Berea Elementary School
Thomas Miller
Principal

Greenville County Schools
Mr. Burke Royster
Superintendent

Scope of Action Plan
2013-2014 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

Contents

Introduction

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

The following persons served on School Portfolio Committee:

Member	Responsibility
Tom Miller	Principal
Erin McCauley	Administrative Assistant
Natalie Phillips	Instructional Coach
Donna Smith	Title I Facilitator
Kathryn Huntebrinker	K5 Grade Team Leader
Tinsley Ponder	1st Grade Team Leader
Brooke Chibbaro	2nd Grade Team Leader
Sherri Hester	3rd Grade Team Leader
Allison Roberts	4th Grade Team Leader
Ashley Shreckengost	5th Grade Team Leader
Angela Bolds	Related Arts Team Leader
Lynn Vines	Resource/ SPED Team Leader\
Scott Fitzsimmons	SIC Chair
Holli Campbell	SIC Member
Christi Laws	PTA President

Executive Summary

Berea Elementary has seen significant performance increases in the last 3 years. SC Ready and Pass scores are higher in all areas. Our state rankings in the ELA and Math have risen by approximately 300 positions from 2013 through 2016. We are continuing to addressing student performance through our after-school tutoring program, our iPad personalized learning program, and more rigorous instruction across all academic areas.

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

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

School Profile

School Community

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

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

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

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

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

Our Leadership Team

Our principal is Tom Miller. This is Mr. Miller's 7th year as principal of Berea Elementary. Mr. Miller has 17 years of experience in education having served as a classroom teacher, assistant principal, and principal. He holds a Bachelor of Science degree in Elementary Education, a Master of School Administration degree, and an Education Specialist degree in Educational Leadership. Mr. Miller is a member of the South Carolina Association of School Administrators and the Association of Supervision and Curriculum Development.

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

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

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

Erin McCauley serves as our Administrative Assistant. This is her 2nd year at Berea. She has taught with Greenville County for 13 years prior to taking the Administrative Assistant position. Mrs. McCauley has a Bachelor of Science degree in Elementary Education from St. John Fisher College and a Masters in Administration from Southern Wesleyan University.

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

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

School Personnel
Berea Elementry currently has over 40 certified staff members divided into the following categories:
- 23 classroom teachers
- 1 instructional coach
- 1.5 speech therapists
- 5.0 special education teachers
- 1.0 guidance counselor
- 0.3 challenge teacher
- 2. ESOL teachers
- 1 media specialist
- 3 related arts teachers
- 2 RTI teachers
- 1 Interventionist
- 1 Literacy Coach
- 6 Classroom Assistants

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

Years of Experience for Teachers

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

Other Pull-Outs		1		1	1	1		
Instructional Coaches					1			
Title 1 Facilitator								1
Principal						1		
Administrative Assistant					1			

Highest Degree Earned

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

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

Student Population

The student population is composed of approximately 440 students of various backgrounds, needs, and ability levels. Over the past decade, Berea Elementary School's student population has changed dramatically by family structure and culture. We have become very diverse culturally over that time with a dramatic increase in the number of Hispanic students.

Current Enrollment

Multi - Racial, 5.88%
African American, 22.17%
Alaskan Native, 0.45%
Asian, 1.36%
Hispanic, 48.87%
Caucasian, 21.27%
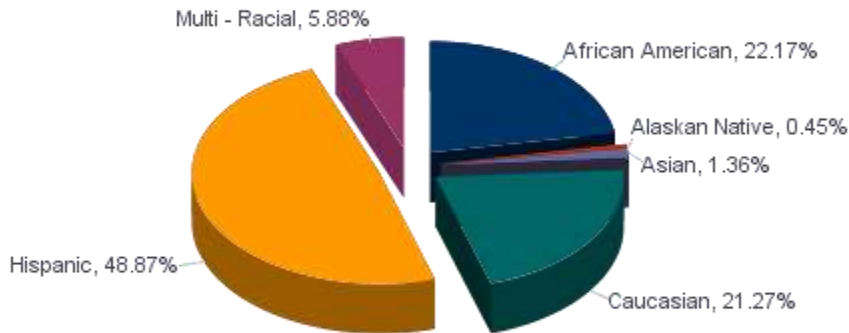
Special Education

As well as our ethnic diversities, the academic needs of our students greatly vary. Our school currently houses 3 ID classrooms, two moderate and one mild. We also have two teacher who serve in both a resource and inclusion setting as well as one full time speech teacher speech. Our special education students make up 21.5 % of our school population.

Current Enrollment

Primary Disability	Current Enrollment
Autism	5
Developmental Delay	2
Emotional Disability	2
Intellectual Disability (mild)	13
Intellectual Disability (moderate)	6
Intellectual Disability (severe)	1
Multiple Disabilities	5
Other Health Impairment	7
Specific Learning Disability	32
Speech or Language Impairment	21
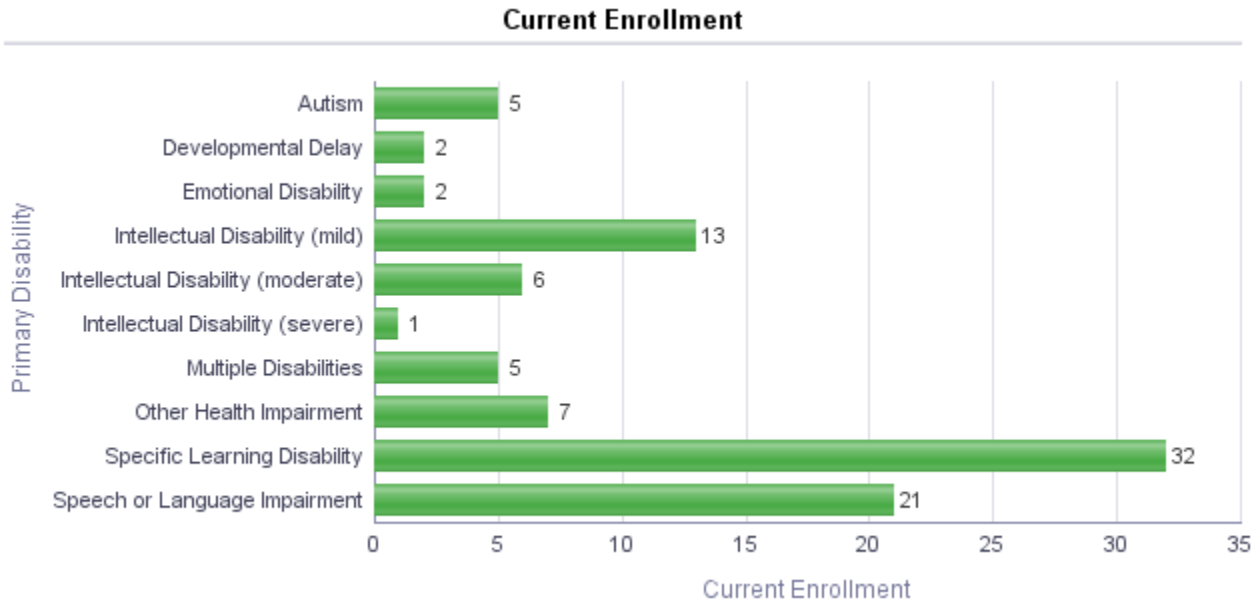
Student Enrollment

Berea Elementary School follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant. The student attendance rate at Berea Elementary School has consistently been in the 96% range for the last several years. We have seen some changes in enrollment over the last 5 years from a low to 386 to a high of 486.

Student Enrollment

Year	Enrollment
2012-2013	440
2013-2014	448
2014-2015	486
2015-2016	460
2016-2017	440
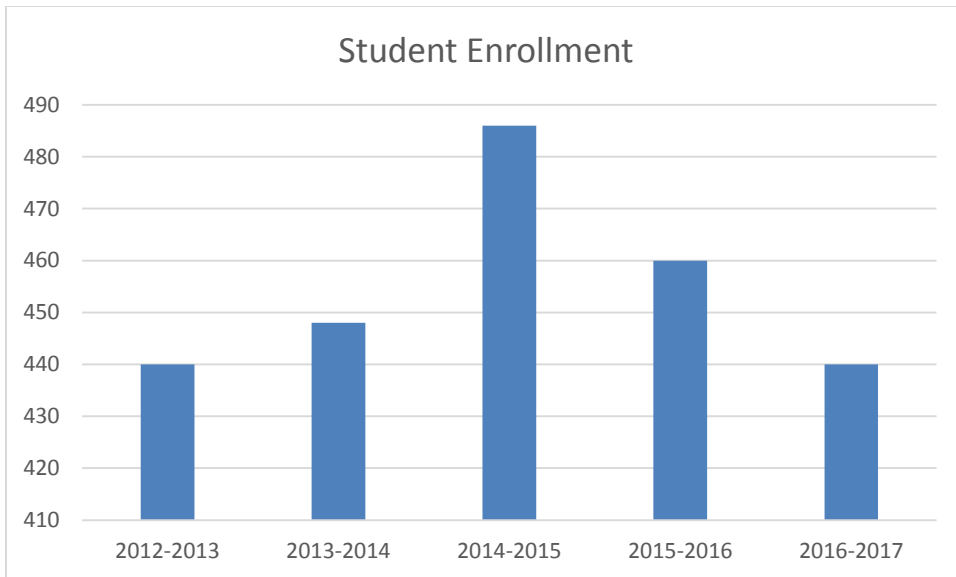
Free and Reduced Lunch

Beginning with 2015-2016 school year, all students at Berea Elementary qualify for free lunch through a community assistance grant. Prior to this year, Berea Elementary has consistently been at 90% or higher in the percentage of students who qualify for free and reduced lunch.

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

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

Belief, Vision, Mission

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

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

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

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

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

Data and Needs Assessment

English

Berea Elementary
- Exceeds Expectations: 14
- Meets Expectations: 67
- Approaches Expectations: 65
- Does not meet Expectations: 55

GREENVILLE COUNTY SCHOOLS
- Exceeds Expectations: 5,886
- Meets Expectations: 10,165
- Approaches Expectations: 10,868
- Does not meet Expectations: 6,292

Statewide
- Exceeds Expectations: 47,071
- Meets Expectations: 93,450
- Approaches Expectations: 113,180
- Does not meet Expectations: 73,550

Legend: ■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations ■ Does not meet Expectations

School: Grade 3
- Exceeds Expectations: 5
- Meets Expectations: 25
- Approaches Expectations: 20
- Does not meet Expectations: 12

School: Grade 4
- Exceeds Expectations: 5
- Meets Expectations: 19
- Approaches Expectations: 22
- Does not meet Expectations: 21

School: Grade 5
- Exceeds Expectations: 0
- Meets Expectations: 23
- Approaches Expectations: 23
- Does not meet Expectations: 22

Legend: ■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations ■ Does not meet Expectations

Mathematics

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Berea Elementary	37	63	69	32
GREENVILLE COUNTY SCHOOLS	7,585	8,780	10,286	6,581
Statewide	59,391	80,246	108,468	79,291

■Exceeds Expectations ■Meets Expectations ■Approaches Expectations
■Does not meet Expectations

	Exceeds	Meets	Approaches	Does not meet
School: Grade 3	0	28	15	15
School: Grade 4	16	21	25	5
School: Grade 5	17	14	29	12

■Exceeds Expectations ■Meets Expectations ■Approaches Expectations
■Does not meet Expectations

Science

■Our School ■Elementary Schools Statewide

Our School: Percent Met and Above for each grade level

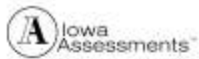| 4th Grade	5th Grade
50.7	70.8

Social Studies

Our School Elementary Schools Statewide
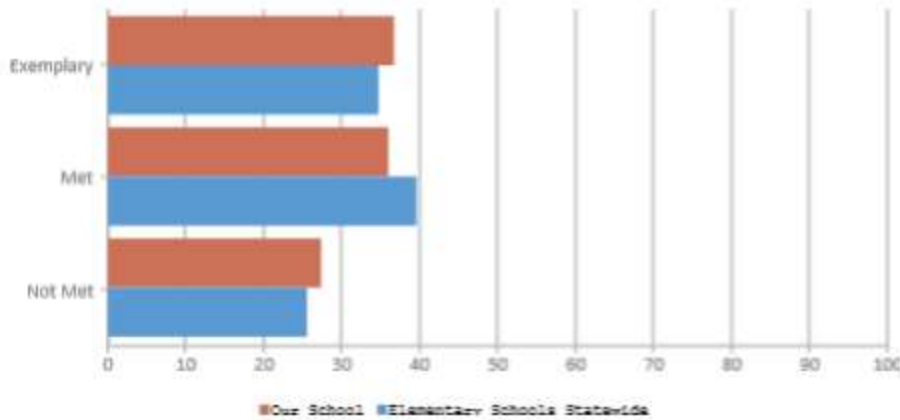
ITBS

All 2nd graders are administered the Iowa Test of Basic Skills. Berea Elementary's percentile score for reading was 47 and Mathematics was 33.

SCHOOL SUMMARY
Iowa Assessments™
South Carolina Grade 2 Gifted and Talented Testing Program

School: Berea Elem
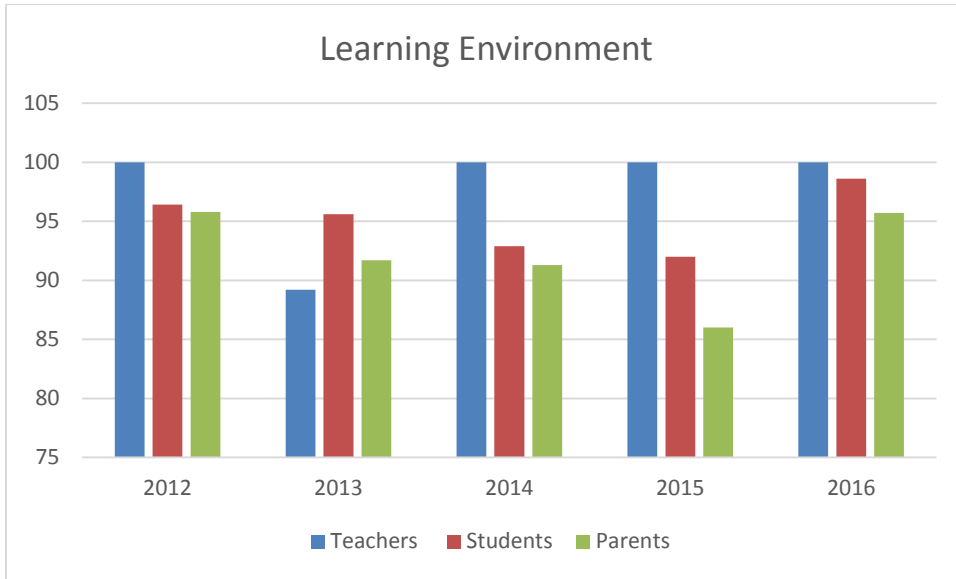District: GREENVILLE COUNTY

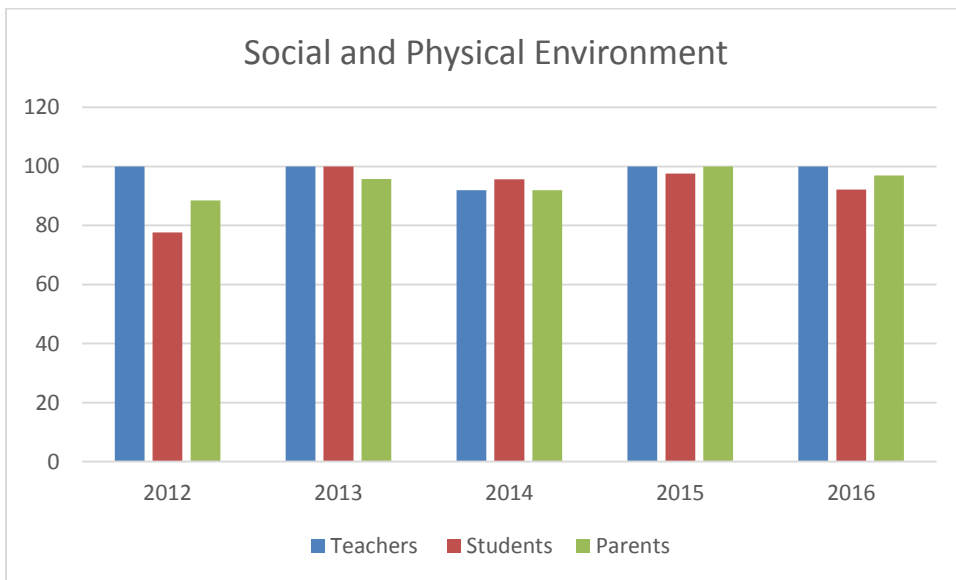Form-Level: 7-7
Test Date: 11/2015
Norms: 09/23 2011
Grade: 2   Page: 1

	English Language Arts							Mathematics			CORE COM-POSITE	Social Studies	Science	COM-PLETE COM-POSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathe-matics	Compu-tation*	MATH TOTAL				
Berea Elem 2301036 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	66		8			2		66		66				
Average Standard Score (SS)	152.2		114.8			116.0		153.6		153.6				
Average Predicted Standard Score (PSS)	153.5		145.0			144.0		150.4		150.4				
Difference (SS-PSS)	-1.3		-30.2			-28.0		3.2		3.2				
National Percentile Rank of Average SS	42		1			1		46		46				
National Percentile Rank of Average PSS	46		29			23		37		37				
Difference (NPR-PNPR)	-4		-28			-22		9		9				
Iowa Assessments														
Number of Students Tested = 80														
Number of Students Included	67		8			2		67		67				
Average Standard Score (SS)	151.9		114.8			116.0		153.4		153.4				
National Percentile Rank of Average SS	41		1			1		45		45				
Percent of Students in NPR Range 75-99	13							18		18				
50-74	21							21		21				
25-49	28							40		40				
1-24	37		100			100		21		21				
National Stanine of Average SS	5		1			1		5		5				

Percent Satisfied with Learning Environment

Learning Environment

Year	Teachers	Students	Parents
2012	100	96.4	95.8
2013	89.2	95.6	91.7
2014	100	93.0	91.3
2015	100	92.0	86.0
2016	100	98.6	95.7

Legend: Teachers, Students, Parents

Percent Satisfied with the Physical and Social Environment

Social and Physical Environment

Year	Teachers	Students	Parents
2012	100	78	88.5
2013	100	100	95.5
2014	92	95.5	92
2015	100	97.5	100
2016	100	92	97

Legend: Teachers, Students, Parents

Percent Satisfied with the School to Home Relations
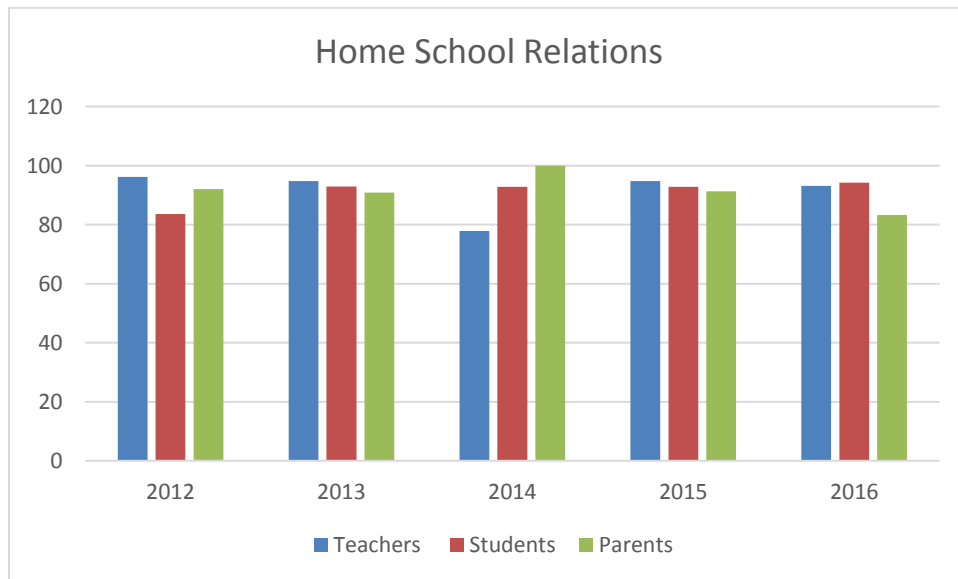
Summary

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

2016-2017
PD Calendar

Priorities

- Understanding text dependent analysis.
- Continue to increase the integration of technology in the classroom.
- Continue focus on student centered learning in the classroom.

Date	PD Title	Leader	Time
8/15	Personalized Learning	Roper/Phillips	8:15 & 10:00
8/24	MAP training	Phillips	3:00
8/25	Grade Book Setup	Phillips	Gl planning
9/1	Tech Meetings	Kevin Roper	Gl planning
9/7	Personalized Learning	Roper/Phillips	3:00
9/15	Tech Meetings	Kevin Roper	Gl planning
9/29	Tech Meetings	Kevin Roper	Gl planning
10/5	Mastery Connect	Phillips/Gant	3:00
10/19	Windows 8 Training	Kevin Roper	3:00
10/27	Tech Meetings	Kevin Roper	Gl planning
11/2	Text Dependent Analysis	Shamus	3:00
11/28	Connected Curriculum Meeting	Roper/Phillips	3:00
12/7	Text Dependent Analysis	Shamus	3:00
01/4	Text Dependent Analysis	Shamus	3:00
1/11	Personalized Learning	Roper/Phillips	3:00
1/19	Tech Meetings	Kevin Roper	Gl planning
1/30	Connected Curriculum Meeting	Roper/Phillips	3:00
2/1	Personalized Learning	Roper/Phillips	3:00

2/2	Tech Meetings	Kevin Roper	Gl planning
2/16	Tech Meetings	Kevin Roper	Gl planning
2/27	Connected Curriculum Meeting	Roper/Phillips	Gl planning
3/1	Personalized Learning	Roper/Phillips	Gl planning
3/2	Tech Meetings	Kevin Roper	Gl planning
3/23	Tech Meetings	Kevin Roper	Gl planning

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 ELA as measured by SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA 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	45.2	50.2
School Actual	40.2		
District Projected	X	53	56
District Actual (ES only)	50		

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	54.7	59.7
School Actual	49.7		
District Projected	X	59	63
District Actual (ES only)	56		

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	*		

SC SDE did not provide data for 2015-16.

% 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	*		

SC SDE did not provide data for 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 | * | | |

SC SDE did not provide data for 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	*		

SC SDE did not provide data for 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: 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	57.6	60.6	63.6
School Actual	54.6	60.9		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

*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: 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	77.9	80	80
School Actual	74.9	72.7		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

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

IOWA

☒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	40th percentile	41st percentile	47TH percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	41st percentile	42nd percentile	33RD 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	60th 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	48th percentile	

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Use effective instructional strategies that are research based and address the needs of historically underserved populations.					
-The school will provide summer programming in the area of literacy, targeting underperforming students.	June-July	Title I Facilitator	23,000	Federal Grant	Improved grades and standardized test scores of those individual students
-The school will provide after-school tutoring to all students in grades k5-5th	October-May	Title I Facilitator	40,000	N/A	Improved standardized test scores of those participating students
-Distance Learning Lab will server 5th and 4th grade students providing hands-on virtual lab experiences.	August-June	Principal	N/A	N/A	Improved standardized test scores
Provide teachers the professional support to prepare students to increase standardized					

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

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

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

ANNUAL OBJECTIVE: All teachers will be considered Highly Qualified.

DATA SOURCE(S):

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

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

Provide professional development opportunities in the area of data analysis and lesson planning for ELA and mathematics. Substitutes will be needed day for each teacher for 2 days (23 teachers in K5 through grade 5).	August-June	Administration	Substitute Salary 8400.00	Title 1	Benchmark assessments, lesson plans, Reading MAP, Math MAP, Reading Pass, Math PASS

☐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	96.3	95.9	96.1	96.2	96.3		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 90%or higher.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 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	88.1	89.8	90.0	90.5	91.0
School Actual	95.8	91.7	91.3	86.0	95.7		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 90% or higher.

ANNUAL OBJECTIVE: Beginning in 2013-14, Maintain 90 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90	90	90	90	90
School Actual	96.4	95.6	92.9	92	98.6		
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)	83.8 (ES, MS, & HS)		

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 90% or higher.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 90 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	90	90	90	90	90
School Actual	100	89.2	100	100	100		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.05	92.8	93.55	94.3	95
School Actual	91.3	93.5	100	93.1	95.1		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.1	91.1		

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	96.4	97	97.6	90.6	96.2		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	100	100	100	100	100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

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

mathematics.					
Provide academic assistance in standards-based extended day program that will be offered to students in kindergarten through grade 5 who have been identified as needing addition learning opportunities in ELA and mathematics.	October 15-April 16	TIF	TBD	Title 1	Reading MAP, Math MAP, ELA PASS, Math PASS, district kindergarten pre-assessment, Balanced Literacy Progress log.
Employ two (RTI) Response to Intervention teachers to provide assistance with students in Grades K5-5th as identified through AimsWeb assessment.	August 15-June 16		TBD	Title 1	
Involve stakeholders in school instructional activities and parent/students events to reinforce student achievement such as School-Compact, Parent Involvement Policy trainings.	August 15-June 16	Title 1 Facilitator, Classroom Teacher		Title I	Parent attendance records, receipts, purchase order receipts
Provide resource	August 2015-	Title 1		Title I	Parent

materials and trainings for parents to use to assist with academics, parenting and literacy.	June 2016	Facilitator, Classroom Teacher			attendance records, receipts, purchase order receipts
Implement ESOL training parents	October 15 – May 16	Title 1 Facilitator		Title I	Parent attendance records, receipts, purchase order receipts