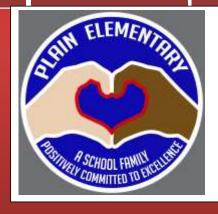2013-2018

Plain Elementary School School Renewal Plan

[2017-18]

Plain Elementary School
Debbie Mihalic, Principal
506 Neely Ferry Road
Simpsonville, SC 29680
(864) 355- 7700
Greenville County Schools
Superintendent:
Dr. Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Plain Elementary School

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: _____

SCHOOL'S TELEPHONE: (___) _____

PRINCIPAL'S E-MAIL ADDRESS: _____

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
(Mandated Component)

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

POSITION	*NAME*

1. PRINCIPAL Debbie Mihalic

2. TEACHER Patricia Cleghorn

3. PARENT/GUARDIAN Jeff Mitchenfelder

4. COMMUNITY MEMBER Justin Chandler

5. SCHOOL IMPROVEMENT COUNCIL Melanie Callahan

6. Read to Succeed Reading Coach Michelle Chapman

7. School Read to Succeed Literacy Leadership Team Lead Michelle Chapman

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
   ** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*
Parent/Volunteer	Joelle Teachey
Pastor/ Volunteer	Kerri McDonagal
Instructional Coach	Amanda Haynes
Guidance Counselor	Shea Mayfield
Parent/Volunteer	Jamie Noland
Parent/ Volunteer	Melanie Callahan

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

N/A **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

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

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

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

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

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

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

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

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

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

Table of Contents

Introduction

Plain Elementary School Portfolio

The vision of Plain Elementary is "A School Family- Positively Committed to Excellence." The Plain Elementary portfolio documents our plan through the continuous improvement process. The portfolio provides our school community with an ongoing method for self-evaluation, communication, and accountability.

The school is demonstrating significant gains on the South Carolina Report Card. According to the most recent School Report Card, Plain Elementary received an Absolute Rating of Excellent and a Growth Rating of Excellent. In July 2013, the South Carolina Department of Education was granted a waiver from several requirements of the Elementary and Secondary Education Act. This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rates (in the high school) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. Plain received a grade of an A for an ESEA composite index score of 96.3% which means that Plain substantially exceeds the state's expectations. Plain received the Palmetto Gold Award in 2012-2013 and 2013-2014 for general performance. For the school year 2015-2016, Plain Elementary was award the Palmetto Gold Award for general performance and a Palmetto Silver Award for Closing the Gap.

In the spring of 2012, Plain Elementary, under the direction of the district office for Greenville County Schools and Mrs. Mihalic, Principal, initiated the renewal and development of a strategic education plan for the five-year period 2013-18. This plan follows similar guidelines which were developed in 1999. This plan has been updated annually since that date. A collaboration of stakeholders, which included teachers, staff, PTA, SIC, parents, and students, were involved in the strategic planning for school improvement and for the self- assessment as a part of the national accreditation process. Plain also completed a rigorous self-study in order to apply for the Palmetto's Finest Application and was awarded a visit from the Palmetto's Finest Committee. Plain Elementary has a strong Parent-Teacher Association and a very involved School Improvement Council that supports the goals for our school. These teams work to provide the administration and faculty with the support necessary to achieve positive academic performance for our students. In order to summarize the philosophy of our school culture, our school adopted a quote from Walt Disney. This quote is prominently display in our front hallway and reads, *"Whatever we accomplish belongs to our entire group, a tribute to our combined effort."*

Planning and analysis of our goals at Plain Elementary is conducted by our instructional team, leadership team, and vision planning teams. These teams and committees analyze data from standardized tests such as SC Ready, SC PASS for Social Studies and Science, MAP, ITBS, CogAt, and the classroom common assessments to direct the initiatives and programs that Plain Elementary utilizes to improve and enhance instruction. Collectively, these committees support the learning environment of our school and develop strategies to support student achievement.

Instructional Team: Responsibilities include meeting weekly to discuss student achievement, curriculum and instruction, and personnel/school updates.

Deborah Mihalic- Principal   Shea Mayfield- Counselor
Shawn McCain- Assistant Principal   Traci Kinney- Counselor
Amanda Haynes- Instructional Coach

Leadership Team: Responsibilities include meeting monthly as a whole group and weekly with the grade level teams to discuss instructional planning, school goals, academic performance, and any school related topics.

Deborah Mihalic- Principal
Shawn McCain- Assistant Principal
Amanda Haynes- Instructional Coach
Marsha Ferrell- Kindergarten
Chris O'Connell- First Grade
Tina Hamilton- Second Grade
Patricia Cleghorn- Third Grade
Dareth Kovaleski- Fourth Grade
Katie Blankenship- Fifth Grade
Lanie Craft- Special Education
Angela Kay- Media Specialist
Shea Mayfield – Guidance Counselor
Emily Miller – Related Arts
Sharon Waynick – Special Education

Vision Planning Leaders: Responsibilities include meeting monthly to implement goals and strategies in the areas of mathematics, language arts, science, social studies, and student activities as well as vertically discuss best practices at each grade level for student achievement.

Brian Luzadder and Angie McCurley- Mathematics Facilitator
Michelle Chapman and Lauren Blanton- English Language Arts Facilitator
Laura Rewis and Riley Morgan- Science Facilitator
Jenny Neideigh and Kristin Adams- Social Studies Facilitator

PTA Board Members: Responsibilities include collaborating with the school staff, parents, and community to support the mission, vision, and goals of Plain Elementary.

Debbie Nelson, President
Jamie Noland and Ashli Vanderford, Vice President
Melissa Julian, Secretary
Heather Barajas, Treasurer
Deborah Mihalic, Principal
Shawn McCain, Assistant Principal
Patricia Cleghorn, Teacher of the Year

School Improvement Council: Responsibilities include meeting monthly to discuss goals for student achievement and serving as an advisory board for the school.

Melanie Callahan- SIC Chairman	Patricia Cleghorn
Jeff Michenfielder – Secretary	Shea Mayfield
	Jason Chandler

Debbie Mihalic
Shawn McCain
Jamie Noland

The school portfolio documents how these groups work together to develop a quality school program to prepare our students to become lifelong learners and responsible productive citizens by creating meaningful learning experiences in a safe, nurturing environment.

Executive Summary

Plain Elementary School Portfolio

Student Needs

The results of student assessment data indicate that our greatest challenges are:
- Primarily our special education population
  - On SCReady ELA 55.1% of student with IEPs scored "Does Not Meet"
  - On SCReady Math 38.2% of student with IEPs scored "Does Not Meet"
- Secondly our African America population
  - On SCReady ELA overall 22% of African-American students scored "Does Not Meet"
  - On SCReady Math overall 20.5% of African-American students scored "Does Not Meet"
  - The number of African-American students scoring "Does Not Meet" increases each year from third grade to fifth grade

To meet the needs of these students, Plain Elementary has implemented:
- Early Morning Risers Tutoring in math and ELA
- Full school inclusion to assist students in the classroom environment
- Utilization of the literacy coach to help students in small groups
- Utilization of a reading interventionist to help small groups of students
- RTI is utilized in grades K-2
- Mentoring groups for students identified as at risk
- Small groups of students identified through low MAP scores receive tutoring in executive skills and academic tutoring

Teacher Quality

The results of teaching and administrator quality show that at Plain Elementary
- 100% of teachers are highly qualified
- 21 teachers have 0-10 years' experience
- 15 teachers have 11-20 years' experience
- 16 teachers have 21-30 years' experience
- 2 teachers have 31+ years' experience
- Teachers have attended professional development session based on the book Rigor is Not a Four Letter Word by Barbara Blackburn
- Teachers have attended vertical team meeting to implement strategies from the book study
- Teachers attend monthly faculty meetings
- Teachers participate in optional technology training
- Teacher leaders conduct optional, high interest professional development offerings

School Climate

Teacher, student, and parent satisfaction of the school climate in the areas of learning environment, home-school relations, and social and physical environment show:
- 60 teacher, 143 student, and 73 parent surveys were returned

- 100% teachers, 94.4% students, and 97.2% parents were satisfied with the learning environment
- 98.3% teachers, 92.3% students, and 89% parents were satisfied with the social and physical environment
- 100% teachers, 84.4% students, and 82.6% parents were satisfied with the home-school relations
- 7.1% of students were unhappy with home-school relations specifically in the area of parents knowing their child's homework assignments
- 0% of teachers were unhappy with any of the 3 major categories, however under learning environment, 15% of teacher felt we did not have a sufficient number of computers
- 0% of parents were unhappy with any of the 3 major categories, however under home-school environment 4.2% felt like the school did not involve them enough in decision making

Significant Challenges

- Transient student population
- Increase of single parent homes & children being raised by grandparents
- Lack of parental support with holding children accountable

Accomplishments

- Plain Elementary has also been awarded the Safe Schools of the Upstate Award for the past five years
- Increase in standardized test scores
- Out performing schools like ours in all areas on SC Ready
- Decrease in students being identified as learning disabled
- Decrease in students needing RTI/LLI in K5 – 2nd grade due to early interventions

<u>**School Profile**</u>
Plain Elementary School Portfolio

Plain Elementary School, a public school located on 18.9 acres in southern Greenville County, serves 917 students in kindergarten through grade five. The school was originally built in 1982. Plain Elementary underwent an extensive renovation and expansion project to accommodate 1,000 students that was completed in 2006.   The facility includes a computer and science lab, two art and two music rooms, multi-purpose room/gymnasium, an atrium with stage, video lab, Panda Path nature trail with an outdoor classroom, and a Grow Healthy Kids organic garden.

The staff at Plain Elementary has various levels of teaching experience that are evenly distributed. There 77 total members of our teaching staff and faculty. There are 21 teachers who have less than ten years of experience, 15 with between ten and twenty years of experience, and 18 with more than twenty years of teaching experience. We currently have over thirty faculty members with advanced degrees and two National Board Certified Teachers. 100% of our teachers are highly qualified. Our teacher attendance rate is strong at 94.5 percent.

At the present time, the total student enrollment is 917. The ethnic composition is 69% Caucasian, 17.1% African American, and 6.4% Hispanic. The remaining 7.5 % of the student population is Alaskan Native, Native Hawaiian, Asian, or multi-racial. The population is comprised of students with a variety of home languages including English, Spanish, and Arabic. The school currently has 36.72% of students receiving free or reduced meals. Plain Elementary has 10.8% of students receiving gifted/talented services, 14.7% of the total school enrollment receives Special Education services. 22.6% of students are learning disabled, 38.3 % receive speech services, 7% are classified with Autism, 11.7% are classified as Developmental Delay, and 7.8% are classified Other Health Impaired. Our student attendance rate is 96.8 percent.

Major Academic and Behavioral Features

- Balanced Literacy
- Response to Intervention/Leveled Literacy Interventions
- Inclusive Practices in all grades
- Author's Tea
- Baldridge Model Best Teaching Practices
- Early Morning Risers
- Chorus/Drama/Art Clubs
- Book Buddies
- Career Day
- Character Education Program (*7 Habits of Healthy Kids*)
- Peer Tutoring
- Parent volunteer tutors
- First in Math
- Accelerated Reader
- Student Leadership
- Student mentoring program
- Virtual Field Trip Classroom
- Morning News Show (WPES)

<p style="text-align:center">**Mission, Vision, and Beliefs**</p>

Mission

The mission of Plain Elementary, in cooperation with our children's home and community, is to prepare students to become lifelong learners and responsible productive citizens by creating meaningful learning experiences in a safe, nurturing environment. Our focus is to create a comprehensive learning organization that understands, cares about, and works with students to attain achievement. We believe that all children can learn, and that all children should be given learning opportunities to meet their unique needs, gifts, and learning styles in order to reach their full potential. We strive to provide students with educational experiences that encourage effective communication, competent problem solving, critical thinking, creativity, responsible actions. We believe that education is a shared responsibility that involves students, teachers and staff, parent and community members all working together for the common goal of student achievement.

Vision

The vision and Identity statement of Plain Elementary is "A School Family- Positively Committed to Excellence." We believe that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork. A standards-based curriculum is implemented to ensure a continuum of learning from kindergarten through fifth grade. Authentic assessment techniques are incorporated into teaching. Technology is integrated throughout the curriculum. Our goal is that students will leave Plain Elementary prepared for future learning with the skills necessary to be successful in the 21st century.

Beliefs

- All children can learn and succeed.
- Instruction must be both differentiated and challenging, and provide real life experiences for our students.
- Teachers must set high expectations for all students.
- Students should feel safe and respected in a child-centered environment.
- Mutual respect and open communication among all staff members is essential for a professional community of learners.
- Students learn best when they are actively engaged in the learning process.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed lifelong learners in our ever-changing technology advanced world.
- Ongoing assessment is critical to continuous improvement and encompasses a variety of formal and informal instruments, including standardized testing, self-assessment, observations, and the tracking of long-term goals.
- Our school climate must foster tolerance and diversity.

Data Analysis and Needs Assessment

National Measures

Iowa Test of Basic Skills (ITBS) and Cognitive Ability Test (CogAT)

The Iowa Test of basic Skills (ITBS) is a nationally normed test given to all students in the second grade. The ITBS provides an in-depth assessment of students' achievement of important objectives and was developed primarily for the purpose of supporting instruction. In Greenville County, the ITBS is used primarily to identify students for the Gifted and Talented Program. Below are the stanine scores for Plain Elementary School for the past five years. The national average for each category is 5.

Subcategories	2012	2013	2014	2015	2016
Vocabulary	N/A	N/A	5	5	N/A
Comprehension	6	7	6	6	6
Word Analysis, Listening, Spelling	N/A	N/A	N/A	N/A	N/A
Math Concepts	5	6	5	5	5
Math Problems and Computations	6	6	N/A	N/A	N/A
Total Mathematics	6	6	N/A	N/A	N/A

Highlight for 2016 ITBS:
- In reading comprehension our students maintained a stanine of 6
- In math our student maintained a stanine of 5
-

The South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.

All students in grades 3–8 are required to take the SC READY except those students with significant cognitive disabilities who qualify for the South Carolina National Center and State Collaborative (SC-NCSC) alternate assessment.

SC Ready ELA

ELA	Grade 3					Grade 4					Grade 5				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Does Not Meet	n/a	n/a	n/a	n/a	10.4%	n/a	n/a	n/a	n/a	10.4%	n/a	n/a	n/a	n/a	14.5%
Approaches	n/a	n/a	n/a	n/a	24.3%	n/a	n/a	n/a	n/a	18.4%	n/a	n/a	n/a	n/a	29.0%
Meets	n/a	n/a	n/a	n/a	38.9%	n/a	n/a	n/a	n/a	40.8%	n/a	n/a	n/a	n/a	37.2%
Exceeds	n/a	n/a	n/a	n/a	26.4%	n/a	n/a	n/a	n/a	30.4%	n/a	n/a	n/a	n/a	19.3%

Percent Meets or Exceeds in ELA	
2016	64.0%
2015	n/a
2014	n/a
2013	n/a
2012	n/a

SC Ready Math

Math	Grade 3					Grade 4					Grade 5				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Does Not Meet	n/a	n/a	n/a	n/a	8.3%	n/a	n/a	n/a	n/a	7.1%	n/a	n/a	n/a	n/a	9.7%
Approaches	n/a	n/a	n/a	n/a	20.1%	n/a	n/a	n/a	n/a	17.5%	n/a	n/a	n/a	n/a	21.4%
Meets	n/a	n/a	n/a	n/a	36.8%	n/a	n/a	n/a	n/a	27.8%	n/a	n/a	n/a	n/a	26.2%
Exceeds	n/a	n/a	n/a	n/a	34.7%	n/a	n/a	n/a	n/a	47.6%	n/a	n/a	n/a	n/a	42.8%

Percent Scoring Meets or Exceeds in Math	
2016	71.8%
2015	n/a
2014	n/a
2013	n/a
2012	n/a

SC Ready Highlights 2015-2016

- Plain Elementary School students scored above the Greenville County averages in English Language Arts and Mathematics.

- In the area of English Language Arts, Plain Elementary had 64% of students meeting or exceeding standards compared to the District average of 50% of students meeting or exceeding standards. Over 75% of fourth grade students met or exceeded standards. Of the students that did not meet, 14.2% of students were approaching the met criteria.

- In the area of mathematics, Plain Elementary had 71.8% of students meeting or exceeding standards compared to the district average of 56% of students meeting or exceeding standards. Of the 71.8% of students who met criteria, fourth grade had 47.6% and fifth grade had 42.8% who exceeded standards.

- Our Writing program has remained very consistent over time. Our school uses a program called *Power Writing*. This program is used in every class at all grade levels. Again this year Narrative, Opinion (Persuasive), and Informational writing was incorporated with *Power Writing* to prepare students for the types of writing prompts that may be a part of testing for the SC Ready.

- Our Early Morning Risers program has been successful in assisting students that scored *Need Support* on ACT Aspire to improve their scores and in a larger percentage move students out of this category. For the last five years, most students increased their MAP TIT score from Fall to Spring testing. The program utilizes two computer programs, Compass Learning and First and In Math, to assist students with areas of weakness.

**Palmetto Assessment of State Standards (PASS)**

Palmetto Assessment of State Standards (PASS) is given to elementary students in grades 4, and 5 in the content areas Science and Social Studies. The criterion-referenced tests measure student performance against established state curriculum standards. There are limitations to the depth of information that can be provided for individual or classroom purposes. Additional testing at the classroom level is necessary for a more complete understanding of student performance on curricular components. Information gained shows which subgroups as a whole might be most in need of additional instruction. The South Carolina Annual Report Card shows Plain Elementary is making significant progress toward meeting the state goal for student performance.

PASS Science

SCIENCE	Grade 3					Grade 4					Grade 5				
Performance Level	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Not Met	29.2	21.8	18.6	n/a	n/a	13.5	15.2	14.9	18.9	14.3	16.0	17.1	15.4	11.0	19.4
Met	33.8	52.6	54.3	n/a	n/a	67.6	58.0	63.6	68.9	64.3	53.3	63.2	52.3	51.0	49.3
Exemplary	36.9	25.6	27.1	n/a	n/a	18.9	26.8	21.4	22.2	21.4	30.7	19.7	32.3	38.1	31.3

Percent Scoring Met/Exemplary in Science	
2016	83%
2015	85.1%
2014	83.7%
2013	82.0%
2012	80.4%

PASS Social Studies

SOCIAL STUDIES	Grade 3					Grade 4					Grade 5				
Performance Level	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Not Met	24.2	13.9	21.4	n/a	n/a	16.9	10.9	7.1	11.5	7.9	13.2	13.3	12.3	11.0	14.6
Met	47.0	48.1	44.3	n/a	n/a	41.2	34.8	42.9	50.7	45.2	44.7	24.0	33.8	34.2	36.8
Exemplary	28.8	38.0	34.3	n/a	n/a	41.9	54.3	50.0	37.8	46.8	42.1	62.7	53.8	54.8	48.6

Percent Scoring Met/Exemplary in Social Studies	
2016	88.5%
2015	88.8%
2014	86.4%
2013	87.3%
2012	81.9%

PASS 2015-2016 Highlights

- Plain Elementary School students scored above the Greenville County averages in Science and Social Studies.

- In the area of Social Studies, students have maintained high levels of achievements by scoring above 88% for the past two years. Our fourth grade students have increased both the number of students passing (88.5% to 92.0%) as well as the number of students performing exemplary (37.8% to 46.8%).

- In the area of Science, Plain Elementary has maintained a percentage of 85% of students meeting criteria for four consecutive years.

- Our utilization of the Virtual Field Trip Lab has provided authentic learning environments in the areas of science and social studies. All students participate in a variety of learning experience that align with current content standards. Over the last five years our students have improved testing scores and maintained high levels of academic achievement in the areas of Social Studies and Science.

Needs Assessment

- Meeting the needs of students identified as living in Poverty.

- Closing the achievement gap with our students on subsidized meals, disabled students, and African American students.

- Meeting the needs of our high-achieving students in Reading with increased rigor school-wide and differentiated literacy groups in all classrooms.

- Decreasing teacher-pupil ratios to provide the time needed to address individual students learning needs.

- Training related to Balanced-Literacy program so there is comprehensive understanding of how to implement all three components of the Balanced Literacy Program in Reading, Writing, and Language and Word Study.

- Consistently implementing Everyday Calendar Counts Math program. Implementation and consistency varies by grade level and should be implemented fully.

- Expanding reciprocal business partnerships should be considered with new and existing businesses.

- Increased percentage of students with varying degrees of autism and the training needed for the teachers to be able to manage these types of students in a regular education classroom.

- On-going staff training to address the needs of special education students. Inclusive practices are now being utilized school-wide.

- Implementing the South Carolina College and Career Readiness Standards and preparing assessments to correlate with both the curriculum and SC Ready.

Surveys and Questionnaires

The School District of Greenville County administers the National Study of School Evaluation and School Climate Survey as part of the overall effort to provide more valid, reliable, and comprehensive information to the schools and to the community via *The Education Plan*. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement.

The survey is distributed in all of the schools in Greenville County in the spring of each school year. Also, in 2012-13, as part of the Accreditation process through AdvancED, an additional survey was given to the teachers, parents, and students to assist with our self-assessment process. Surveys are distributed to the teachers, 5th grade students, and the parents of 5th grade students at Plain Elementary. This yearly survey is to assess the school's learning environment, parent- school relationships, and social and physical factor's related to the school.

Here are the responses from Students, Teachers and Parents from both the National Study of School Evaluation and School Climate Survey and the self-assessment survey completed through AdvancED:

The National Study of School Evaluation and School Report Card Climate Survey

Student Results

The students' survey is divided into four main sections: Quality of the Instructional Program, Support for Student Learning, School Climate/Environment for Learning, and School Activities/Involvement in School.

Respondents are given general statements about the school and asked to mark on a five-point Likert scale: 1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree, 5) Strongly Agree

Student responses are listed below in Table 1. The results indicate that the respondents were very satisfied with Plain Elementary.

Section	Items	Percentage of Category	Total %
Quality of the Instructional Program	18	37.4% Agree and 58.2% Strongly Agree	95.6%
Support for Student Learning	6	29.8% Agree and 66.7% Strongly Agree	96.5%
School Climate and Environment for Learning	35	32.9% Agree and 62.5% Strongly Agree	95.6%
School Activities and Involvement in School	43	21.6% Agree and 70.9% Strongly Agree	92.5%

Table 1: 5th Grade Students at Plain Elementary School
Student Results: AdvancED Self-Assessment

Section	Number of Items	Total Percentage of Category
Purpose and Direction	2	89.21% Agree, 9.11% Not Sure, 1.68% Don't Agree
Governance and Leadership	3	74.74% Agree, 20.54% Not Sure, 4.72% Don't Agree
Teaching and Assessing for Learning	8	78.03% Agree, 17.54% Not Sure, 4.44% Don't Agree
Resource and Support Systems	4	86.09% Agree, 11.39% Not Sure, 2.52% Don't Agree
Using Results for Continuous Improvement	3	70.82% Agree, 17.99% Not Sure, 11.19 Don't Agree

Areas of Strengths from the Student Survey:
- Teachers use ways of teaching that help students achieve the knowledge and skills they are expected to learn.
- Students feel strongly that the tests that are given, mirror the information taught in class.
- Our staff provides a safe and orderly environment for learning.
- Students feel safe traveling to and from school.
- Parents are welcome in our school.
- Parents are involved and support school functions.

Areas to Improve from the Student Survey:
- Students feel that their classes could be more interesting and fun.
- Students look forward to going to school each day.
- The classroom environment is perceived as being safe and conducive to learning.

Teachers

The teacher survey was divided into five main sections: Quality of the Instructional Program, Support for Student Learning, School Climate/Environment for Learning, School Organization and Administration, and Job Satisfaction. Respondents were given general statements about the school and were asked to mark on the same five-point Likert scale, which is standard to the overall set of surveys.

Teacher responses are recorded in Table 2. The results indicate that the respondents were very satisfied with Plain Elementary.

Table 2: 5th Grade Teachers at Plain Elementary School

Section	Items	Percentage of Category	Total %
Quality of the Instructional Program	27	6.7% Agree and 93.3% Strongly Agree	100%
Support for Student Learning	1	11.8% Agree and 88.2% Strongly Agree	100%

School Climate and Environment for Learning	35	8.0% Agree and 92.0% Strongly Agree	100%
School Activities and Involvement in School	43	42.1% Agree and 57.9% Strongly Agree	100%

Teacher and Staff Results: AdvancED Self-Assessment

Section	Number of Items	Total Percentage of Category	Total Strongly Agree & Agree
Purpose and Direction	5	76.92% Strongly Agree, 22.15% Agree, 0.92% Neutral	99.07%
Governance and Leadership	10	70.77% Strongly Agree, 28.15% Agree, 0.77% Neutral, 0.31 Disagree	98.92%
Teaching and Assessing for Learning	20	57.15% Strongly Agree, 38.38% Agree, 3.69% Neutral, 0.62% Disagree	95.53%
Resource and Support Systems	11	63.78% Strongly Agree, 33.85 Agree, 1.96% Neutral, 0.42% Disagree	97.63%
Using Results for Continuous Improvement	7	65.95% Strongly Agree, 17.99% Not Sure, 11.19 Don't Agree	83.94%

Areas of Strengths from the Teacher Survey:
- Our school actively promotes parent/teacher communication.
- Our teachers regularly communicate with parents of their students**.**
- Parents feel welcome in our school.
- Teachers hold high expectations for student learning.
- Teachers provide instructional activities that involve students in their learning.
- A variety of teaching strategies and learning strategies is provided to students to help them learn.

Areas to Improve from the Teacher Survey:
- Technology is sufficiently available to support my instruction.
- The level of teacher and staff morale is high at my school.
- Parents at my school are interested in their children's schoolwork.
- Parents at my school support instructional decisions regarding their children.
- Parents at my school cooperate regarding discipline problems.

The teaching and learning environment provides opportunities for all students to achieve. Parental involvement is encouraged through numerous communication tools. Results indicate that teachers would prefer more participation in school-wide meetings and other school events as well as more parental support for instructional decisions regarding their children.

Parents

The parent survey was divided into four main sections: School/Parent/Community Relations, Quality of the Instructional program, Support for Student Learning, and School Climate/Environment for Learning. Respondents were given general statements about the school and were asked to mark the five-point Likert scale: 1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree, 5) Strongly Disagree or in some cases: 1) I Do This, 2) I Don't Do This But Would Like to, 3) I Don't Do This and I Don't Care to

Parent responses are recorded in Table 2. The results indicate that the respondents were very satisfied with Plain Elementary.

Table 3: Parents of 5th Grade Students at Plain Elementary School

Section	Items	Percentage of Category	Total %
Quality of the Instructional Program	5	**44.1% Agree and 49.2% Strongly Agree**	**93.3%**
Support for Student Learning	4	**46.7% Agree and 49.6 % Strongly Agree**	**96.3%**
School Climate and Environment for Learning	21	**54.4% Agree and 41.2% Strongly Agree**	**94.6%**
School Activities and Involvement in School	16	**36.4% Agree and 59.3% Strongly Agree**	**95.7%**

Areas of Strengths from the Parent Survey:
- The school's overall friendliness.
- -The school's efforts to give important information to parents.
- How the school is doing overall.
- The school's attempts to encourage parental involvement.
- The school's attempts to schedule events and activities when parents are available to attend.
- Parents make sure that their child does his/her homework

Areas to Improve from the Parent Survey:
- Parents would like the school to make changes based on parental suggestions.
- Parents would like teachers to formally invite them to visit during the instructional day.
- Parents feel that they would like to participate more in school committees.

Parents are pleased with the learning environment and the quality of instruction. Parents are actively seeking ways to become better involved and to serve on committees to assist the school.

School Report Card Survey

The SC State School Report Card contains a teacher, parent, and student survey. The survey contains three key questions which allow schools to compare the opinions of all three stakeholders: students, teachers and parents. These three categories for comparison are:

- **Satisfaction with Learning Environment**
- **Satisfaction with Social and Physical Environment**
- **Satisfaction with School- Home Relations**

A comparison of the scores indicates that students, teachers, and parents believe that Plain Elementary provides a high quality instructional program with an emphasis on differentiated strategies to help all students learn. Students, teachers, and parents rated the quality of the instructional program at 93.8% or higher. All three stakeholders believe that the school provides numerous ways to support student learning including: Early Morning Risers, computer applications that can be utilized at school and at home, and early identification of struggling readers through the Response to Intervention (RTI) program. All three groups believe that Plain Elementary provides a climate and environment that is conducive to learning and allows students to learn at their own individual rate while providing assistance and support.   However, parents differ from teachers in their opinion of the level of involvement of parents with the school's events and activities. Parents feel that they would like to become more involved with the school, but list their work schedule as a major factor in being able to participate in activities provided during the school day.

Parent Survey Results:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	97.2.0% Agree & Strongly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	82.6.0% Agree & Strongly Agree
I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	90.0% Agree & Strongly Agree

Student Survey Results:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	94.4.0% Agree & Mostly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	92.3% Agree & Mostly Agree

I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	84.4% Agree & Mostly Agree

Teacher Survey Results:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	100% Agree & Mostly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	98.3% Agree & Mostly Agree
I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	100% Agree & Mostly Agree

Action Plan

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	73 percentile	77th percentile	70th percentile	

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	55 percentile	63rd percentile	51st percentile	

Fall 2014 students began taking a new form of the ITBS

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	

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	48th percentile	

Fall 2014 students began taking a new form of the ITBS

SC READY ELA

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

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

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

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

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual	64%		
District Projected	X		
District Actual	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		
School Actual	71.8%		
District Projected	X		
District Actual	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 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

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

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			

	Baseline 2014-15	2015-16	2016-17	2017-18
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

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

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

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

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

American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

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

SCPASS SCIENCE

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X		86.8	
School Actual	85.0	83.2		
District Projected	X	73.9		
District Actual	74.4	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: 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		91.5	
School Actual	89.0	89.0		
District Projected	X	82.2		
District Actual	83.3	78.8		

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

Strategies and Actions

STRATEGY : *Reading* Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will identify all subgroups that score *Not Met, Met, & Exemplary* on every subject area measured by SC Ready & use MAP data to make instructional decisions.	Sept. 29, 2017	All teachers, IC, Sp. Ed, challenge, Administrators	No Cost	NA	Teacher Portfolio Data
Grade level teams will analyze benchmark tests and MAP results to develop goals and strategies to increase student achievement.	Sept. 29, 2017	Teachers in grades 2-5, IC, Sp. Ed., Challenge, Administrators	No Cost	NA	Completed MAP Student Goal data charts with comparison data for math, reading, and language arts.
Weekly grade level planning	Aug. 2017-May 2018	Homeroom teachers	No Cost	NA	Grade level meeting minutes, strategies and plans for instruction
Continue to utilize Balanced-Literacy Instruction School- wide	Aug. 2017-May 2018	All teachers	None	NA	Lesson Plans and Balanced-Literacy Schedule
Use Learning Focused Strategies School-wide in all curriculum areas (EATS Lesson Plan Format – Essential questions posted and used to guide lessons).	Aug. 2017-May 2018	All Teachers	None	NA	Lesson plans, classroom observations
Use Power Writing school-wide to increase students' written composition skills	Aug. 2017-May 2018	All Teachers	None	NA	Lesson plans, and classroom observations
Students scoring *Approaches* on SC Ready will be offered remediation through a before school program in ELA. Compass Learning, a web-based program will be used for remediation.	Oct. 2017-April 2018	IC and certified teachers			SC Ready Results
Share student's strengths, weaknesses, and goals with parents during student/parent/teacher	Oct. 2017	All teachers	None	NA	Teacher conference log, Data Notebooks

conferences.					
Teachers will use a variety of resources to provide practice and assessment of student performance on a quarterly basis: • Reading Benchmarks, Running Records, F&P Benchmark Assessment • Integrated Reading Unit Tests • Common Assessments	Oct. 2017-May 2018	All teachers	$1000- $3000	Local Funds	Lesson Plans, MAP and ACT Aspire performance data, Progress reports, completed Benchmark Records
STRATEGY: _**MATH**_ **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Teachers will identify all subgroups that score _Not Met, Met, & Exemplary_ on every subject area measured by SC Ready & use MAP data to make instructional decisions.	Sept. 30, 2017-May 2018	All teachers, IC, Sp. Ed, Challenge, Administrators	No Cost	NA	Teacher Portfolio Data
Grade level teams will analyze benchmark tests and MAP results to develop goals and strategies to increase student achievement.	Sept. 30, 2017-May 2018	Teachers in grades 2-5, IC, Sp. Ed., Challenge, Administrators	No Cost	NA	Completed MAP Student Goal data charts with comparison data for math, reading, and language arts.
Weekly grade level planning	Aug. 2017-May 20178	Homeroom teachers	No Cost	NA	Grade level meeting minutes, strategies and plans for instruction
Share students' strengths, weaknesses, and goals with parents during student/parent/teacher conferences.	Oct. 2017-May 2018	All teachers	None	NA	Teacher conference log, Data Notebooks
Staff provided with on-going professional development opportunities in the area of technology,	Aug. 2017-May 2018	All teachers Media Specialist Instructional	None	NA	Professional development records

focused learning, quality tools, & best practices.		Coach			
Use Learning Focused Strategies School-wide in all curriculum areas (EATS Lesson Plan Format – Essential questions posted and used to guide lessons).	Aug. 2017 – May 2018	All Teachers	None	NA	Lesson plans, classroom observations, professional development record show Learning Focused training
Teachers will continue a school-wide math initiative called "The Great Math Race". This initiative is to encourage students to learn basic facts at each grade-level. A competition among each grade level will help to encourage students to master their basic facts.	Dec. 2017-May 2018	All Teachers Math Vision Team	None	NA	Data collection on classroom walls, student data folders,
Compass Learning will be used school-wide to strengthen math skills.	Oct. 2017-May 2018	All teachers, parents, & students Training by Compass Learning Rep.	None	NA	Lesson plans, MAP and SC Ready performance data, Progress reports
First-In-Math, a web-based program that can be utilized at both school and home, will be used to strengthen math skills and provide individualized instruction.	Oct. 2017-May 2018	All teachers, parents, & student	$6000 yearly	Local Funds	Lesson plans, MAP and SC Ready performance data, Progress reports, Earned Stickers
Teachers will use a variety of resources to provide practice and assessment of quarterly student performance. • Math unit tests (district) • Common assessments	Oct. 2017-May 2018	All teachers	None	NA	Lesson plans, MAP and SC Ready performance data, 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: To ensure that all staff members are Highly Qualified and to provide professional development that directly correlates to the student achievement goals in ELA, Math, Science, and Social Studies. 100% of the staff will be classified Highly Qualified. To provide an effective system of staff development that will ensure that qualified, technologically certified personnel are in all teaching positions in the school. 100% of teachers and administration staff will maintain their technology proficiency by obtaining at least 30 hours of professional development on a variety of different technology programs and applications.

ANNUAL OBJECTIVE: To maintain 100% of the Plain Elementary School Staff as Highly Qualified.

DATA SOURCE(S): Professional Development Plan, individual teachers' professional growth records, teacher certification information.

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will utilize laptops, chromebooks, and Ipads with their classroom instruction. A variety of software and web-based programs will be used to enhance classroom instruction and to focus strategies on mastery of SCCCR standards.	Sept. 2017- May 2018	Faculty and staff Guidance Counselors Teachers Instructional Coach Administrators	No Cost		Teachers will utilize update computers and other hardware equipment for instruction and other school related programs daily.
Teachers will be offered professional training in best practices strategies for using technology in a 1-1 classroom.	Aug.2017 – May, 2018	Guidance Counselors Teachers Instructional Coach Administrators	N/A	none	Attendance Seminar and/or workshop evaluations Lesson Plans Long Range Plans Technology Units

STUDENT ATTENDANCE

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.5	97.1	96.9	97.1	96.8		
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		

Learning Environment

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from __95.7%__ in 2012 to __96.4%__ by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.6	95.8	96.0	96.2	96.4
School Actual	95.7	95.6	89.9	99.0	97.3		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	88.2	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: Increase the percent of students who are satisfied with the learning environment from __88%__ in 2012 to __90.8%__ by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 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	90.0	90.2	90.4	90.6	90.8
School Actual	88.0	93.4	91.6	95.0	94.4		
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	82.4	83.8		

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 98.0% in 2012 to 99.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _0.2_ 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	99	99.2	99.4	99.6	99.8
School Actual	98.0	100	100	100.0	100.0		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.7	91.7		

Safety

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 93.8% in 2012 to 95.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.0	94.2	94.4	94.6	94.8
School Actual	93.8	95.6	91.1		97.3		
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 95.5% in 2012 to 96.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 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	95.6	95.8	96.0	96.2	96.4
School Actual	95.3	95.5	95.7	95.8	92.4		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	90.5	91.1		

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

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

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	100	100	100	100	100
School Actual	100	100	100	100	98.3		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.5	98.4		

Strategies and Actions

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Develop and implement school safety and crisis management plans.	Aug.-June, 2017-2018	Faculty and staff Parent and Community volunteers	$200	Extended Day Funds PTA	Crisis Drill critique sheets Yearly inspections
Maintain open lines of communication between home and school.	Aug.- June, 2017-2018	Faculty and staff PTA		Extended Day funds PTA	PTA attendance Communication logs Websites Signed weekly reports School Report Card
Provide parenting seminars and workshops.	Aug.-May, 2017-2018	Guidance counselors Teachers Instructional coach Administrators	$100	PTA	Attendance Seminar and/or workshop evaluations
Provide guidance lessons on Stephen Covey's 7 Habits of Highly Effective People	Sept.2017- May 2017	Guidance counselors Teachers Instructional coach	$200	State Education Funds and PTA	Guidance Lesson Plans Displays in hallways and classrooms School-wide initiative mention daily on the Morning Show
Provide parents with information pertaining to expectations, school goals, and programs.	Aug.-May, 2017-2018	Guidance counselors Teachers Instructional coach Administrators	$1000	Extended Day Funds Local Funds	Student handbook Syllabus Weekly updates School newsletter Community newspapers School websites School calendar
Provide review of certain components of the Learning Focused initiative for all teachers at Plain.	Aug. 2017-18 Ongoing	All Teachers	None	NA	Professional development record
Provide a review of the Quality Tools and have teachers use	Aug. 2017-18	All Teachers	None	NA	Professional development record

those tools to enhance instruction and to again feedback from students and parents as to the student's academic and social growth and well-being.	Ongoing				
Parent and staff membership in the PTA will be 98.5 percent or higher.	Aug. to Sept. 2017	All teachers	No Cost	NA	Record of Membership
Teachers will provide students with opportunities to identify ways they can improve their learning environment.	Aug. to May 2017-18	All teachers and students	No Cost	NA	Displays of Quality tools, and the use of Data notebooks
Teachers and students will use continuous improvement model such as the class mission statement, Issue bins, Plus/Delta, Affinity charts, etc.	Aug. to May 2017-18	All teachers and students	No Cost	NA	Mission statement, issue bin, and Plus/Delta as well as other tools in classrooms
Teachers and students will set and measure individual goals both academic and behavioral.	Aug. to May 2017-18	All teachers and students	No Cost	Parent donations for notebooks and paper	Data notebooks
Communication of learning strategies through horizontal teams.	Weekly Monthly Aug. – May 2017-18	All teachers, Administrators, Instructional Coach	No Cost	NA	Weekly grade level meeting minutes
Students will be taught a variety of learning strategies, time management, and personal skills such as continuous improvement tools and through Learning Focus strategies.	Aug.2017-May2017	Guidance Counselors, Instructional Coach	No Cost	NA	Lesson plans and Data notebooks, classroom displays
Collaborative grade level planning to align curriculum, share best practices, and give feedback on staff concerns.	Aug. to May 2017-2018	Principal	No Cost	NA	Weekly Feedback sheets with responses for the principal, Survey results from faculty and staff
Research-based strategies for Inclusive practices will be identified and developed to improve student learning through book studies and reviews of educational research studies.	Aug. to May 2017-18	Principal, Asst. Principal, Teachers, Instructional Coach	$826	Extended Day Funds to purchase books	Attendance logs, Meeting minutes, Lesson plans

Professional Development 2017-2018			
In-service Title	**Date**	**Time**	**Location**
Back to School Meeting	8/15/2017	8:00	Atrium
New Teacher Orientation	8/16/2016	9:00	IC Room
Power Teacher Gradebook (attend 1)	8-28 to 8-31	3:00	IC Room
Safety Training	9/13/2017	3:00	Library
Shared Literacy in the primary classroom Using Google Drive, Docs, and Slides	10/18/2017	3:00	Library
Interactive Read-aloud (primary) Continuing to use Google Apps for Education	11/15/2017	3:00	Library
Using engagement inventories to know your readers Answer Garden and 321	1/17/2018	3:00	Library
Meeting the Needs of the Gifted Learner:	1/17/2018	3:00	Library
ESOL: Can-Do Indicators:	2/21/2018	3:00	Library
Conferencing with students Using Discovery Education	2/21/2018	3:00	Library
Identifying Students with Speech/Language Problems:	3/21/2018	3:00	Library
Whole Group Reading Strategies in the primary classroom Jigsaw Groups with Discovery Education	3/21/2018	3:00	Library
How to use data collected in the reading conferences Collaborative use of Discovery Education and Google Classroom	4/25/2018	3:00	Library
Optional Technology Training	Second Thursday	3:00	IC Room
Optional Balanced Literacy Training	Second Tuesday	3:00	IC Room
Optional Writing Training	Second Wednesday	3:00	IC Room
Optional Make and Take	Second Monday	3:00	IC Room

Important Website Links

State Department Website Link
www.ed.sc.gov

School Report Card Link
http://www.ed.sc.gov/data/report-cards/

Federal Accountability Rating System
http://www.ed.sc.gov/data/esea/