Teachers, Instructional Coach, Administration	N/A	None	Handouts
Communicate school goals and progress annually.	Yearly	Principal	N/A	None	PTA, SIC Meetings
Communicate school news, policies, and events on an annual basis.	Weekly	Principal	N/A	None	Newsletters, emails
Provide weekly communication to parents about school and classroom news written/electronically, and orally.	Weekly	Principal	N/A	None	Newsletters, emails, website
School report to the community	Yearly	Administration, Instructional Coach, SIC, PTA	N/A	None	Website, Report to the Community
Weekly student reflections of the student profile	Weekly	Teachers	N/A	None	Reflections
Attendance interventions	Quarterly	Administration, Attendance Clerk, School Counselor	N/A	None	Attendance Rate

Refine the student mentor program.	Yearly	PBIS Team	N/A	None	Number of mentors

WEBLINKS

[2013-2014 Fork Shoals School Report Card](#)