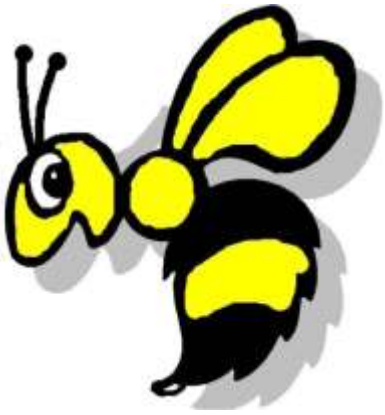
Crestview Elementary

David Langston, Principal



Greenville County Schools
Dr. W. Burke Royster, Superintendent

Scope of Plan: 2013-2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Crestview Elementary

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 *(one year)*

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq*. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster		**3/31/17**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Troy Franzosa		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

David Langston		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Trena Alexander		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 509 American Legion Road, Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-2600

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

	POSITION	***NAME***
1.	PRINCIPAL	David Langston
2.	TEACHER	Susan Livingston
3.	PARENT/GUARDIAN	Shameka Norman
4.	COMMUNITY MEMBER	Wayne Flowers
5.	SCHOOL IMPROVEMENT COUNCIL	Troy Franzosa

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

POSITION	***NAME***
Assistant Principal	Jennifer Suber
Instructional Coach	Tracy Quinn
School Counselor	Ashton Sellers
Speech-Language Pathologist	Lauren Kozak
Literacy Specialist	Trena Alexander
PTA President	Angela Forbush

***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.

N/A___ **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

__X__ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X__ **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X__ **Developmental Screening**

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

__X__ **Half-Day Child Development**

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

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

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

__X__ **Parenting and Family Literacy**

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

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

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

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Introduction

The self-study process at Crestview Elementary is an on-going process that has a dual purpose: to improve the effectiveness of our school and to provide assurance to the public regarding the educational quality of our school. The Crestview Elementary Strategic Plan was developed to document the changes and progress our school has made while working to continuously improve everything we do. This portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement and accountability.

Faculty and staff members, as well as PTA and SIC members, participate in the development of the mission, vision, and goals. Through a collaborative effort we have included all aspects of our school community in determining our strengths and weaknesses. It describes who we are, our vision for the school, goals, plans, progress, and achievements concerning the demographics and needs. Discussions are held regularly to update the stakeholders on progress and adjust goals, if necessary.

Our main goal is meeting the needs of our students. By upholding this as our goal we can address student achievement, social and emotional needs, and community needs of the children at Crestview Elementary. The South Carolina State Standards, Common Core State Standards, and the Greenville County Curriculum Guides are the driving forces behind the decisions we make about instruction.

Because of consistent stakeholder involvement, this document reflects a balance of the diverse backgrounds, disciplines, interests, and experiences of the Crestview Elementary School Community. Input from stakeholders is eminent and continues to be incorporated in our self-study.

This self-study process is significant to the continuing success of our school and stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in an editing process, and taking part in the kinds of discussions that the self-study process is designed to do. We continue to learn how to best add value to the lives of our students and enrich our community.

Executive Summary

Crestview Elementary is a kindergarten through fifth grade public school situated on twenty-two acres in Greer, South Carolina. The school was built in 1970, renovated in 1998, and a new wing with five classrooms opened in January 2007. During the 2012-2013 school year, Crestview underwent a complete HVAC renovation. At present, a staff of seventy highly qualified faculty and support staff serve 678 students. Volunteer and community involvement help enhance the overall school environment.

Crestview is one of fifty-two elementary schools in the Greenville County School District. It serves a diverse community that ranges from old mill homes and government subsidized apartments to moderately priced homes. Over the past decade, the socio-economic composition of Crestview's student population has changed significantly. The number of students obtaining free and reduced lunch has increased from 21% to 66.5%. The poverty index is 65.5 % this year.

In 2008, Crestview was selected as a National Blue Ribbon School. Crestview was rated *Good* for its Absolute Rating by the State Department of Education in 2008, 2010, and 2012; in 2009, 2011, 2013, and 2014 both our Absolute and Improvement Ratings were *Excellent*. Crestview received a *Gold* award for excellent student achievement in 2015. The school was also the only *Gold* school for Closing the Gap in 2010 in Greenville County, and also won *Silver* for Closing the Gap in 2012 and 2015.

Adequate Yearly Progress (AYP), one of the cornerstones of the federal *No Child Left Behind Act* and a measure of year-to-year student achievement, was met in 2008-2010. In 2011, twenty of the twenty-one objectives were met; our disabled students did not meet performance objectives in English/Language Arts. In 2012, the U.S. Department of Education developed the Elementary and Secondary Education Act (ESEA) which in turn caused South Carolina to revise its method of reporting district and school performance. The terminology adopted by our state presented performance using letter grades A-F. For the 2011-2012 and 2012-2013 school years, Crestview earned a rating of 87.2 B on a 100 point scale, which means our school exceeded state expectations. Our deficiency areas were our special education and African American subgroups in math as well as science (all subgroups except white and Hispanic). For the 2013-2014 school year Crestview earned a rating of 94.4 A, which means our school substantially exceeds expectations.

Student Learning Needs and Desired Results

In response to the self-study process, we will continue to meet the needs of a diverse learning group. Through the process of lesson plan checklists, observations, and weekly collaborative meetings we validated that our students are receiving standards-based instruction. Although our Absolute Rating was *Excellent,* we recognize the need to address the achievement gap for our minority and subsidized lunch populations as well as our disabled students.

Teacher and Administrator Quality and Desired Results

With the diverse learners and implementation of rigorous College and Career Readiness and 21st Century learning standards, it is imperative that all teachers be trained on how to effectively integrate and differentiate instruction using digital technology to meet students' needs. The administration will schedule training dates throughout the year for all faculty members to be trained and 100% of teachers will be proficient in planning and integrating differentiation strategies across instructional content areas using personal learning devices, ChromeBooks, in a one-to-one setting. Support from the instructional coach and district personnel will be provided for teachers throughout the year.

Student Climate and Desired Results

It is necessary to maintain Crestview's high percentage of student attendance, as well as student, parent, and teacher satisfaction with the learning environment and safety that Crestview provides. Feedback from State Report card surveys show that Crestview is performing at or above District percentages. Our goal is to maintain or increase (up to 0.5%) performance in these surveyed groups annually, as reported by the State Report Card.

Significant Challenges

The majority of students who attend Crestview are from low to middle-income families. Our school population has experienced a population shift in the past ten years. There has been an increase of students who are from households with incomes at or below the state poverty level. District-wide school rezoning has been a major

catalyst of this change. Crestview's English Speakers of Other Languages (ESOL) program has grown markedly over the past several years. In 2003-2004 there were seventeen ESOL students. In 2005-2006 there were sixty-one students, and currently there are ninety-one students enrolled in the program.

Significant Accomplishments

- Closing the Gap Award (*Gold)* 2010; (*Silver)* 2009, 2015
- Palmetto Gold Award 2008, 2009, 2010, 2011, 2015
- National Blue Ribbon School 2008
- *Excellent* and *Good* Absolute Rating on the State Report Card for eight years
- *Excellent* improvement rating on the State Report Card 2007, 2010, 2013, 2014
- *Good* improvement rating on the State Report Card for the 2009, 2010, 2011, 2012
- Grants to teachers
- One 4th grade teacher and one 5th grade teacher were top ten finalist in the Greenville County Schools Teacher of the Year competition
- One Kindergarten teacher a finalist in the Greenville County Emerging Teacher of the Year competition
- Five teachers with National Board Certification
- High satisfaction rating by students, parents, and staff on yearly survey
- Extracurricular opportunities include Student Council, Art Club, Battle of the Books, Academic Assistance Breakfast Club, overnight field trips, Safety Patrols, News Team, Running Club, and Chorus

School Profile

Demographics of the School Community

Crestview Elementary is a pre-kindergarten through fifth grade public school situated on twenty-two acres in Greer, South Carolina. The school was built in 1970, renovated in 1998, and expanded in late 2006-2007. At present, a staff of 72 serves 678 students.

Crestview is one of fifty-two elementary schools in the Greenville County School District serving a diverse community that ranges from government subsidized apartments to moderately priced homes. The majority of students who attend Crestview are from low- to middle-income families. Our school population has experienced a population shift in the past decade. There has been an increase of students who are from households with incomes at or below the state poverty level. District-wide school rezoning has been a major catalyst of this change. Crestview's "English Speakers of Other Languages" (ESOL) program has grown markedly over the past several years. In 2003-2004 there were seventeen ESOL students. In 2005-2006 there were sixty-one students. Currently there are ninety-one students enrolled in the program.

The Community of Greer, South Carolina

Crestview overlooks the foothills of the Blue Ridge Mountains. Just north of Interstate 85, Greer's borders spread across an area of both Greenville and Spartanburg Counties. With an approximate population of 27,000, the present city of Greer is very different from the small "train depot" town of its heritage in the late 1800s.

Recreation Centers	2
Parks	9
Baseball Fields	8
Tennis Courts	8
Football and Soccer	11
Basketball Courts	5
Lakes/Fishing	3
Walking Trails	3
Area Golf Courses	9

Today, Greer is a blend of old and new where historic mill villages share a space with rapid development including new homes, shopping areas, restaurants, and other businesses. Greer became known for its brisk expansion during the 1990s and remains one of South Carolina's fastest growing cities. The construction of the BMW manufacturing plant on the outskirts of Greer precipitated much

of the city's growth. Businesses that have moved to the area within the past several years include Walmart Neighborhood Market, Kohl's, QuikTrip (QT), Dunkin' Donuts, Cook Out, Target, Hobby Lobby, PetSmart, Tractor and Supply Company, and several other businesses.

While vigorous development continues, Greer struggles to maintain its small town atmosphere. City planners are engaged in extending restoration of the historical downtown area. The City of Greer Parks and Recreation Department manages seventeen facilities, including Kids Planet, a state of the art play structure built by the community. Greer citizens enjoy a quantity of existing public amenities (see table). Key employers in the area include major manufacturing companies that create products such as automobiles, home furnishings, radial truck tires, plastic packaging, and polyester film. The following list denotes the area's largest employers.

Major Employers and International Companies (400+ Employees) include

BMW Manufacturing Corporation *
Springs Industries, Inc.
Michelin North America, Inc. *
Cryovac Div-Sealed Air Corporation
Mitsubishi Polyester Film LLC. *
AFL Telecommunications
BMG Direct Marketing
Honeywell Engine Systems and Service
Bausch and Lomb
Computer Dynamics, Inc.
Greenville Hospital System's Greer Memorial Hospital

Greer boasts access to one of the main regional transportation hubs. The Greenville-Spartanburg International Airport is conveniently located only a few miles from Greer. The GSP airport serves approximately 1.9 million passengers per year and provides service for approximately five airlines.

There are numerous universities and colleges in the local area: Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville University, Southern Wesleyan University, University of South Carolina Upstate, and Wofford College.

Parent, Community, and Business Community Involvement

Crestview Elementary believes that our staff, local community, and students' families should work together to help our children succeed. Our effectiveness as a school is dependent upon how well these groups of people interact with and respond to one another. Our school has always been fortunate to have community partners; however, we plan to create new strategies and expand current practices that will help increase community involvement in the future.

Crestview parents and extended family members are encouraged to become involved in school activities. The biggest opportunity to become involved is through the PTA. Volunteers currently assist our school by supporting classroom teachers, chaperoning field trips, fundraising, and helping our office staff. They help with fundraising for grade level field trips, computer/technology equipment, Backpack Buddies, and Media Center materials. Volunteers throughout the school help with many other classroom needs such as copying, room décor, tutoring the children, etc. Volunteers have donated snacks for our after-school program as well as much needed classroom supplies. Several have provided financial scholarships for students to go on field trips. Parents may volunteer to be room coordinators for a classroom. Room coordinators plan classroom celebrations, school-wide birthday celebrations, and serve as a liaison between the teacher and other families. Our children have greatly benefited from their help this past year. Other services provided by parents and extended family members include the following:

- Assisting the school nurse during mass vision and hearing screenings.
- Helping with special events such as Field Day and the annual Book Float Parade.
- Reading with students through the Baggie Book program.
- Coordinating school fundraisers such as the Fun Run, Spring Fling, and Daddy Daughter Dance.

Crestview has benefited from having student teachers from Furman University, Bob Jones University, North Greenville College, Converse College, Lander University, Clemson University, and USC Upstate.

Crestview continues to be involved in the following activities to help improve our community:

- Community members participated in Crestview's annual Veterans Day Celebration along with local ROTC groups.

- Classes participated in the Pennies for Patients fund drive to support the Leukemia & Lymphoma Society fundraiser to help the Ronald McDonald House.
- The second grade celebrated Grandparent's Day.
- Crestview sponsored Reading, Math and Science, and Coordinated Approach to Child Health (CATCH) Nights.
- Crestview sponsored the Real Men Read program to solicit male volunteerism at school.
- Collectible displays featuring community members were showcased in the media center
- Canned food drives benefited the school's Back Pack Buddies program delivering food to 25 families to ensure they had enough to eat on weekends. This program is co-sponsored by Christian Heritage Church.
- Spinx donated clothes and toys to fulfill Christmas wish lists of Crestview students.
- Chic-fil-A biscuits sold by PTA to raise money for the student field trips.
- Lowe's donated flowers for the Volunteer Breakfast.
- Home Depot of Greer has donated flowers, mulch, planters, and other items to help with the school grounds.
- Crestview Elementary also uses the services of many local businesses. The Student Achievement Team coordinated Crestview's fourteenth Annual Career Fair, which included representatives from many local businesses. Students learned about the educational requirements for the different occupations.

Community and parental involvement is a welcome and integral part of Crestview. Volunteers support the school in a variety of ways. PTA members sponsor monthly school-wide Birthday Club Celebrations. Other school-wide events organized by volunteers include awards assemblies, PTA meetings, mentoring students, and chaperoning field trips. Volunteers facilitate small group activities, make copies and displays for teachers, and help students with reading and math.

The School Improvement Council (SIC) is an essential part of Crestview's school community. The SIC helps improve and enhance the overall school environment. Parents, teachers, and community members meet monthly to discuss school-related issues and to address any other questions or concerns as they arise. The council discusses current school business (i.e. budget, business partnerships, grants, etc.) and recommends solutions to new school challenges.

School Leadership and Administrative Structures

Our Principal, David Langston (pictured above), began his tenure at Crestview on January 4, 2010. This is his 22nd year in education. He has held such positions as Assistant Principal, middle school math teacher, varsity soccer coach, department chairperson, and after-school administrator. Prior to moving to Greenville in 2005, Mr. Langston taught middle school mathematics in Gainesville, Florida; Salt Lake City, Utah; and Savannah, Georgia. He earned his Specialist degree in Educational Leadership as well as his Bachelors and Master's degrees in Elementary Education from The University of Florida. Mr. Langston is committed to helping everyone at Crestview succeed. He believes that teachers, parents, students, staff and community should work together in a collaborative effort to meet the academic, social, and emotional needs of the children.

Mrs. Jennifer Suber began serving as assistant principal in the 2012-13 school year. She earned a Bachelor of Arts degree in Criminal Justice from South Carolina State University. She has a Masters of Education degree in Elementary Education from Converse College and a Masters plus thirty from Furman University. She also has an Administrative Supervision certificate from Clemson University. Mrs. Suber has been employed with the Greenville County School District for the last twenty-eight years in various capacities in elementary schools, from teacher assistant, elementary teacher, and administrator. She is certified and Highly Qualified in elementary education. She is also certified in administrative leadership and supervision at the elementary level. Mrs. Suber believes that children reach their highest academic potential when the spheres of influences (parents, community, and school) are working together to make a difference for every child.

Administrative Structure

Administrative teams are included in decision-making at Crestview Elementary. Leadership team meets to plan, organize and update school events. The team also ensures the implementation of standards and the vision within and across grade levels.

Administrative Team – Principal
Assistant Principal
School Counselor
Instructional Coach

Team Leaders bring decisions and concerns from each team to the leadership meetings for discussion. Members also relay information back to their team.

Team Leaders – One grade level representative from each team
One representative from Related Arts, Special Education, and Kindergarten Assistants

School Improvement Council (SIC) meets monthly to review school decisions and policies and offer advice towards meeting our school goals.

SIC - Two administrators
Instructional Coach
School Counselor
Literacy Specialist
Two Teachers
Two Parents
PTA President
One community/ business members

PTA Board meets monthly to discuss school improvement and projects for the school.

PTA Board - President
Vice-President
Treasurer
Secretary

Through the development and implementation of an effective decision-making structure, we continue to work collaboratively on all decisions that impact the total school community.

Crestview's Instructional Faculty and Staff

Teamwork is considered essential at Crestview and is one of the school's strongest points. The Crestview team includes the following members: thirty-two full-time classroom teachers, one full-time media specialist, one instructional coach, three full-time special education teachers, one full-time self-contained teacher for primary and intermediate students classified as Trainable Mentally Disabled, one full-time and one 0.2 (one day) speech-language pathologist, three full-time related arts teachers, three related arts teachers who serve one day per week, one part-time teacher of gifted and talented, one school counselor, one school-based mental health counselor, one part-time ESOL teacher, one literacy specialist, one RTI instructor, one media clerk, and nine paraprofessionals.

Crestview's teachers are highly qualified and experienced educators. Thirteen members of the faculty and staff are new to Crestview this year. The following tables illustrate statistical data regarding Crestview's instructional faculty and staff.

Instructional Faculty					
Years of Experience	**0-3**	**4-10**	**11-20**	**21-25**	**26+**
No. of Persons	12	11	13	3	6

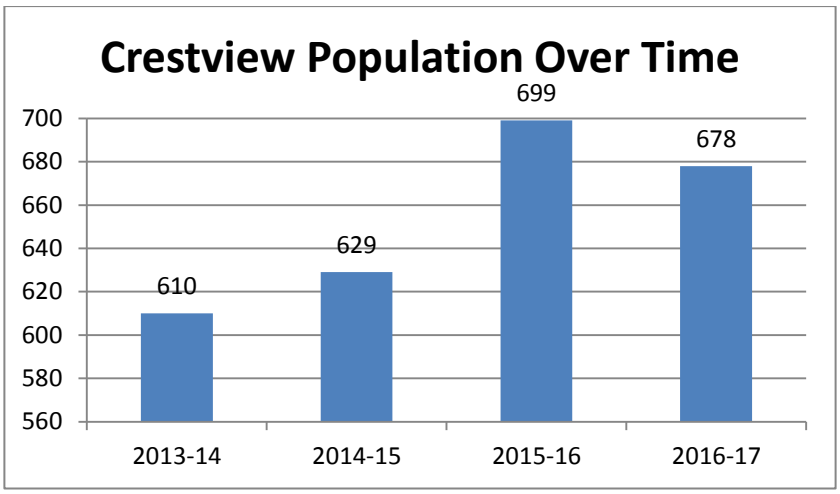
Instructional Faculty Highest Degree Earned	
Degree	**Number of Staff**
Bachelor's Degree	15
Advanced Degrees	30
Ph.D.	0
National Board Certification	5

Faculty and by Gender and Ethnicity	
Female	44
Male	1
African American	2
White	43
Hispanic	0

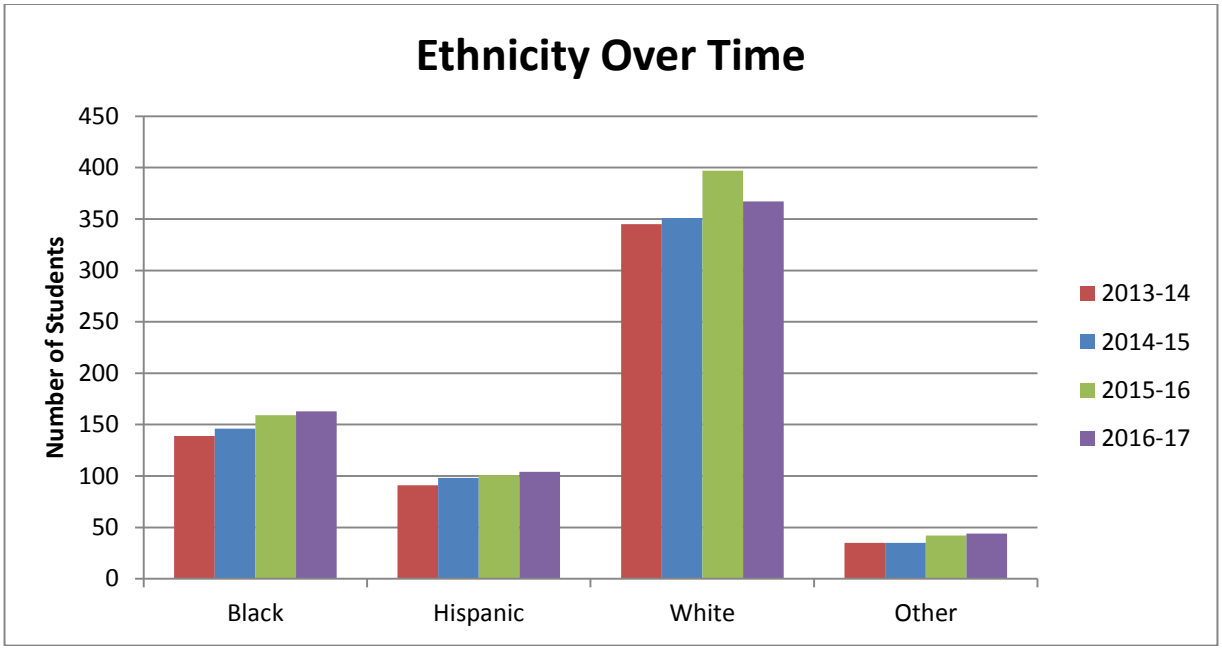
Teacher Attendance Rate
88.9%

Crestview's Student Population

Crestview's renovation was designed to accommodate six hundred seventy-five students. Enrollment trends in the previous three years supported the recent expansion. Currently our enrollment is 699 students.

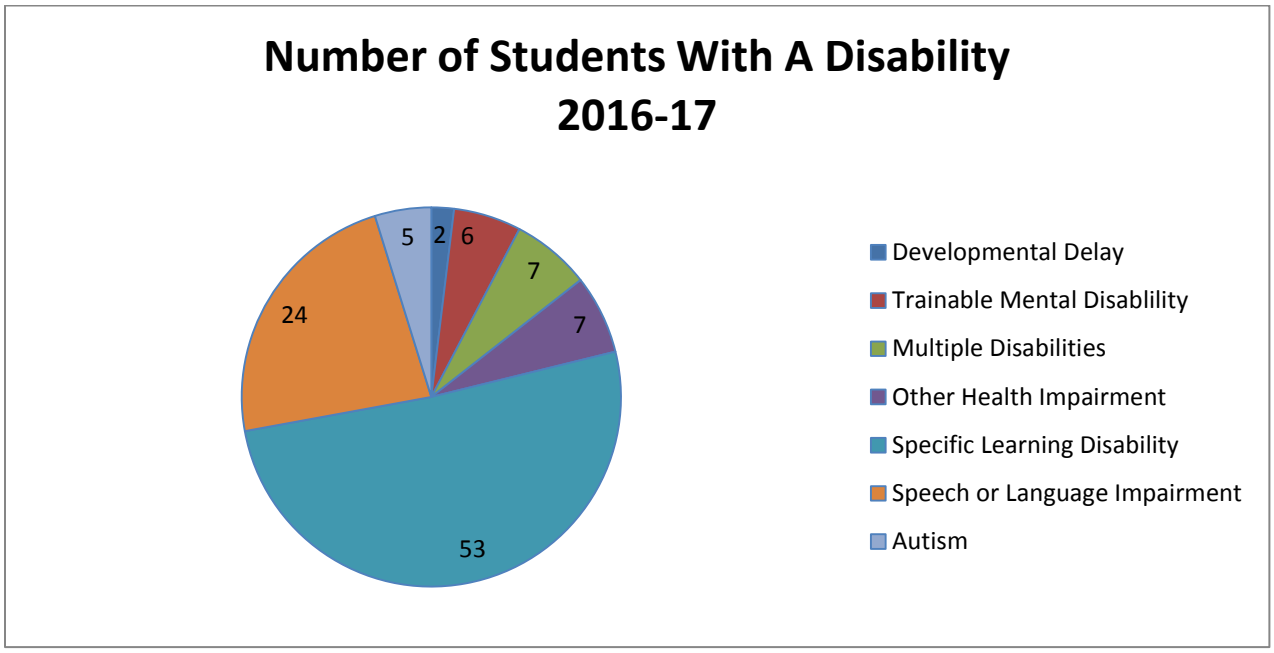


The following graph provides a snapshot of Crestview's total student population and ethnic enrollment trends. This disaggregated data shows African American students make up 24%, Caucasian students comprise 54% of the population, and Hispanic students make up 15% of the population, which is higher than the district average. Other ethnicities represent 7% of our total student body.



The total number of students who speak English as a second language and/or have limited English proficiency skills is congruent with Crestview's increasing diverse population. In the current year, ninety-one students have been identified as English speakers of other languages.

Students with Special Instructional Needs



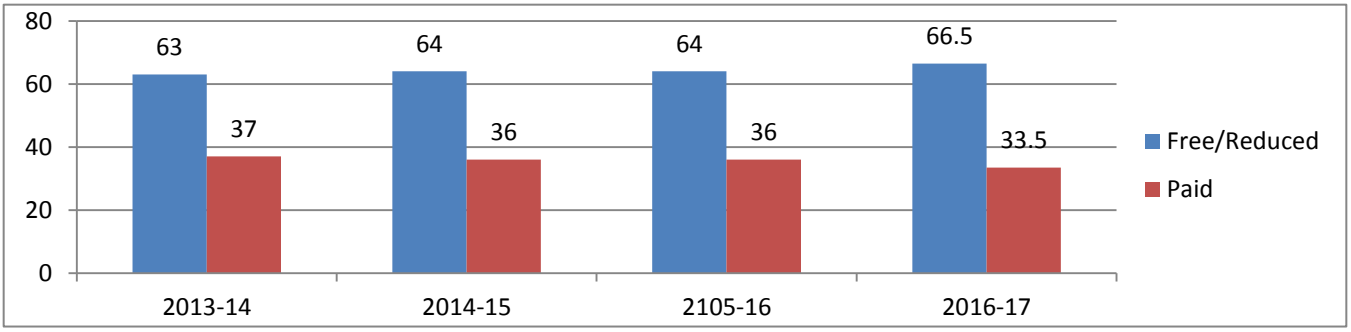
Crestview's team of educators believes that each child has unique talents, capabilities, and needs and the faculty serves students who have a wide spectrum of skills and abilities. The graph above shows

the number of students at Crestview who qualify as having particular learning challenges and receive special academic assistance. Children receiving support in more than one area are counted in their main area of disability.

Students' Socio-Economic Status

Many of Crestview's students are from households with incomes at or below the poverty level. The number of students who receive free or reduced lunch has steadily increased over the years to 66.5% of the school's total enrollment (see following graph) this year. Many of the students from households with such economic challenges also bring a distinct set of learning and educational support needs. Crestview's administration encourages that constituency changes be met with constant professional development and reassessing the needs of the student population.

Free/Reduced Lunch Status Over Time



Gifted and Talented Program

5.4 percent of Crestview students meet the academic qualifications for the district's Gifted and Talented Program. Qualification is determined by student's performance on the Star Performance Test and/or on the Measures of Academic Progress (MAP) tests or PASS tests. Third grade Gifted and Talented students are served for two hours and five minutes each week. Fourth and Fifth grade students are served for three hours and twenty minutes each week.

Student Attendance

The school's attendance rates have remained steady over the past several years, with an average daily attendance of 96%, which is in line with the attendance rate of elementary schools "like ours."

Student Retention

Retention rates vary little from year to year, and students are retained when parents are given prior written notice. The table below shows the percentage of students who were retained during the past five academic years.

Retention Rate	
2015-2016	**0.9%**
2014-2015	**1.8%**
2013-2014	**0.7%**
2012-2013	**1.7%**

Major Academic and Features

Reading/Language Arts

Balanced Literacy Model

In teaching the South Carolina curriculum standards for Language Arts, Crestview uses a balanced literacy program, with an emphasis on the *Fountas & Pinnell* program for guided reading. The *Fountas & Pinnell* approach individualizes literacy instruction by utilizing instructional materials on students' individual learning levels. Guided reading, self-selected reading, writing, and working with words are infused into a literacy block, where students work one-on-one with the teacher, in small groups, and/or individually. Various materials and cooperative formats are used, providing multi-level instruction and accommodating the needs of different reading ability levels and learning styles within the classroom.

Math

Teachers at Crestview use a variety of techniques to help students master the South Carolina curriculum standards for math. The GCS Rubicon Atlas provides teachers with pacing guides for each unit, as well as other planning resources. South Carolina College and Career Readiness (SCCCR) standards for math have been implemented in Kindergarten through fifth grade in the 2105-16 school year. Teachers use the Houghton Mifflin Harcourt *Go Math!* textbook, resource books, and trade books, as well as *Every Day Counts Calendar Math* during each unit. Hands-on activities are utilized daily.

Science

Teachers at Crestview use a variety of techniques to help students master the South Carolina curriculum standards for science. Teachers use the MacMillan textbook, resource books, and trade books during each unit. Instruction is supplemented by the use of science kits provided by the district, providing hands-on activities related to unit objectives. Also, Streamline Video on Demand provides instant access to videos related to standards. Fourth and fifth grade classes also participate in a virtual science lab once a week.

Social Studies

Teachers at Crestview use an integrated approach to teach social studies. Instruction is enhanced through the use of historical fiction novels as well as student magazines and newspapers. Technology plays an important role in social studies instruction. Teachers use the computer lab, Streamline Video on Demand, and media center resources to vary instruction. Virtual and physical field trips provide exposure to primary sources.

Differentiated Instruction

Differentiated instruction is utilized as a teaching method at Crestview. Teachers document differentiated instruction plans for each subject in the weekly lesson plans. By incorporating differentiation in the classroom, teachers provide diverse means for students to acquire content and develop methods so that each student can learn effectively.

Measures of Academic Progress (MAP)

The MAP assessment is designed to provide accurate measurement of student achievement and student growth across time. Greenville County implemented this assessment for grades 3 through 5 in elementary schools beginning in the 2005-06 school year. Since the 2008-09 school year, all students in grades 2 through 5 have been assessed at least two times during the year. MAP data is used to plan appropriate differentiated lessons. Students set goals with their teachers' guidance.

Compass Learning

The Compass Learning Odyssey® software program provides scientifically based assessment, curriculum, and management. It is a website for children to learn and practice reading, writing, math, and science. Compass Learning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. The Odyssey Manager delivers individual learning paths based on student assessment scores. Student data is immediately available through a wide variety of reports. Crestview students use the program at least twice weekly for practice in reading and math in the computer labs.

Response to Intervention – RTI

Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities. In 2011-2012, Crestview kindergarten and first grade teachers implemented RTI within their classroom in order to meet the needs of students who were below grade level in reading. For the 2012-13 and 2013-14 school years, a part-time RTI instructor was hired to provide RTI as a pull-out program for below grade level students, as identified through AIMS Web. For the 2014-15 school year, a half-time literacy specialist and part-time RTI instructor were hired to conduct RTI with identified first and second grader students. For the 2015-17 school years a full time RTI teacher and a full time literacy specialist work with students through third grade specifically targeting reading strategies and skills.

Behavioral Model

School Wide Discipline

Our administration, instructional faculty, and support staff follow the Positive Behavior Intervention System (PBIS) approach to discipline and work toward maintaining this positive learning climate. Crestview's discipline model follows the district policy. It is communicated through school in-service

training and is reinforced by classroom rules appropriate to each grade level and class. Students are encouraged and expected to maintain appropriate behavior at all times. Student handbooks and school and class newsletters inform students and their families about behavior guidelines.

While district policy delineates the behaviors for which a student may receive a referral, Crestview's administration and instructional team ensure that students understand school decorum and expectations of behavior.

In an effort to simplify and clarify classroom discipline and behavior management, Crestview's faculty has developed a school-wide discipline policy. This model includes uniform expectations and consequences that can be applied in classrooms spanning from early childhood to upper elementary classrooms. The following School Wide Rules along with a Discipline Plan have been adopted by consensus of the faculty:

School Wide Discipline Plan

Teachers should follow these guidelines before making a referral:

1) Classroom consequences
2) Parent contact
3) Referral

Each teacher and grade level team support each other in helping students develop and maintain a sense of personal responsibility and mutual respect in the learning environment. If, however, a student violates the school or district discipline code, the administration addresses the issue according to district policy through a discipline referral. Discipline referrals that result from inappropriate behavior can often be managed through a conference with the student's parent or guardian, a member of the administration, and the teacher.

Crestview's educational team strives to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. Toward this goal, we offer many opportunities for student participation and recognition. Teachers and administrators collaborate in

an effort to monitor appropriate school behavior among grade levels. They provide positive discipline workshops for parents and guardians, school behavioral intervention via individual and small group counseling for students, and provide teachers with classroom management strategies.

Mission, Vision, Beliefs

Mission

The Crestview staff determined, through a needs assessment, a vision that was shared by all stakeholders. The Student Achievement Team created a survey questionnaire that was sent to Crestview's parents/guardians, faculty, staff, and student body. Results were collected and sorted into categories by the Student Achievement Team. The data was presented to and discussed with the faculty. From suggestions offered by those present, the staff selected a final Mission Statement by a consensus vote. That mission statement is as follows: ***Our mission is to partner with the students, family, and community to ensure that all children succeed in a safe, nurturing, and academically challenging environment.*** Consistent with this mission, our school motto is: *We are Crestview. Community Pride. Academic Excellence.*

Vision

Crestview's vision is to develop a learning community of caring individuals who are lifelong learners; therefore, we provide:

- A safe and caring environment that respects the dignity of all and ensures that no student "falls through the cracks."
- Skills and knowledge that prepare students to become responsible citizens and assist them in the exploration and pursuit of diverse career goals.

- Research-based strategies to help all students meet or exceed student learning standards.
- A staff that is highly qualified, focused, visionary, collaborative, and accountable for student success.
- Celebrations and encouragement of excellence and quality achievement on the parts of teachers and students.

Beliefs

We believe all students are capable of learning, and our goal is to help each one reach his/her potential. We believe each student must be nurtured in the learning environment. We believe each student is unique and must be respected and valued as an individual. Additionally, the following beliefs regarding the nature of teaching, learning, and children support effective teaching and meaningful learning for Crestview students:

We believe

- Learning is developmental.
- Learning is fun.
- Every child can succeed.
- Learning should be engaging.
- Learning occurs most readily in a safe, accepting environment.
- Learning involves varied experiences.
- Learning never stops.
- When given the proper tools, all students can learn.
- Relationships must form before learning can flourish.
- Learning happens when expectations are high.
- Teaching is learning.
- Teaching is reaching out and helping.
- Teaching goes beyond academics.
- Teaching is a calling.
- Teaching is challenging.
- Teaching is a group effort.
- Teaching comes from the heart.
- Teachers make a difference in children's lives.

- Teaching is difficult, exciting, and rewarding.
- Teachers must honor what children bring to the learning process.
- Teachers need to be flexible in their instructional methods and interactions with students.
- Teaching builds a bridge between the learner and the lesson.
- Teachers love what they do and are life-long learners who advocate for children.
- Children learn in different ways and have different levels of basic skills.
- All children have strengths and something unique to offer.
- All children have a curiosity for learning.
- Children are valuable and worthy of respect.
- Children have enthusiasm for learning.

Data Analysis and Needs Assessment

Analysis of Student Achievement Outcomes

Crestview's administration believes teachers must have reliable data about students' academic strengths and weaknesses in order to develop an adequate academic program. Data from the *ACT Aspire* (2014-15 only), *SC Ready, Palmetto Assessment of State Standards* (PASS) and *Iowa Tests of Basic Skills* (ITBS) assist educators in the understanding of student achievement as well as in the planning of instructional units and methods.

For the purposes of this portfolio, analysis of ACT Aspire, SC Ready, PASS, and ITBS data from 2013-14 to present facilitates quality planning and the development of next steps.

ACT Aspire Data

For the 2014-15 school year, ACT Aspire was administered to students in grades three through five in order to assess achievement levels in Reading, English Language Arts, Writing, and Math. Test scores for each section are classified as *Ready, Close, or In Need of Support*. It is the goal of the State and this school to help all children succeed and perform at the *Ready* level. As the school moves toward reaching this goal, it is important for us to identify groups of students who are achieving below this level. Toward that end, ACT Aspire scores have been disaggregated to show Overall Achievement as well as to show achievement Gender, Lunch Status, Ethnicity, LEP, and disability status. Our

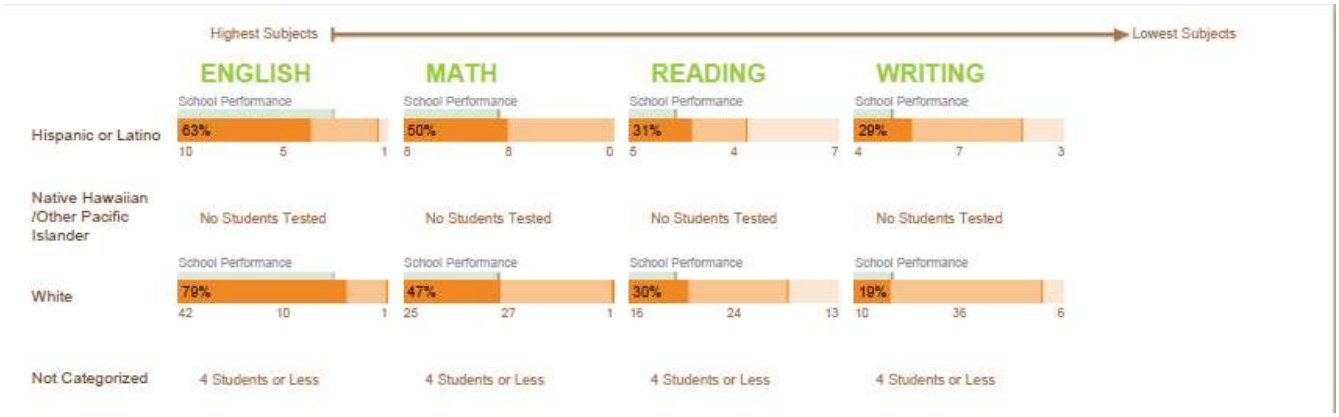
deficiency areas were writing across all grade levels and reading in our African American and Hispanic subgroups.

Overall ACT Aspire Data

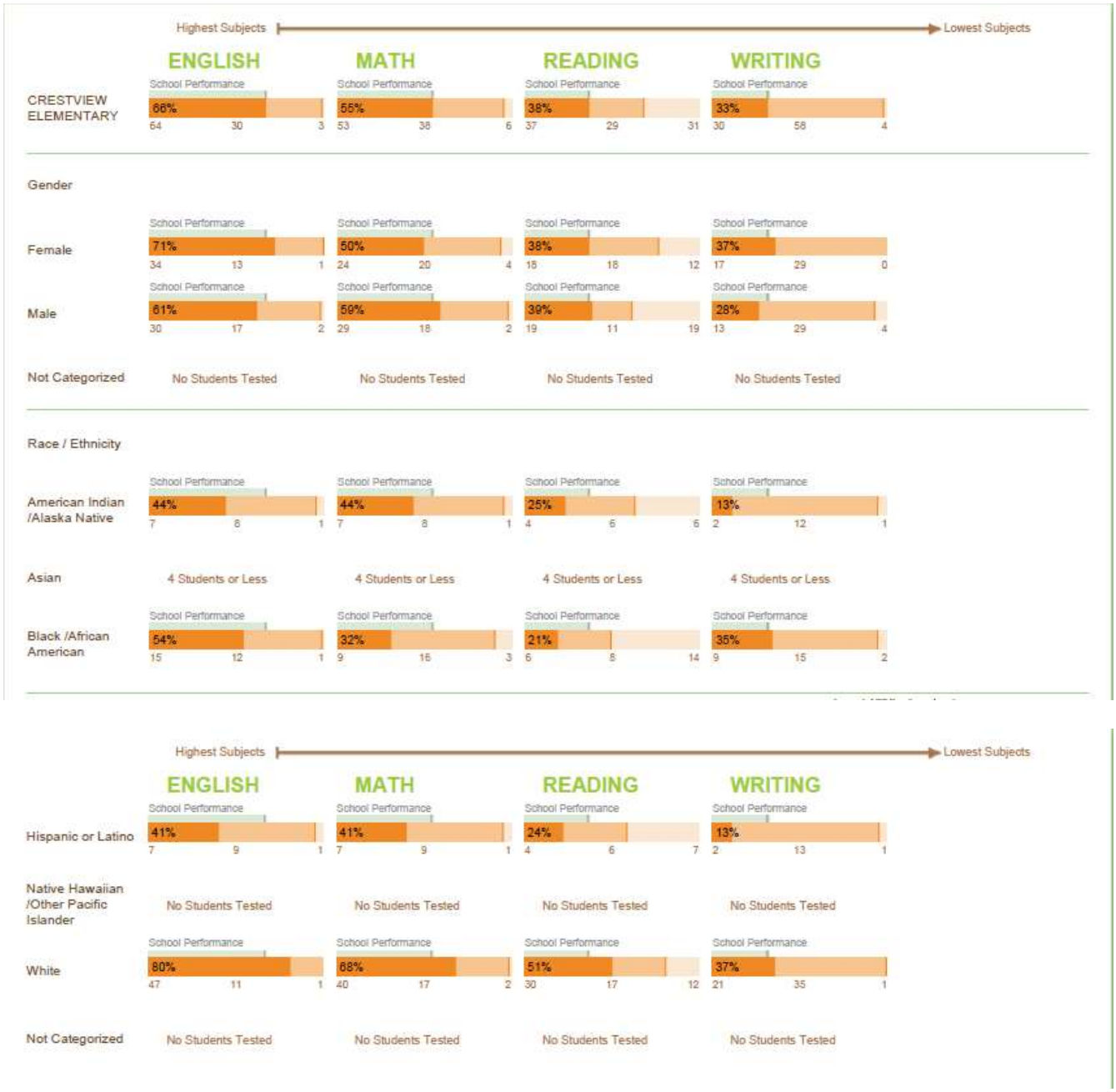
Disaggregated ACT Aspire Data by Grade Level

5th Grade

ACT Aspire
ACT Aspire Summative, Assessed May 13, 2015 - May 20, 2015
CRESTVIEW ELEMENTARY
Grade 5
GREENVILLE COUNTY SCHOOLS, School ID: 2301047
Subject Proficiency by Demographic
How can decisions be informed based upon different demographics' subject proficiencies?
Page 1 of 2
Highest Subjects
Lowest Subjects
ENGLISH
MATH
READING
WRITING
CRESTVIEW ELEMENTARY
School Performance
73% 66 20 5
46% 42 49 1
24% 22 38 32
20% 18 56 15
Gender
Female
82% 42 7 2
45% 23 27 1
29% 15 20 16
20% 10 35 5
Male
60% 24 13 3
46% 19 22 0
17% 7 18 16
21% 8 21 10
Not Categorized
No Students Tested
Race / Ethnicity
American Indian /Alaska Native
59% 10 6 1
47% 8 9 0
29% 5 4 8
33% 5 7 3
Asian
Black /African American
69% 18 6 2
41% 11 16 0
7% 2 14 11
22% 6 16 5

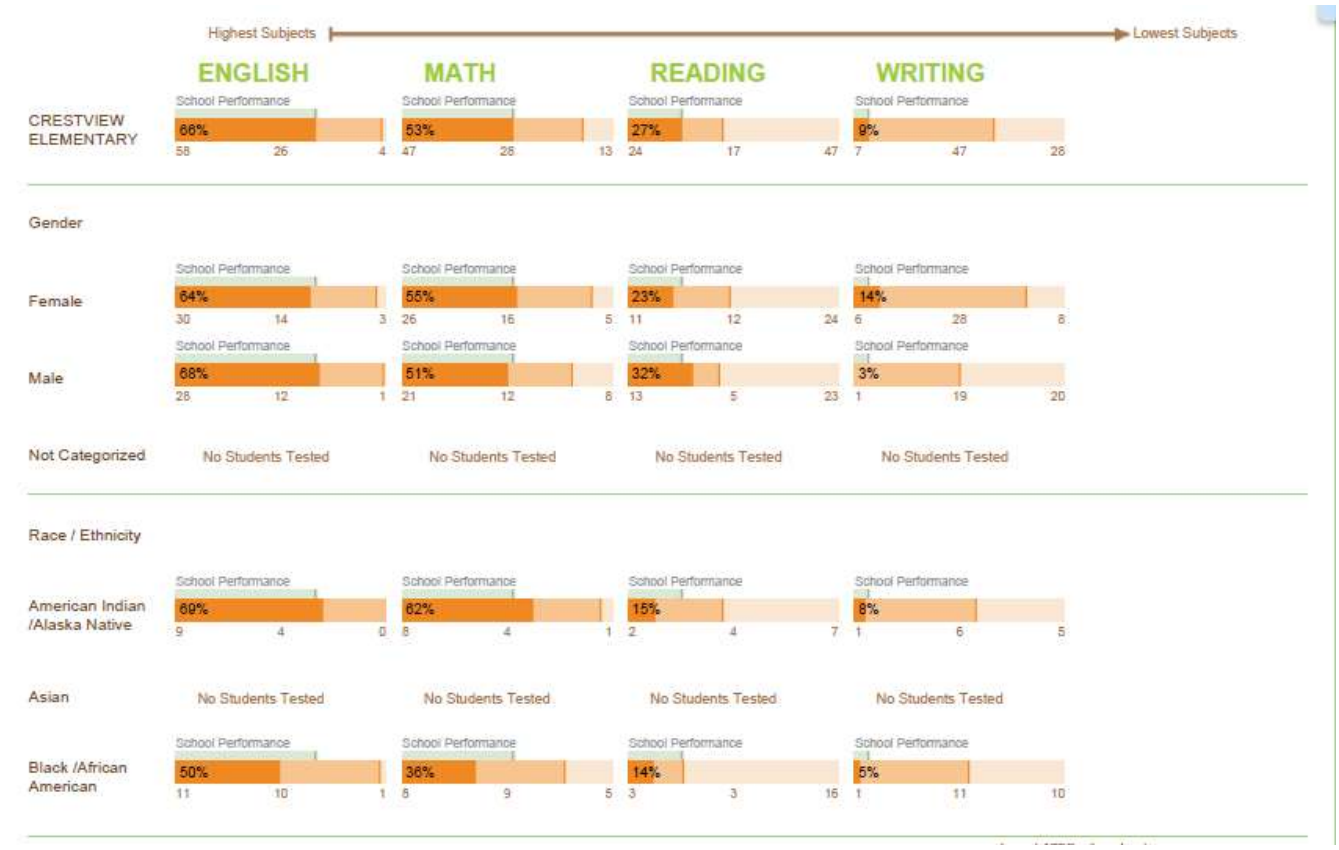

Highest Subjects
Lowest Subjects
ENGLISH
MATH
READING
WRITING
School Performance
Hispanic or Latino
63% 10 5 1
50% 8 8 0
31% 5 4 7
29% 4 7 3
Native Hawaiian /Other Pacific Islander
No Students Tested
White
79% 42 10 1
47% 25 27 1
30% 16 24 13
19% 10 36 6
Not Categorized
4 Students or Less

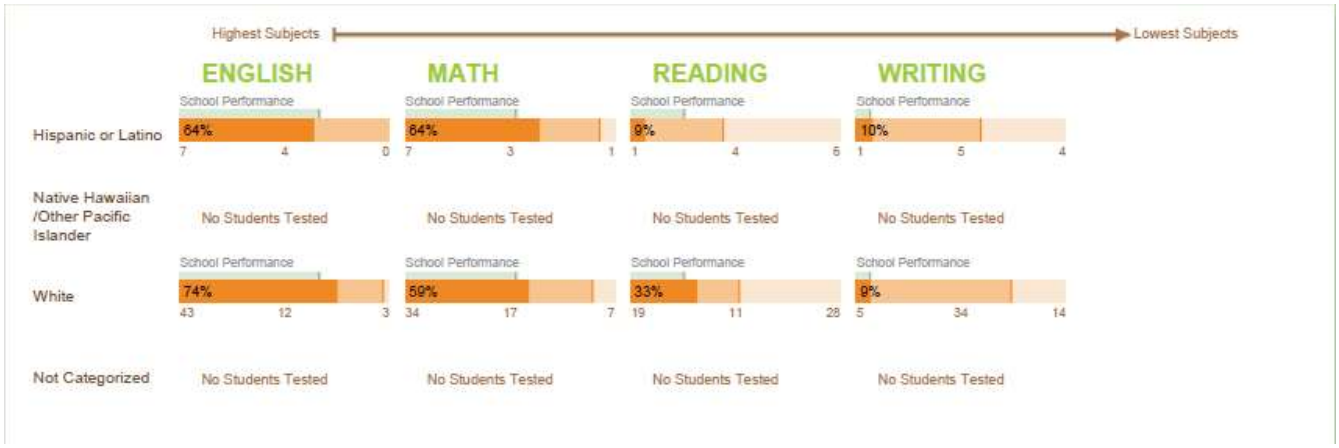
4th Grade


Highest Subjects
Lowest Subjects
ENGLISH
MATH
READING
WRITING
CRESTVIEW ELEMENTARY
66% 64 30 3
55% 53 36 6
38% 37 29 31
33% 30 58 4
Gender
Female
71% 34 13 1
60% 24 20 4
38% 15 18 12
37% 17 29 0
Male
61% 30 17 2
59% 29 18 2
39% 19 11 19
28% 13 29 4
Not Categorized
No Students Tested
Race / Ethnicity
American Indian /Alaska Native
44% 7 8 1
44% 7 8 1
25% 4 6 6
13% 2 12 1
Asian
4 Students or Less
Black /African American
54% 15 12 1
32% 9 16 3
21% 6 8 14
35% 9 15 2

Highest Subjects
Lowest Subjects
ENGLISH
MATH
READING
WRITING
Hispanic or Latino
41% 7 9 1
41% 7 9 1
24% 4 6 7
13% 2 13 1
Native Hawaiian /Other Pacific Islander
No Students Tested
White
80% 47 11 1
68% 40 17 2
51% 30 17 12
37% 21 35 1
Not Categorized
No Students Tested

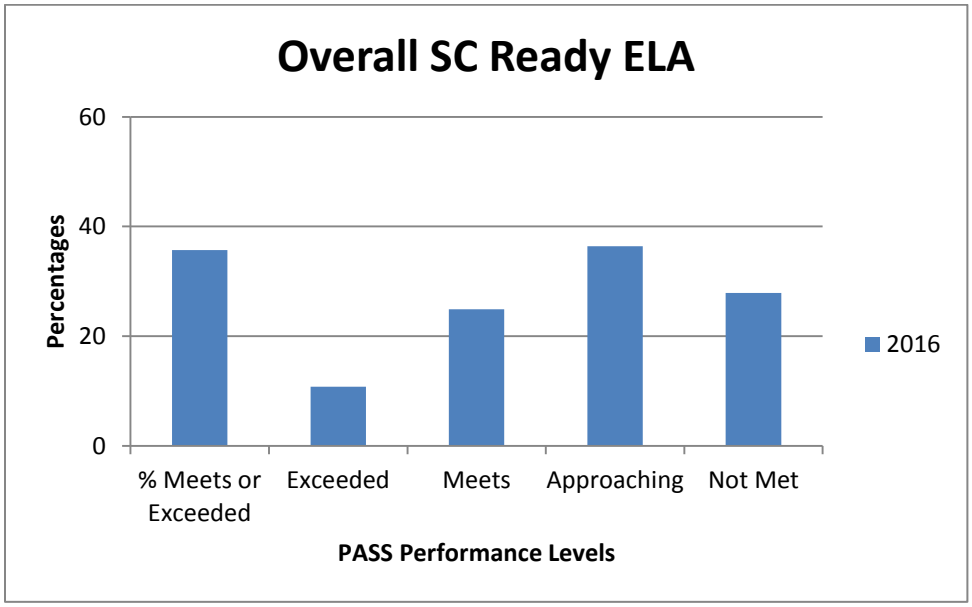
3rd Grade

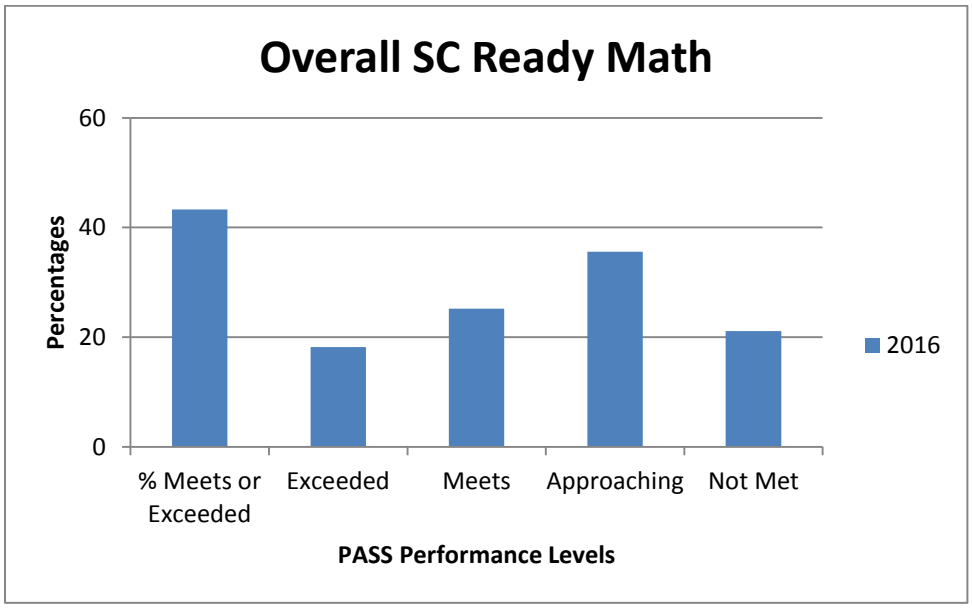

Highest Subjects
Lowest Subjects
ENGLISH
MATH
READING
WRITING
CRESTVIEW ELEMENTARY
School Performance
66% 58 26 4
53% 47 26 13
27% 24 17 47
9% 7 47 28
Gender
Female
64% 30 14 3
55% 26 16 5
23% 11 12 24
14% 6 28 8
Male
68% 28 12 1
51% 21 12 8
32% 13 5 23
3% 1 19 20
Not Categorized
No Students Tested
Race / Ethnicity
American Indian /Alaska Native
69% 9 4 0
62% 8 4 1
15% 2 4 7
8% 1 6 5
Asian
Black /African American
50% 11 10 1
36% 8 9 5
14% 3 3 16
5% 1 11 10


Highest Subjects
Lowest Subjects
ENGLISH
MATH
READING
WRITING
School Performance
Hispanic or Latino
64% 7 4 0
64% 7 3 1
9% 1 4 6
10% 1 5 4
Native Hawaiian /Other Pacific Islander
No Students Tested
White
74% 43 12 3
59% 34 17 7
33% 19 11 28
9% 5 34 14
Not Categorized
No Students Tested

SC Ready Data

The SC Ready test was administered to students in third through fifth grades in the 2015-2016 school year for English Language Arts and Math. Test scores for each section are classified as *Exceeds Expectations*, *Meets Expectations*, *Approaches Expectations*, *or Does Not Meet Expectations.* Our deficiency areas were our special education and African American subgroups and the text-dependent analysis (TDA) portion of the ELA.

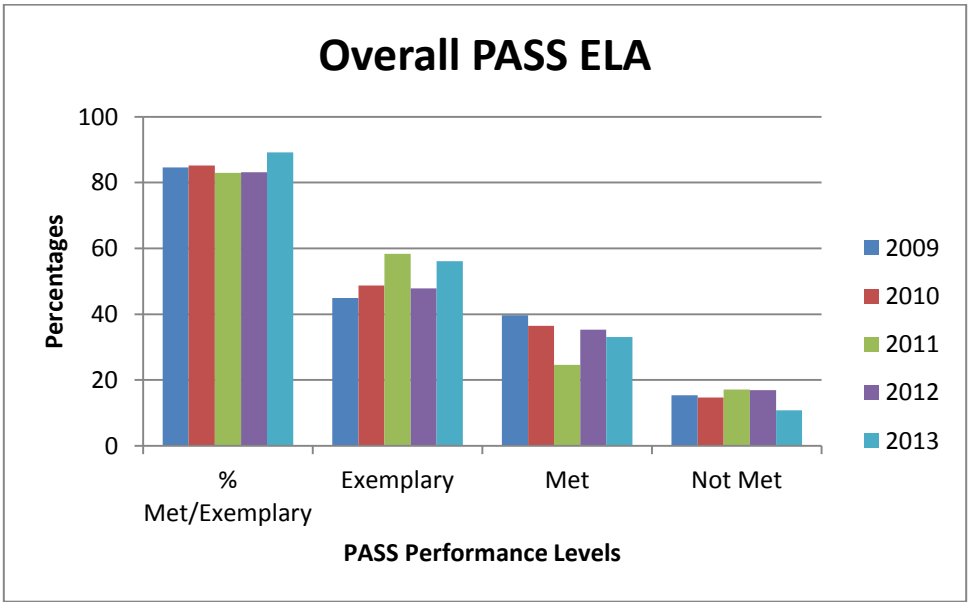




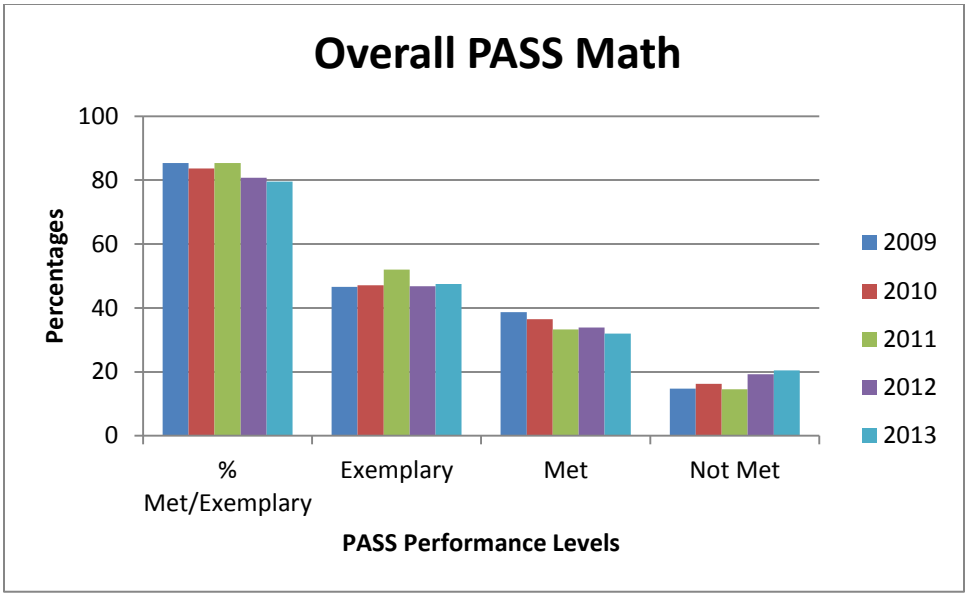
PASS Data

The PASS test was administered to students in third and fifth grades in the 2013-14 school year for Writing, English Language Arts, Math, Science, and Social Studies, but only to fourth and fifth grade for science and social studies for the 2014-15 school year. Test scores for each section are classified as *Not Met, Met, or Exemplary.* Our deficiency areas were our special education and African American subgroups in math as well as science (all subgroups except Hispanic and white).

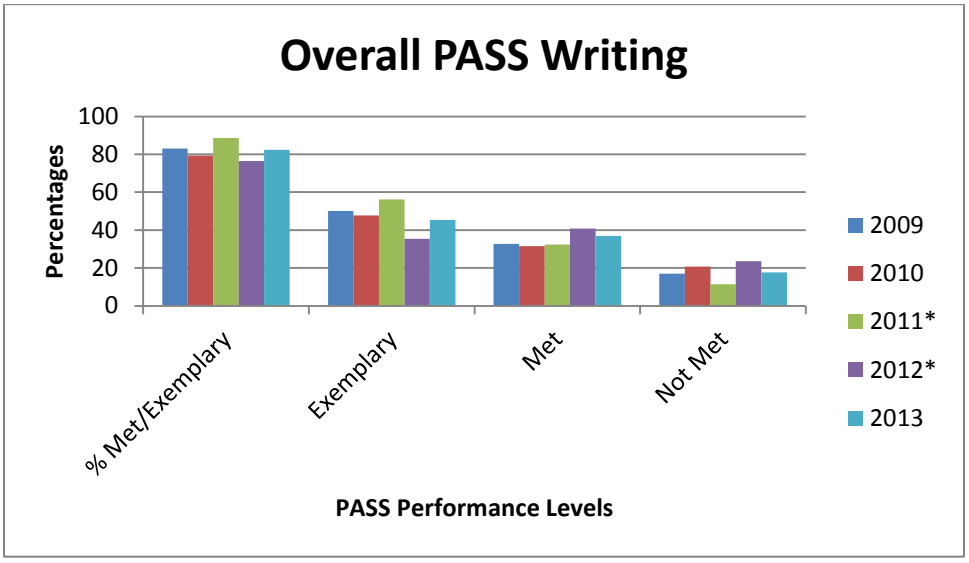
Overall PASS Performance



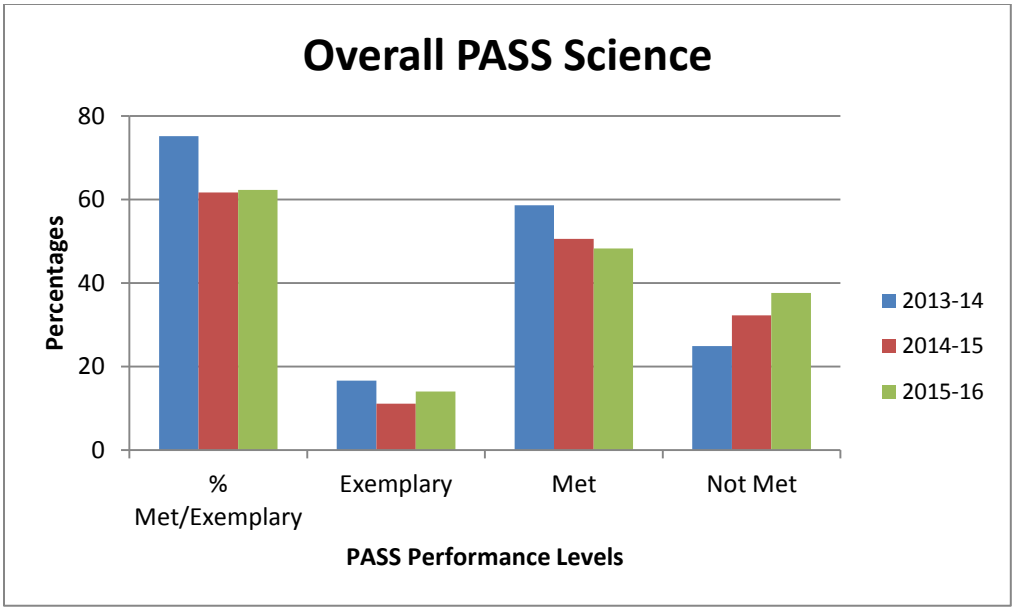
The graph above shows that in ELA 89.2% of Crestview's students scored at the combined Met and Exemplary levels in 2012-2013. This performance was 6.1% higher than the previous year, and even well above the previous high performance of 85.6% in 2009-2010.



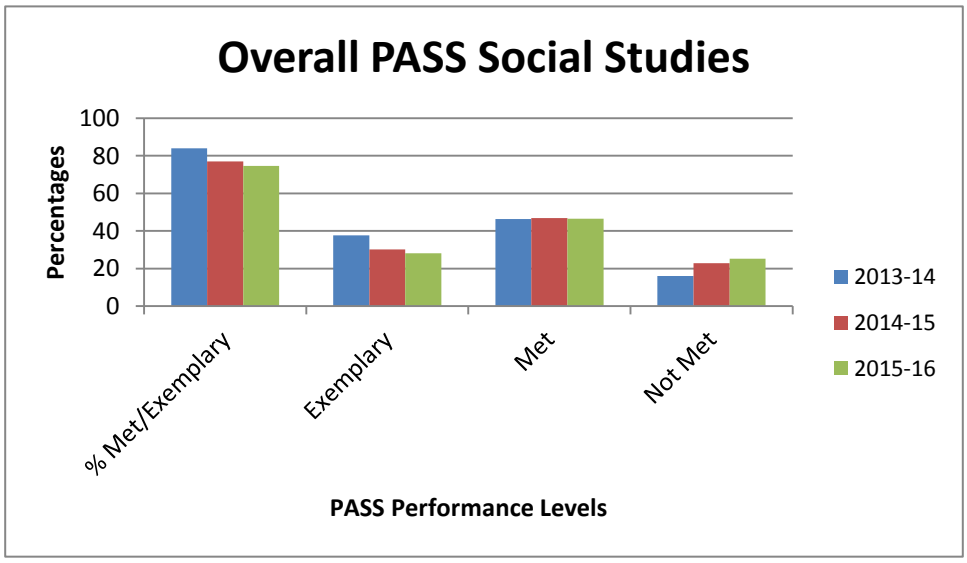
The graph above shows that in Math 79.5% of Crestview's students scored at the combined Met and Exemplary levels in 2012-2013.



The graph above shows that in Writing 82.3% of Crestview's students scored at the combined Met and Exemplary levels in 2012-2013. This was an increase of almost 6% over the previous year. *In 2011 and 2012 only fifth grade students were assessed in writing.



The graph above shows that in Science 62.3 of Crestview's students scored at the combined Met and Exemplary levels in 2015-16, which is slightly above the previous year.



The graph above shows that in Social Studies 74.7% of Crestview's students scored at the combined Met and Exemplary levels in 2015-2016.

PASS Data Disaggregated According to Subgroup

In order to track progress in closing achievement gaps among special populations, it is important to disaggregate data by pertinent groups. Through 2011, PASS subgroup data was reported based upon

ELA Mean PASS Performance by Group							
Subgroups	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
All	667.5	675.1	650.5				
Male	658.8	666.4	648.5				
Female	678.4	683.7	652.4				

performance level – Not Met, Met, and Exemplary. Beginning in 2012, PASS data was reported based upon mean scale score due to changes in data reporting as part of South Carolina's ESEA Federal Accountability waiver. Therefore, it is difficult to make subgroups comparisons from 2011 to 2012.

Disaggregated PASS Data for 2012-2014

Math Mean PASS Performance by Group

Subgroups	2012	2013	2014	2015	2016	2017	2018
White	679.9	681.0	659.0	Not applicable past 2014			
African American	638.0	655.0	632.1				
Asian/Pacific Islander	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Limited English Proficient	672.0	677.9	652.7				
Annual Measurable Objective	**630.0**	**635.0**	**640.0**				

Subgroups	2012	2013	2014	2015	2016	2017	2018
All	667.5	662.7	653.0	Not applicable past 2014			
Male	664.0	661.2	652.0				
Female	671.9	664.2	653.9				
White	679.9	672.7	663.0				
African American	639.5	631.3	628.4				
Asian/Pacific Islander	N/A	N/A	N/A				

The table above shows that during the 2013-2014 school year, all subgroups showed declined in English/Language Arts as a result of the state no longer using the standard error of measure to calculate student test scores with the exception of our disabled population which showed a 2 point increase. Almost all subgroups had mean averages not only above the current annual measurable objective (AMO), but also above the AMO that will be required in future years.

Science Mean PASS Performance by Group							
Subgroups	2012	2013	2014	2015	2016	2017	2018
Disabled	618.6	609.6	615.9				
Limited English Proficient	668.9	672.9	637.6				
All	628.3	627.2	624.9				
Annual Measurable Objective	630.0	635.0	640.0				
Male	628.1	627.4	628.3				
Female	628.4	627.0	622.1				
White	638.1	636.4	637.9				
African American	603.6	595.2	601.1				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	618.9	635.8	622.2				
American Indian/Alaskan	N/A	N/A	N/A				

Not applicable past 2014

The table above shows that the mean math PASS scores for most subgroups is above the current required annual measurable objective. While all populations show opportunity for continued growth, the disabled, subsidized meals and African American subgroups show the most opportunity, as their averages is below the current AMO.

Social Studies Mean PASS Performance by Group							
Limited English Proficient	627.4	647.3	N/A				
Subsidized meals	618.2	618.4	612.5				
Annual Measurable Objective	**639.0**	**635.0**	**640.0**	**645.0**	**650.0**	**655.0**	**660.0**
All	639.0	650.5	655.8	Not applicable past 2014			
Male	639.0	649.7	651.0				
Female	639.0	651.3	660.4				
White	649.3	657.0	659.5				
African American	617.9	623.9	641.0				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	630.3	645.4	666.3				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	607.0	607.6	N/A				
Limited English Proficient	641.0	650.7	N/A				
Subsidized meals	626.7	641.1	640.8				

The table above shows that during the 2013-2014 school year, subgroups showed a decline in their average score. . It should be noted that the African American subgroup increased their average to above the score to be considered MET.

Annual Measurable Objective	**630.0**	**635.0**	**640.0**	**645.0**	**650.0**	**655.0**	**660.0**

The table above shows that in the 2013-14 school year all subgroups showed measurable gains in mean social studies PASS scores. The Hispanic and African American populations showed the largest growth in mean scores from previous school year.

ITBS Data

The ITBS is administered to students in grade two. The instrument assesses achievement in Reading Comprehension, Math Concepts, and Math Problems. Test scores for each section are classified as national percentages. It is the goal of the District and this school to help all children succeed and perform at or above the fiftieth percentile. As the school moves toward reaching this goal, it is important for us to identify groups of students who are achieving below these levels.

ITBS Percentile Rank of Average SS: National Student Norms						
	2013	**2014**	**2015**	**2016**	**2017**	**2018**
Reading Comprehension	64	54*	52	50		
Math Concepts	52	52*	45	41		
Math Problems	61					

*****Beginning in the 2014-2015 school year, averages reported reflect total reading and math percentile ranks.

Needs Assessment

There continues to be a need to move more of Crestview's subsidized lunch students, African American students, and disabled students to the *Ready/Met* objectives for ELA and Math on SC Ready. Science is an area for improvement across all subgroups. Toward this end, Crestview will continue to use research-based strategies to move students in a positive direction.

Research-based measures for closing the ELA achievement gap include a school-wide emphasis on literacy, use of assessment data to plan instruction, teacher collaboration, high expectations for all students, and intensive interventions for struggling readers (Symonds 2004).

Research-based measures for closing the Math achievement gap include increasing the number of teachers trained in the research-based math instructional program, *Every Day Calendar Math Counts*;

teaching mathematics with problem-solving as the primary focus, examining research-based materials on how children learn mathematics during collaborative meetings, and continuing implementation of staff development on differentiated instruction.

It is only reasonable that factors contributing to achievement gaps at Crestview would be among those cited nationally. The table below, from *Parsing the Achievement Gap* (Barton 2003), lists causes that research has identified as being rooted inside and outside ("before and beyond") the school.

Correlates to Achievement
(Barton 2003, p. 7)

School:
Rigor of Curriculum
Teacher Preparation
Teacher Experience and Attendance
Class Size
Technology-Assisted Instruction
School Safety
Before and Beyond School:
Parent Participation
Student Mobility
Birthweight
Lead Poisoning
Hunger and Nutrition
Reading to Young Children
Television Watching
Parent Availability

The correlates Barton (2003) ic ıonly associated with both poverty and limited paren v has a student body that is no doubt impacted by these factors. Based on over-all achievement, it appears that the in-school correlates to achievement work in the favor of Crestview's students; however, there are achievement gaps, and the school is dedicated to closing them.

In a study of high- and low-performing schools (Kannapel, Clements, Taylor, & Hibpshman 2005), researchers found that high-performing schools are characterized by the following attributes, which Crestview embraces:

- The belief that all students can succeed with a caring faculty and staff.
- Uniform high expectations.
- Collaborative decision-making.

- Acceptance of the teacher's role in the student's progress.
- Consistent teacher-parent communication.
- Commitment to diversity and equity.

As a high-performing, high-poverty school, Crestview can attest to the efficacy of the above-mentioned qualities. Additionally, consistent with research-based recommendations, Crestview's leadership focuses the school's culture "on all students learning by demonstrating high expectations regardless of economic status, disability, home language, or any other characterization" (Taylor 2010, p. 15).

As the school continues to work towards closing achievement gaps, it will show commitment to the task by:

- Believing in, nurturing, and expecting each child's success.
- Assuring that teachers are hired on the basis of their excellence as well as their fit with the needs of our students.
- Providing consistent staff development.
- Maintaining open and frequent communications with parents.
- Assessing individual students' needs and providing appropriate challenges and programs.

Teacher and Administrator Quality Outcomes and Needs Assessment

With the diverse learners and implementation of rigorous College and Career Readiness and 21st Century learning standards, it is imperative that all teachers be trained on how to effectively integrate and differentiate instruction using digital technology to meet students' needs. The administration will schedule training dates throughout the year for all faculty members to be trained and 100% of teachers will be proficient in planning and integrating differentiation strategies across instructional content areas using personal learning devices, ChromeBooks, in a one-to-one setting. Support from the instructional coach and district personnel will be provided for teachers throughout the year, as outlined in the Professional Development schedules below.

Professional Development Plan 2016-17

Title	Presenter	Description	Date	Projected Number Attending	Targeted Group
Grade Level Chair Cohort	David Langston, Jennifer, Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	Monthly meetings from 8/9/16-6/7/17	15	Grade level team leaders and administration
New Teacher/Mentor Orientation	David Langston, Jennifer, Suber, Tracy Quinn	New teachers will meet with mentors in this informative session in order to help prepare new teachers for daily school life and provide strategies for classroom management and best practices.	8/8/16	15	Teachers new to Crestview and their mentors
Crestview PBIS	Trena Alexander, David Langston, Jennifer Suber	Teachers and administration will meet to develop PBIS policies, procedures, and progress monitoring tools to implement positive behavior strategies school-wide. The team will also collect and analyze data regarding student behaviors and teacher/parent communication in order to plan future policies and procedures.	8/8/16-6/7/17	15	PBIS team
Google	Tracy Quinn	Crestview staff will learn how to use Google Apps for collaboration, including Docs, Forms, and other google features.	8/31/16-6/9/17	45	All faculty
Vertical Teams	David Langston, Jennifer Suber	Grade level representatives will meet to discuss academic strengths & weaknesses, differentiation, Fountas & Pinnell, PBIS, best practices, as well as plan for the next year.	Monthly meetings beginning September 2016-May 2017	45	All faculty
First Year Teachers Meeting	David Langston, Jennifer Suber, Tracy Quinn	Principal, Asst. Principal, and Instructional Coach will meet with first year teachers to discuss things that are going well, areas for improvement, and a question/answer session.	9/8/16	9	First Year teachers and administration
Book Study	David Langston	The admin team will lead a faculty wide book study using the text "The Differentiated Classroom: Responding to the Needs of All Learners" by Carol Ann Tomlinson.	9/7/16-6/7/17	45	All faculty
A-Team	Kellie Fowler	School psychologist, Kellie Fowler, will train staff on the Assistance Team process.	9/14/16	45	All faculty
New teacher school visits	David Langston, Jennifer Suber, Tracy Quinn	First year teachers and teachers new to the district will visit other elementary schools similar to Crestview in order to observe best practices and new ideas to use in their own classrooms. Teachers will return to Crestview to discuss with administration and IC their visit, as well as their school year so far and how administration can further assist them.	Nov 2016-March 2017	10	New teachers
Digging into Data	David Langston, Jennifer Suber, Tracy Quinn	Grade level teams and leadership team will analyze and discuss current student achievement data in order to drive instruction, plan differentiation, and support SLOs.	9/19-9/20/16	45	All faculty
Aims Web	Trena Alexander	Teachers will learn how to utilize the AimsWeb site, including analyzing data to inform instructional decisions and communicating strengths and growth areas to parents.	9/21/16	25	K4-1st grade teachers
MAP NWEA tools	Tracy Quinn	Teachers will learn how to navigate the NWEA website to run reports and differentiate	9/21/16	25	2nd-5th grade teachers

		instruction based on that data and the Learning Continuum.			
SAMR Technology	Tim Van Huele, Michelle King	District technology leader will train staff on the SAMR model (substitution, augmentation, modification, and redefinition) of planning/instruction as first step in becoming 1:1 with technology. Teachers will begin analyzing their current practices in regards to technology and develop a plan for moving towards using technology for more modification and redefinition activities	9/28/16-2/10/17	45	All faculty
Literacy Framework & The Reading Strategies Book	Tracy Quinn, Trena Alexander	Teachers will learn how to implement each component of the new literacy framework as well as how to plan for, collect, and analyze student data in order to customize learning goals for their students. Teachers will then learn how to use Jennifer Seravallo's Reading Stretegies Book to select specific teaching strategies to target skills and learning goals.	10/1/16-12/16/16	25	2nd, 3rd, and 5th grade teachers
Compass Learning	Tracy Quinn	Teachers will learn how to create classes, assignments, and learning paths in Compass. They will also learn how to monitor student progress with reports.	10/5/16	45	All faculty
RAZ-Kids	Trena Alexander	Teachers will learn how to use the RAZ-kids site to assign individualized leveled books to their students as well as how to run reports for progress monitoring.	10/12/16	45	All faculty
Inquiry & Arts Integration	Jed Dearybury	Teachers will learn strategies to differentiate lessons by integrating art, critical thinking, collaboration, and inquiry.	10/13/16	45	All faculty
Donors Choose	Jed Dearybury	Teachers will learn how to best write and promote a Donors Choose listing so that it will have the most success for quick funding.	11/9/16	45	All faculty
Crestview PBIS	David Langston, Jennifer Suber, Trena Alexander	Crestview faculty will review PBIS data from the 2nd quarter to identify trends and plan for next steps for implementation.	2/1/17	45	All faculty
School Visit	David Langston, Buena Vista staff	As a part of the school's professional development plan, teachers, administrators, and the IC are visiting Buena Vista Elementary, a school that has had success in science instruction.	2/22/17	6	Principal, IC, 5th grade teachers
RACE to TDAs	Tracy Quinn, 5th grade teachers	Teachers will be trained on using the R.A.C.E. format to answer written response questions and how this transitions into writing effective TDA responses. Teachers will also examine state TDA rubrics and students samples to learn how to assess student writing and how to teach students to self-assess.	3/8-3/15/17	45	All faculty

Title	Presenter	Description	Date	Projected Number Attending	Targeted Group
Beginning a 1:1 Classroom	Technology Team	Using chromebooks in a one to one classroom	9/6/17	45	All faculty
Google Classrooms	Technology Team	Google Classroom applications	9/20/17	45	All faculty
Discovery Ed & 1:1	DLC	Integrating Discovery Education into curriculum	10/11/17	45	All faculty
What's the Difference?	IC, Literacy Mentor, Literacy Specialist	Shared vs. Interactive reading	11/18/17	45	All faculty
Laying Foundations with Accountable Talk	IC, Literacy Mentor, Literacy Specialist	Accountable Talk and TDAs	12/6/17	45	All faculty
Mini-Lesson Structure	IC, Literacy Mentor, Literacy Specialist	Planning for and delivering mini lessons in a balanced literacy approach to reading	1/10/18	45	All faculty
Technology & Reading	DLC	How to use technology to enhance the reading curriculum	2/7/18	45	All faculty
What's the difference? Part 2	IC, Literacy Mentor, Literacy Specialist	Shared vs. Interactive reading part II	3/7/18	45	All faculty
Benchmarking	IC,Literacy Specialist	Benchmarking students using the Fountas and Pinnell framework	4/11/18	45	All faculty

School Climate Outcomes and Needs Assessment

It is necessary to maintain Crestview's high percentage of student attendance, as well as student, parent, and teacher satisfaction with the learning environment and safety that Crestview provides. Feedback from State Report card surveys show that Crestview is performing at or above District percentages. Our goal is to maintain or increase (up to 0.5%) performance in these surveyed groups annually, as reported by the State Report Card.

The faculty, PTA, and SIC will collaborate to inform parents and students of policies regarding attendance, safety, and other school procedures. They will also offer attendance incentives for students. These incentives will also take into account the number of tardies students have, as these also impact instruction.

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Action Plan

Action Plan

Supportive Strategies

Our school's action plan was revised in 2013 and includes our goals, objectives, strategies, and products of action steps. In order to support our goals, it is necessary to develop effective strategies and action steps with input from all stakeholders. Our action steps are based on best practices and current research.

Aligning Our Action Plan

In order to establish, implement, and evaluate Crestview's Five Year Action Plan, our team aligned Crestview's profile, beliefs, mission, and instructional needs with the district's vision and Five Year

Performance Goals. The process involves looking at student achievement data in order to meet *No Child Left Behind* education requirements. The administration, instructional coach, and teachers annually evaluate progress toward attaining our goals and continually align our plan to the district's performance goals. The following pages include our Five Year Action Plan.

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	38.7	41.7
School Actual	35.7		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

SC READY MATH

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

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

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

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

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X	46.3	49.3
School Actual	43.3		
District Projected	X	59	63
District Actual (ES only)	56		

*Baseline data to be established in 2015-16.

SC READY % TESTED

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

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

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

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

% Tested ELA – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100.0		
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	100.0		
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.

SCPASS SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above _____%.

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

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X	62.7	63.7	64.7
School Actual	61.7	62.3		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

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

SCPASS SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above _____%.

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 _____%.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X	78.1	79.1	80.1
School Actual	77.1	74.7		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

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

ITBS

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

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

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

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

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

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

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	45th percentile	41st 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		

Fall 2014 students began taking a new form of the ITBS

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		

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
1. Ensure that instruction addresses the South Carolina State Standards	Aug.-June	Administration, Instructional Coach (IC), and teachers	No cost		Analysis of lesson plans Observations: IC and Administrative feedback
2. Continue *Fountas & Pinnell* balanced literacy, *Every Day* Counts math curriculum, best practices, and research-based strategies in all classrooms.	Aug.-June	Administration, IC, Teachers	No cost		Analysis of lesson plans Observations: IC and Administrative feedback
3. Target students in 3rd-5th grades based on a triangulation of data using MAP, PASS, and historical grades to receive supplemental instruction.	Jan.-Apr.	Certified substitute(s)	$15/hr	Local funds	Teaching schedule, MAP and PASS scores
4. Provide professional development opportunities in ELA and Math	Aug.- June	IC, District Academic specialists	No cost		IC will schedule professional development opportunities, and district portal printout
5. Collaborate horizontally at each grade level to score reading theme tests, writing prompts, and math unit/benchmark tests	Aug.-June	Teachers and IC	No cost		After students have complete tests and/or prompts, each grade level team will meet with the IC to reach a consensus on open-ended responses, using the state writing rubric, and identify areas of strength/weakness, and next steps
6. Use district curriculum pacing guides on the Atlas/Rubicon to drive instruction.	Aug.-June	Teachers and IC	No cost		Analysis of lesson plans Observations: Administrative and IC

					feedback
7. Use common assessments to ensure uniform instruction of what students will be expected to know, understand, and do. Spiral questions are added to each test.	Aug.-June	Team leaders, teachers, and IC	No cost		Teachers and IC analyze common unit assessments from the Portal and results are used to modify instruction. IC, teachers, and administration discuss these tests at data meetings.
8. Administer MAP testing (or other district assessment) for students in grades 2-5.	Sept. and Mar.	Teachers and IC	No cost		Tests will be administered and results will be disaggregated.
9. Identify strategies for differentiated instruction at weekly collaborative grade level meetings.	Aug.-June	Teachers and IC	No cost		Meet with teachers and compile a resource bank of strategies to differentiate instruction

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 in will be trained in the effective integration technology in a 1:1 setting across content area instruction.

ANNUAL OBJECTIVE: Maintain 100% teachers trained in mobile technology and apps integration

DATA SOURCE(S):

	Baseline 2016-17	**2017-18**					
Projected	100	100					
Actual	*						

*Baseline will be established in 2017-18

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Upstate Technology Conference and Summer Institute sessions targeting technology integration	July 2016	Teachers, IC	0	NA	Professional development attendance, lesson plans, observations
All teachers will receive additional instruction in integrating technology in a 1:1 device classroom	Aug-May	IC, select teachers, literacy specialist	0	NA	Professional development attendance, lesson plans, observations
Visit in and out of district schools that have been implementing innovative technology integration in 1:1 device classrooms successfully to enhance instruction at Crestview	November 2016	Select teachers, Administration, IC	$2000	District Professional Development Funds	Professional development attendance, lesson plans, observations
Upstate Consortium session on the topic of technology integration	September-March	Teachers, IC	0	NA	Professional development attendance, lesson plans, observations

STUDENT ATTENDANCE

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.3	96.6	96.8	95.7	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			

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 93.8% in 2012 to 9638% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.8	95.3	95.8	96.3	96.8
School Actual	93.8	92.3	93.8	97.0	95.6		
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 SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 88.5% in 2012 to 91.5% 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	89.5	90.0	90.5	91.0	91.5
School Actual	88.5	95.2	88.0	91.0	93.5		
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)			

TEACHER SATISFACTION – LEARNING ENV.

☐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 97% or greater.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.0	97.0	97.0	97.0	97.0
School Actual	97.0	94.9	95.5	97.0	85.7		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 93.5% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.9	94.3	94.7	95.1	95.5
School Actual	93.5	93.9	87.8	91.0	93.3		
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 SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 95.2% in 2012 to 97.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.2	96.6	97.0	97.4	97.8
School Actual	95.2	86.4	90.4	91.0	88.0		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 97% or greater.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.0	97.0	97.0	97.0	97.0
School Actual	97.0	100.0	100.0	95.0	80.0		
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**
1. Recognize students with perfect attendance at quarterly celebrations.	End of each nine weeks	Administration	$50.00	Local funds	Award ceremonies will be held quarterly using PowerSchool data.
2. Recognize students for consecutive years of perfect attendance trophies awarded at year-end ceremonies.	June	PTA and guidance counselor	$1,100.00	PTA funds	Award ceremonies will be held yearly using PowerSchool data and permanent records.
3. Recognize students with perfect attendance for the year with certificates and medals.	June	PTA and guidance counselor	$250.00	PTA funds	Each student with perfect attendance is awarded a medal and certificate
4. Recognize students with perfect attendance with one dollar coin.	June	Guidance counselor	No cost	Donation from Bank of Traveler's Rest	Each student with perfect attendance will be awarded a coin.
5. Require identification and a yellow badge from the check-in system for volunteers and visitors to the school.	Aug.-June	Attendance clerk, secretary, administration	No cost		All persons who are non-school district staff will wear yellow badges indicating permission to be in the building on a given day.
6. Practice safety drills, including fire, tornado, and lock-down procedures.	Aug.-June	Administration, teachers, secretary	No cost		Drills will be practiced to at least meet minimum requirements for state mandates. Documentation of all safety drills are kept by the school secretary
7. Utilize off-duty Greenville					Sheriff deputies will

County Sheriff Deputies to provide random walk-throughs multiple times daily.	Aug.-June	Administration	No cost		check in to the front office when they enter or exit the building. They will also meet with administration to address any safety concerns in the school.
8. Utilize video cameras in the front office, building entrances/exits, and parking lot.	Aug.-June	Administration	No cost		Administration reviews camera footage as needed to ensure safety.
9. Create and distribute a Student Handbook outlining all safety procedures.	August	Administration, teachers	$535.00	Local funds	Teachers will give each parent a Student Handbook at Meet the Teacher or first day of school. Parents sign and return documentation stating they have read and understand the school policies and procedures.

http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=E&s=047