Tigerville Elementary School

Greenville County School District

Diane Jackson, Principal
Dr. Burke Royster, Superintendent

Scope of plan: 2015-16 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

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.

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Sarah Skelley		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Diane Jackson		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Katie Cannada		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS:25 Tigerville Elementary School Road, Taylors, SC 29687
SCHOOL'S TELEPHONE: (864) 355-4600

PRINCIPAL'S EMAIL: cdjackso@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
Principal	Diane Jackson
Instructional Coach	Lisa Jo Hansen
Teacher	Amanda Arms
Parent/Guardian	Emily Jennings
Community Member	Jennings Autry
School Improvement Council	Marietta Castellano

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

Position	Name
Parent	Mary Jo Shotwell
SIC	Marietta Castellano
Teacher	Jacci Upton
Guidance Counselor	Abby Rucker
Media Specialist	Bethany Imms
University Partner	JoDee Joliff
Cafeteria Manager	Tina Harris

*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.

_X_   **Half-Day Child Development**

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

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

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

____   **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.

Table of Contents
2015-2016

Introduction

During the 2002-2003 school year, a Greenville County Initiative which required every school to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio was put in place. All school systems were reviewed and updated according to the Victoria Bernhardt model of school improvement. With leadership from the Instructional Coach and the Principal, the staff works together as a comprehensive team to update and revise the portfolio. Each year, the portfolio is aligned with the requirements of the State Department of Education Standards as well as those of AdvancEd. Members of PTA and SIC are invited to participate in this yearly process. The report is available in the school office for the entire community.

Leadership

The Principal at Tigerville Elementary School is Diane Jackson. This is Mrs. Jackson's fifth year serving in this capacity. Leadership is supported by Administrative Assistant, Jason Hudak and Lisa Hansen, Instructional Coach.

Here at Tigerville, the decision making process is a collaborative effort that involves school and district administration as well as faculty, staff, and members of the community. Recognizing the growing demands for higher student achievement and accountability at the classroom level, our teachers have become increasingly involved in the decision-making process over the past five years as demonstrated in the diagram below:

- The Tigerville Faculty Council, made up of the Principal, Administrative Assistant, Instructional Coach, and teachers.
    - -ensure the implementation of district and state standards and school vision
    - -monitor progress and address concerns
    - -review data and plan for improvement
    - -encourage and model school wide-expectations
    - -update and review the school portfolio plan
    - -guide, enforce, and reinforce the school portfolio plan

- School Teams and Committees are also in place to coordinate events throughout the school year. A key role of these teams is to investigate different approaches to achieving our goals. The teams may recommend specific courses of action that will support the implementation of a high quality instructional program aligned with the state's curriculum standards to celebrate various national holidays and observances.

- Faculty Council – Due to our small size, the entire faculty is included in the council. Faculty Council members' responsibilities include:
    - –weekly grade level meetings
    - -coordinating grade level activities
    - -attending monthly council meetings
    - -communicating concerns, successes, and feedback

- Grade Level Teams - The purpose of grade-level teams are to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher will:
    - -participate in meetings with his/her grade level
    - -coach and support the implementation of the standards
    - -study and support each other's implementation of *Best Practices*
    - -support grade level efforts to integrate writing across the curriculum
    - -plan instruction based on current common assessment data

- Vertical Teams - The purpose of the vertical teams is to maintain consistency, specifically to:
    - -improve instruction school-wide
    - -create continuums to implement the CCSS across the grade levels
    - -advise the strategic planning team of progress and concerns of grade-level and vertical team meetings
    - -coach and support the quality implementation of subject areas
    - -demonstrate the implementation of subject standards for teachers in each subject area
    - -review data for improvement

- Professional Learning Communities - The purpose of PLC's is to maintain consistency, specifically to:
    - -participate in bi-weekly meetings with the Instructional Coach
    - -support teachers
    - -communicate concerns from teacher to administration
    - - curriculum support
    - - assist in interpreting data for improvement

Executive Summary

Needs Assessment/Findings: Student Achievement

- PASS Scores for 2014:
    - 83% of grades 3-5 students scored Met or Exemplary in Writing
    - 84.4% of grades 3-5 students scored Met or Exemplary in ELA
    - 76.3% of grades 3-5 students scored Met or Exemplary in Math
- To continuously improve reading instruction, all teachers and administration have participated in ongoing staff development for the Balanced Literacy method. This method has been fully implemented in classrooms grades K5-5.
- All grade levels developed common assessments in the areas of math and ELA. Item analysis has also begun.
- Spiral review has taken place in the form of morning work for math and ELA.
- Writing Focus days have been implemented in grades 3-5.
- Inclusion is in place in grades 1, 3-5.
- A lesson plan template which includes higher level questioning is used.
- The staff is working to become familiar with CCSS through discussion, attendance at district meetings, and guest speakers.

Needs Assessment/Findings: Teacher and Administrator Quality

All teachers are Highly Qualified. The average teacher attendance rate for the 2014-2015 year thus far is 97%. We currently have 18 staff members with advanced degrees. Four staff members are National Board Certified. Seventeen teachers are technology proficient. Diane Jackson, a twenty five year educator, is in her fourth year as principal at Tigerville. She is National Board Certified. Jason Hudak is in his third year as administrative assistant and tenth year in education. Our professional development was developed by Math MAP results.

Needs Assessment/Findings: School Climate

Tigerville embraces an Open Door policy. Parents are encouraged to volunteer in classrooms, go on field trips, and work as part of PTA. A computerized system accumulates volunteer hours. The 2014 report card survey indicates a positive relationship between parents and teachers. 95.3% of teachers are satisfied with home-school relations. All grade levels participate in student-led conferences. The 2014 School Report Card shows that our student attendance rate was 96.7%.

Love and Logic is the behavior philosophy of Tigerville. Students are allowed to make behavioral choices, and learn from those choices with logical consequences when necessary. Tigerville had 6 out of school suspensions last year. This figure is up from the prior year.

Challenges of Prior Three Years:

- There is an achievement gap between students who qualify for Free and Reduced Meals (FARM), and students who pay full price for lunch.
- Across the grade levels, students seem to struggle with math.
- General student attendance (including late arrivals and early dismissals) in an area of challenge.

Accomplishments of Prior Three Years:

- We are a Professional Development School for North Greenville College. Our school benefits from this program because of the numerous college students that assist our students.
- We have implemented content and performance standards in our classrooms through focused in-service and staff development.
- We have a total of four National Board Certified Teachers.
- We have involved our parents/grandparents in many ways including PTA, SIC, Guidance Parenting Sessions, Reading Night, Math Night, and Family Fitness Nights.
- We have studied and continue to study student achievement by reviewing our students' performance on MAP, PASS, ITBS, and benchmark assessments, in conjunction with our school processes, to maximize our impact on student learning.
- Successful implementation of the Fountas and Pinnell Balanced Literacy Model 2012-2013
- EPA's ENERGY STAR award 2011 and 2012
- All Kinds of Minds School of Distinction 2010
- Safety Ambassador School Award 2010-11
- Healthy Schools Bronze Award
- Artist in Residence 2010-15
- Palmetto Silver Award Winner 2008, 2011
- Running Club
- Walking Club
- Chorus, Fall and Spring Performances
- Art Club
- Morning News Program

- SAFE Schools Award
- Four Artists in Residence Awards
- Tom Corbin (South Carolina House of Representatives)
- Art Contest
- PEP Grant Recipient
- Writing Club
- Wee Deliver
- Student Council
- National Career Development Association Poster Contest
- State Recognition- PalmettoPride.org
- Career Day
- District and State Recognition- Reflections Contest
- Disability Awareness Day
- Manners Luncheon
- Veteran's Day Program and Interviews
- Bon Secours Festival of Trees
- Roper Mountain Holiday Lights
- Tigerville Trot 5K and 1 Mile Fun Run
- Community Yard Sale
- School-wide Service Learning Projects
- Morning Compass Club
- Universal Breakfast
- Reading Is Fun
- BETA Club
- Children's Resource Outreach
- Dinner Theater
- Clay Night
- All-Star Reading
- Family Fitness Nights
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School Profile

Community

Tigerville Elementary School, situated in the heart of a small, rural, mountain community, was first built in 1866 as a one-room schoolhouse. Today the school serves 280 students in four-year-old kindergarten through fifth grade. It is one of 53 elementary schools in the School District of Greenville County.

The school is the center for the predominately Caucasian community of middle to low socioeconomic family income levels. The majority of parent employment is blue-collar labor positions. There are some parents who are white-collar professionals, including teachers, pilots, and engineers.

A strong work ethic, along with deeply rooted family values, is engrained in the children's lives by parental role models. The teachers, students, and staff at Tigerville expend considerable effort to maintain the school's family-like atmosphere that provides the only opportunities available for interaction among all groups in the area. We are fortunate to have a supportive PTA. They spend countless hours working in our school. Our SIC meets monthly to discuss ways that our school can connect with our community.

Personnel

One administrator leads the staff of 37 at Tigerville Elementary School. There are currently 13 classroom teachers, 8 specialized support staff members, and 3 paraprofessionals. Thirty-three employees are female and 4 are male.

There is one Hispanic male teacher, who teaches fifth grade. All other staff members are Caucasian.

Population

Tigerville has an enrollment of 280 students. Most students are Caucasian, with a minority population of 11 %.

Based on the 2014 School Report Card- the attendance rate for the 2013-2014 school year was 96.7%. The number of Gifted and Talented students in grades 3-5 for the 2013-2014 school year is 39; 29% of the total number of students in those grades.

Programs and Incentives

Our major academic and behavioral programs include:

- Balanced Literacy method of reading instruction
- Response to Intervention (RTI)- At-risk students in K5 and first grade receive intensive small group instruction based on reading levels
- Love and Logic- This behavioral philosophy is use throughout the school for discipline.
- Writing Club- Students in grades 4 and 5 meet weekly to participate in writing
- Challenge- Qualifying students in grades 3-5 participate in this district program
- Compass Learning- Grades 1-5 utilize this computer program for reading and math
- Morning Compass Club- Identified students work with Compass Learning 3 mornings each week on lessons tailored to meet individual needs
- Student Council- Representatives from grades 1-5 lead and participate in community initiatives
- Wee Deliver- Third graders deliver letters through this school-wide postal service
- SAFE Schools
- BETA Club
- Disability Awareness Day- Individuals who represent a variety of disabilities lead presentations to educate students in grades 3-5
- Parent Involvement through PTA, SIC, Guidance Parenting Sessions, Family Fitness Nights, Enchanted Library, Math Nights
- Special Education Inclusion in grades 1st, and 3-5
- Related Arts teachers provide small group instruction to students
- K5 receives whole group Intervention with the speech therapist
- Monthly Awards Assemblies: students are recognized for outstanding attendance, excellent character traits, and outstanding performance in related arts.
- We continuously review student achievement by reviewing performance on MAP, PASS, ITBS, and benchmark assessments

Business Partnerships

Partner	How Partner is Utilized
North Greenville University	Clinical observations and Practicum Students; Utilization of facilities for Chorus Programs
Cliffs Outreach Organization (Glassy)	Volunteer program, additional funding to meet student needs
Tigerville Baptist Church	Good News Club
Greenville Drive	Reading All Stars
Buchanan Oil	Corporate Sponsorship
George Coleman Ford	Corporate Sponsorship
C&M Grading	Corporate Sponsorship
Tigerville Fire Department	Facility Used for Christmas assistant program

Mission, Vision, and Beliefs

Mission

We will provide quality educational experiences tailored to meet the individual needs of students.

Vision

"Where Children are at the Top"

Curriculum must be:

- Based on state and district standards
- Developmentally appropriate and adaptive to student needs
- Real world relevant

Instruction must include:

- Current instructional tools and methodology
- A variety of strategies
- Adaptations for meeting individual student needs and learning styles

Assessment must be:

- Reflective to guide future instruction
- Considerate of diverse learning styles
- Varied and developmentally appropriate

Environment must provide:

- Physical and emotional safeness
- A variety of field experiences
- Opportunity for parent and community involvement and support

Beliefs

- Nurturing in a small setting, preparing for a large world
- Helping all children excel by meeting individual needs
- Guiding with Love and Logic
- Building lasting relationships with families and the community

Analysis and Needs Assessment Data

Student Achievement Needs Assessment

Year	Objectives	Objective(s) Met	Objective(s) Not Met	AYP Status/ESEA Grade	Absolute Rating	Growth Rating
2009-2010	17	17	0	Met	Average	Average
2010-2011	13	12	1	Not Met	Average	Average
2011-2012	N/A	N/A	N/A	A	Average	Average
2012-2013	N/A	N/A	N/A	A	Good	Average
2013-14	N/A	N/A	N/A	A	Excellent	Average
2014-15	N/A	N/A	N/A		Excellent	Average

In 2013-2014, Tigerville Elementary received an "A" rating under the ESEA/Federal Accountability Rating System.

The weighted point total was 99.1.

ITBS Percentile Rank of Average SS: National Student Norms				
	2014	2015	2016	2017
Reading	58%	49%		
Math	58%	50%		

	Writing					ELA (Reading and Research)				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
3	68.6	N/A	N/A	76.7	80.4	90.2	84.8	77.1	88.4	80.4
4	53.3	N/A	N/A	69.4	87.5	73.3	76.5	75.6	69.4	89.6
5	75.9	63.2	61.2	73.0	80.6	77.8	75.4	77.6	91.3	83.3
Total			61.2	73.0	83			76.5	84.5	84.4

Writing

The number of students scoring Met or Exemplary on PASS has increased in *all* grade levels for the first time in four years. Overall, 83% of students scored Met or Exemplary. Our staff has made concentrated efforts towards teacher modeling, and using the writing process. Through this school-wide effort, our school has shown growth.

   Next steps:

Daily grammar practice in grades K (through Morning Message) and 1st- anchor charts

- Conscious continuation of penmanship practice
- One-to-one iPad minis/Chromebooks in each classroom
- Purchase apps for student use
- Teacher modeling (through actual writing) during each writing lesson
- Use of Expanding Expression tool in multiple classrooms (focus with Speech students)
- Use Lucy Calkin's Writing Pathways as a resource for ongoing professional development during PLC meetings
- Professional development on each type of writing using prompts
- Use of mentor/exemplar texts
- Implementing test-taking strategies to prepare students for state tests (3-5)
- Using authentic student writing to practice critiquing writing using a rubric.
- All classroom teachers have a Reading A to Z subscription

ELA

The percentage of students scoring Met or Exemplary decreased in grades 3 and 5 in the year 2013-14. Students in grade 4 increased in the area of Met or Exemplary by over 20 percentage points. Overall, 84.4% of students scored Met or Exemplary. The following achievement gaps and root causes are identified: the need to read at home each night and the need to use common assessments to determine the needs of students.

Next steps:

- Use of multiple iPad minis/Chromebooks in each classroom
- Purchase of apps for student use
- Volunteers in grades K5-3 for reading assistance
- Provide ELA study tips to parents at school events
- Generate weekly reports of Compass Odyssey utilization (2-5)
- Morning Compass Club for identified students
- Classroom Compass Utilization
- Sounds in Motion (K5)
- Purchase of leveled text sets
- Utilize Teaching and Learning staff to assistance as needed
- School subscription for NearPod
- Balanced Literacy benchmarking (Fall, Winter, Spring)
- Celebrate student MAP growth (classroom, principal acknowledgement, and end of the year certificates)
- Data walls (Instructional Coach office and school hall display)
- Acknowledging students' reading accomplishments

	Mathematics				
	2010	**2011**	**2012**	**2013**	**2014**
3	64.7	65.2	65.7	76.7	74.5
4	68.3	82.4	75.6	72.2	87.5
5	81.5	66.7	79.6	76.0	63.9
Total			75.0	76.0	76.3

Students in fifth grade who scored Met or Exemplary decreased about 12 percentage points from the previous year.

Students in fourth grade who scored Met or Exemplary increased by about 15 percentage points from the previous

year. Students in third grade who scored Met or Exemplary decreased by about 2 points. Overall, 76.3% of students in

grades 3-5 scored Met or Exemplary. The following achievement gaps and root causes are identified: student

dependence on teacher, lack of basic fact mastery, the need for more spiral review, and the need for more practice at

home.

Next steps:

- Family Technology Night with a focus on math (1 per semester)
- Home practice (3 times per week)
- One-to-one iPad minis/Chromebooks in each classroom
- School subscription of First in Math
- Data bulletin boards to display students' mastery of facts (K-5)
- Data charts for MAP scores in each classroom (grades 2-5)
- Visit school with a high student achievement in the area of math
- Generate weekly Compass Odyssey utilization reports (2-5)
- Morning Compass Club for identified students
- Classroom Compass utilization
- School subscription of NearPod
- Celebrate student MAP growth (classroom, principal acknowledgement, and end of the year certificates)
- Data walls (Instructional Coach office and school hall display)
- "What to expect for next year" brochures for families of students going to the next grade level

	Science					
	2010	**2011**	**2012**	**2013**	**2014**	**2015**
3	56.0	69.6	72.2	66.7	80.0	-
4	66.7	78.4	73.3	69.4	85.4	81.0
5	77.8	55.6	60.0	73.9	55.6	80.1
Total			68.8	71.1	78.0	81.0

Science

Students in fifth grade who scored Met or Exemplary increased about 24.5 percentage points from the previous year.

Students in fourth grade who scored Met or Exemplary decreased 4.4 percent points from the previous year.

Overall, 81% of students scored Met or Exemplary. This overall improvement can be attributed to: teaching science every day and being a part of the virtual science lab.

Next steps:
- Purchase of more non-fiction books and magazines for student use
- One-to-one iPad minis/Chromebooks for student use
- Purchase apps for student use
- Create project based activities w/ rubric
- Teaching Science daily (3-5)
- Investigate ways to integrate into other content areas (K-2)
- Magic Science Night
- NearPod lessons

	Social Studies					
	2010	**2011**	**2012**	**2013**	**2014**	**2015**
3	76.9	78.3	70.6	86.4	84.6	-
4	73.3	92.2	84.4	80.6	89.6	96.2
5	77.8	86.7	62.5	56.5	72.2	87.2
Total			75.6	75.9	84.8	92.0

Social Studies

Students in grade four who scored Met or Exemplary increased 6.6 percent points. Students in fifth grade who scored Met or Exemplary increased a 15 percent points from the previous year. Overall, 92.0% of students scored Met or Exemplary. This represents an overall increase of 7.2%. The following achievement gaps and root causes are identified: struggling readers, the need to provide more relevant learning experiences, and the need to have more exposure to non-fiction text.

Next steps:

- Continue to purchase more non-fiction books and magazines for student use
- One-to-one iPad minis/Chromebooks for student use
- Purchase apps for student use
- Create project based activities with rubrics
- Teaching Social Studies daily (3-5)
- Investigate ways to integrate into other content areas (K-2)
- NearPod lessons

Teacher and Administrator Quality

The past few years Tigerville has struggled to show significant student achievement in the area of math. This year our school made a more concentrated effort to improve our student achievement. Our goal for the 2015-2016 year is to increase the percentage of all students in grades 2-5 Meeting Target Growth by 3.1 percent from 60.9% o to 63.4% or 89/130 as measured by Measures of Academic Progress (MAP)-Math.

Next steps:

- Read and share articles with staff that specifically address math
- Participate in grade level meetings with a focus on using Rubicon for math
- School-wide Fast Fact mastery initiative
- School subscription to First in Math
- Math groups/centers in all grade levels
- Lesson plan template to support math groups/centers

2015-2016 Professional Development

Date	PD	Presenter
08/5	All Faculty Formative/Summative Plan Day	Hansen, Hudak Teachers
9/1	SLO Training	Hansen
9/16	Formative Assessment – Using student work samples	Hansen
9/23	Student Centered Coach – Beginning Teacher Survey	Hansen
10/7	Story Grammar	Bartlett
10/28	SAMR Technology	Cushman/King
11/18	Formative Assessment – Data Analysis and Future Planning	Hansen
1/13	SAMR Technology	Cushman/King
1/20	Formative/Summative Data Analysis	Hansen/Jackson
2/17	SAMR Technology	Cushman/King
3/16	Formative/Summative Data Analysis	Hansen/Jackson
3/23	SAMR Technology	Cushman/King
5/25	Final Data Analysis Faculty Activity	Hansen/Jackson/Hudak

School Climate Needs Assessment

Our focus for the 2015-2016 school year continues to be improving student attendance. In addition to full day absences, we are also targeting late arriving students and early dismissals. We began in 2012 having monthly Outstanding Attendance Recognition Programs. We defined Outstanding Attendance, as a student who arrived on time and stayed the entire duration of the school day. Students who attended school for the complete school day earned a keychain/tag for the month and were recognized on stage at our program. A bulletin board was also established to display monthly outstanding attendance.

Next steps:

- Outstanding Attendance Program (monthly)
- Outstanding Attendance Bulletin Board
- Classroom incentives (ex: every day the whole class stays the whole day, a marble goes into a jar. Students then have a reward when the jar is full.)
- Tigerville Fire Department Helmet (awarded to the class with the highest % of students w/ Outstanding Attendance)
- Announce each day the class with perfect attendance
- Invite parents to programs
- Add attendance policy to clubs (requirements)

	Teachers				5th Grade Students				5th Grade Parents			
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
Percent satisfied with learning environment	87%	100%	100%	100%	85.8%	96.6%	88%	88.6%	90.%	97.%	82.4%	95.2%
Percent that report feeling safe at school during the school day	100%	93.8%	100%	100%	94.6%	96.7%	85.%	100%	97.%	97.%	95.8%	100%

	Teachers				5th Grade Students				5th Grade Parents			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
Percent satisfied with learning environment	100%	100%			88.6%	100%			95.2	89.7%		
Percent that report feeling safe at school during the school day	100%	100%				100%				89.7%		

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.

☒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.

☒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.

☒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 2015-16	2016-17	2017-18
Projected Performance	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	*		

Baseline data to be established in 2015-16.

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% Tested ELA – District Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		

Baseline data to be established in 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		

Baseline data to be established in 2015-16.

% Tested Math – District – Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		

Baseline data to be established in 2015-16.

☒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: The percentage of students scoring Met and Exemplary on SCPASS Science will increase from 81.0% in 2014-15 to 84% in 2017-18.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually increase the percentage of students scoring Met and Exemplary on SCPASS Science by 4%

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X	82.0%	83.0%	84.0%
School Actual	81.0			
District Projected	X	73.9	74.9	75.9
District Actual	72.9			

*Beginning in 2014-15, grades 4-8 will take Science **and** 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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 91.9%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 91.9%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	91.9	91.9	91.9
School Actual	91.9			
District Projected	X	82.2	83.2	84.2
District Actual	81.2			

*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.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	49th percentile			

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

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile	62nd percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile	51st percentile		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Require students to read each night	August , 2013 through May, 2018	Teachers	N/A	N/A	Reading logs
Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
Leveled readers will be utilized to increase student success in reading and comprehending text.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Resource Teacher(s) will support an individualized program approach with Inclusion and Pull Outs.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Measures of Academic Progress (MAP) will be utilized as a diagnostic tool to track student progress and set goals in ELA and Math.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Generated reports
Compass Learning Odyssey will be utilized weekly to provide students with individualized practice activities in targeted areas based on MAP results for reading.	Aug. 2013 – May 2018	Instructional Coach Teachers Computer Lab Instructor	N/A	N/A	Lesson Plans Observations Generated reports
Promethean/Smart Boards will be utilized in all classrooms to provide students with more interactive activities.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Observations

Response to Intervention (RTI) program-5K – 1st gr. Students who have been identified as "At-Risk" in the area of reading based on the AIMSweb screening instrument.	Aug. 2013 – May 2018	K5 teachers and aides, Instructional Coach, Media Specialist	N/A	N/A	Students' progress reports and AIMSWEB data
The AIMSweb screening instrument will be utilized to identify student needs and monitor growth.	Aug. 2013 – May 2018	Interventionist Teachers	N/A	N/A	Generated reports
iPads will be used to provide students with more opportunities to practice and read leveled readers	August, 2013 through May, 2018	K5-5th grade teachers	N/A	Cliff's CRO	Lesson Plans Observations
Creating and utilizing common assessments and item analysis	August, 2013 through May, 2018	K5-5th grade teachers	N/A	N/A	Examples of common assessments and item analysis
Examine MAP & state testing results, writing prompts, reading benchmarks, AIMSweb data, Compass Skills quizzes, grades, & other teacher generated assessments to determine student needs & plan instruction.	Aug. 2013 – May 2018	Instructional Coach Teachers Administration	N/A	N/A	Spreadsheets Agendas Lesson Plans
Instructional Coach will utilize bi-weekly Professional Learning Community meetings to facilitate deeper analysis and reflection of instructional practices.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Agendas Lesson Plans Minutes
Create and display content area vocabulary for all subjects	August, 2013 through May, 2018	K5-5th teachers	N/A	N/A	Photos of content areas
Continue implementation of Fountas & Pinnell Balanced Literacy program.	Aug. 2013 – May 2018	Teachers	Sets of 6 leveled readers; F & P benchmarking materials	District & School Level Funds	Lesson Plans Observations
Collaborate and utilize The Continuum of Literacy Learning	Aug. 2013- May 2018	Teachers Instructional Coach	The Continuum of Literacy and Learning for every teacher	District Funds	Lesson Plans PLC agendas

Utilization of iPads/Chromebooks	Aug. 2013-May 2018	Teachers Instructional Coach		School Level Funds Cliff's	Observations PLC agendas Professional Development
Utilize Rubicon Atlas in all areas of lesson planning	Aug. 2013 – May 2018	Teachers Instructional Coach			Lesson Plans PLC agendas Professional Development
Require students to read each night	August , 2013 through May, 2018	Teachers	N/A	N/A	Reading logs
Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
Leveled readers will be utilized to increase student success in reading and comprehending text.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Resource Teacher(s) will support an individualized program approach with Inclusion and Pull Outs.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Measures of Academic Progress (MAP) will be utilized as a diagnostic tool to track student progress and set goals in ELA and Math.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Generated reports
Compass Learning Odyssey will be utilized weekly to provide students with individualized practice activities in targeted areas based on MAP results for reading.	Aug. 2013 – May 2018	Instructional Coach Teachers Computer Lab Instructor	N/A	N/A	Lesson Plans Observations Generated reports
Promethean/Smart Boards will be utilized in all classrooms to provide students with more interactive activities.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Observations
Response to Intervention (RTI) program-5K – 1st gr. Students who have been identified as "At-Risk" in the area of reading based on the AIMSweb screening instrument.	Aug. 2013 – May 2018	K5 teachers and aides, Instructional Coach, Media Specialist	N/A	N/A	Students' progress reports and AIMSWEB data
The AIMSweb screening instrument will be utilized to identify student	Aug. 2013 – May 2018	Interventionist Teachers	N/A	N/A	Generated reports

needs and monitor growth.					
iPads will be used to provide students with more opportunities to practice and read leveled readers	August, 2013 through May, 2018	K5-5th grade teachers	N/A	Cliff's CRO	Lesson Plans Observations
Creating and utilizing common assessments and item analysis	August, 2013 through May, 2018	K5-5th grade teachers	N/A	N/A	Examples of common assessments and item analysis
Examine MAP & state testing results, writing prompts, reading benchmarks, AIMSweb data, Compass Skills quizzes, grades, & other teacher generated assessments to determine student needs & plan instruction.	Aug. 2013 – May 2018	Instructional Coach Teachers Administration	N/A	N/A	Spreadsheets Agendas Lesson Plans
Instructional Coach will utilize bi-weekly Professional Learning Community meetings to facilitate deeper analysis and reflection of instructional practices.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Agendas Lesson Plans Minutes
Create and display content area vocabulary for all subjects	August, 2013 through May, 2018	K5-5th teachers	N/A	N/A	Photos of content areas
Continue implementation of Fountas & Pinnell Balanced Literacy program.	Aug. 2013 – May 2018	Teachers	Sets of 6 leveled readers; F & P benchmarking materials	District & School Level Funds	Lesson Plans Observations
Collaborate and utilize The Continuum of Literacy Learning	Aug. 2013-May 2018	Teachers Instructional Coach	The Continuum of Literacy and Learning for every teacher	District Funds	Lesson Plans PLC agendas
Utilization of iPads/Chromebooks	Aug. 2013-May 2018	Teachers Instructional Coach		School Level Funds Cliff's	Observations PLC agendas Professional Development
Utilize Rubicon Atlas in all areas of lesson planning	Aug. 2013 – May 2018	Teachers Instructional Coach			Lesson Plans PLC agendas Professional Development

PROFESSIONAL DEVELOPMENT

☐Student Achievement   ☒Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Annually maintain the required number of Professional Development hours teachers earn from 2012 through 2018

ANNUAL OBJECTIVE: Teachers will be provided with a minimum of the 12 hours required to be offered at the school level (out of the 24) from 2012-2018.

DATA SOURCE(S):   Professional Development Plan/GCSD Employee Portal Documentation

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	X	x	12	12	*12*	*12*	*12*
Actual	15	14	15	16	*19*		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
All Faculty Formative/Summative Planning Day	8/5	Hansen, Hudak,Teachers	0	N/A	Classroom Observations, lesson plans, student work samples
SLO Training	9/1	Hansen	0	N/A	Teacher Goal Sheets
Formative Assessment - Using student work samples	9/16	Hansen, Jackson, Hudak, Teachers	0	N/A	Meeting minutes, student work samples, lesson plans
Student Centered Coach - Beginning Teacher Survey	9/23	Jackson, Hudak, Hansen, Teachers	0	N/A	Completed teacher survey and meeting agenda
Story Grammar	10/7	Jennifer Bartlett	0	N/A	Lesson plans, teacher feedback, student progress
SAMR Technology	10/18	Tim Cushman, Michelle King	0	N/A	Lesson plans, observations, meeting feedback and future teacher demonstrations
Formative Assessment - Data Analysis and Future Planning	11/18	Jackson, Hudak, Hansen	0	N/A	Student work samples, classroom data, observations, walk throughs, lesson plans, incremental progress reports
Formative/Summative Data Analysis	1/20	Jackson, Hudak, Hansen	0	N/A	Student work samples, classroom data, observations, walk throughs, lesson plans, incremental progress reports
SAMR Technology	2/17	Tim Cushman, Michelle King	0	N/A	Lesson plans, observations, meeting feedback and future teacher demonstrations and teacher examples from classroom lessons
Formative/Summative Data	3/16	Jackson, Hudak,	0	N/A	Student work samples, classroom data, observations,

Analysis		Hansen			walk throughs, lesson plans, incremental progress reports
SAMR Technology	3/23	Tim Cushman, Michelle King	0	N/A	Lesson plans, observations, meeting feedback and future teacher demonstrations and teacher examples from classroom lessons
Final Data Analysis Faculty Activity	5/25	Jackson, Hudak, Hansen	0	N/A	Discussion and celebration/recognition of year's progress in all content areas

☐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	95.9	95.9	96.7	96.0			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 88.0% in 2012 to 91.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.7 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	84.12	85.84	87.56	89.28	91.0
School Actual	95.5	82.4	95.2	89.7			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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

☐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 83.5% in 2013 to 85.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 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	≥88.0	≥88.0	≥88.0	≥88.0	≥88.0
School Actual	97.5	88.0	88.6	100.0			
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	83.9 (ES, MS, & HS)			

☐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 98% to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 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	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	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	93.3			

☐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 94.38% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .28 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 #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.4	94.7	94.9	95.2	95.5
School Actual	97.7	95.8	100.0	89.7			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 94.38% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .28 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	94.4	94.7	94.5	95.2	95.5
School Actual	100.0	85.6	100.0	100.0			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

☐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 93.8% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _____ 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 #42

	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	93.8	100.0	100.0	100.0			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Require students to read each night	August , 2013 through May, 2018	Teachers	N/A	N/A	Reading logs
Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
Leveled readers will be utilized to increase student success in reading and comprehending text.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Resource Teacher(s) will support an individualized program approach with Inclusion and Pull Outs.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Measures of Academic Progress (MAP) will be utilized as a diagnostic tool to track student progress and set goals in ELA and Math.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Generated reports
Compass Learning Odyssey will be utilized weekly to provide students with individualized practice activities in targeted areas based on MAP results for reading.	Aug. 2013 – May 2018	Instructional Coach Teachers Computer Lab Instructor	N/A	N/A	Lesson Plans Observations Generated reports
Promethean/Smart Boards will be utilized in all classrooms to provide students with more interactive activities.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Observations
Response to Intervention (RTI) program-5K – 1st gr. Students who have been identified as "At-Risk" in the area of reading based on the AIMSweb screening instrument.	Aug. 2013 – May 2018	K5 teachers and aides, Instructional Coach, Media Specialist	N/A	N/A	Students' progress reports and AIMSWEB data
The AIMSweb screening instrument will be utilized to identify student	Aug. 2013 – May 2018	Interventionist Teachers	N/A	N/A	Generated reports

needs and monitor growth.					
iPads will be used to provide students with more opportunities to practice and read leveled readers	August, 2013 through May, 2018	K5-5th grade teachers	N/A	Cliff's CRO	Lesson Plans Observations
Creating and utilizing common assessments and item analysis	August, 2013 through May, 2018	K5-5th grade teachers	N/A	N/A	Examples of common assessments and item analysis
Examine MAP & PASS results, writing prompts, reading benchmarks, AIMSweb data, Compass Skills quizzes, grades, & other teacher generated assessments to determine student needs & plan instruction.	Aug. 2013 – May 2018	Instructional Coach Teachers Administration	N/A	N/A	Spreadsheets Agendas Lesson Plans
Instructional Coach will utilize bi-weekly Professional Learning Community meetings to facilitate deeper analysis and reflection of instructional practices.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Agendas Lesson Plans Minutes
Create and display content area vocabulary for all subjects	August, 2013 through May, 2018	K5-5th teachers	N/A	N/A	Photos of content areas
Continue implementation of Fountas & Pinnell Balanced Literacy program.	Aug. 2013 – May 2018	Teachers	Sets of 6 leveled readers; F & P benchmarking materials	District & School Level Funds	Lesson Plans Observations
Collaborate and utilize The Continuum of Literacy Learning	Aug. 2013- May 2018	Teachers Instructional Coach	The Continuum of Literacy and Learning for every teacher	District Funds	Lesson Plans PLC agendas
Participate in book studies and articles that promote best practices.	Aug. 2013 – May 2018	Administration Instructional Coach	N/A	N/A	Agendas Notes
Utilization of iPads	Aug. 2013- May 2018	Teachers Instructional Coach		School Level Funds Cliff's	Observations PLC agendas Professional Development
Utilize Rubicon Atlas in all areas of lesson planning	Aug. 2013 – May 2018	Teachers Instructional Coach			Lesson Plans PLC agendas Professional Development

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
The leadership team will develop a professional development plan based on the results of the faculty PD survey.	Aug. 2013 – May 2018	Leadership Team	N/A	N/A	PD Plan
Teachers Teaching Teachers in-services will be offered to allow teachers to share their expertise, provide opportunities for teachers to learn from one another & give teachers more choices in PD.	August, 2013 through May, 2018	Faculty & Instructional Coach	N/A	N/A	Agendas Portal PD printout
Best practices will be the focus of on-site professional development sessions. (Technology Integration- iPads and SmartTables)	Aug. 2013 – May 2018	Instructional Coach	N/A	N/A	PD Plan Agendas Handouts Portal PD printout

http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301090.pdf