

# Armstrong Elementary School Portfolio



**Debra Reid Johnson, Principal**  
**8601 White Horse Road**  
**Greenville, SC 29617**

**Superintendent: Burke Royster**

*"Striving for Excellence"*

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Armstrong Elementary School

**SCHOOL DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2014-15 (*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

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Denise Ferrara		
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Debra Johnson		
PRINTED NAME	SIGNATURE	DATE

SCHOOLADDRESS: 8601 White Horse Road., Greenville, South Carolina 29617

SCHOOL'S TELEPHONE: (864) 355-1100

PRINCIPAL'S E-MAIL ADDRESS: drjohnso@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.

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

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	Debra Reid Johnson
2. TEACHER	Tonya Jordan
3. PARENT/GUARDIAN	John Rogers
4. COMMUNITY MEMBER	Lisa Horvath
5. SCHOOL IMPROVEMENT COUNCIL	Denise Ferrara

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

Position	Name
Administrative Assistant	Tracy Atkins
Instructional Coach	Lisa Hansen
Title I Facilitator	Suzie Hill
Guidance Counselor	Amy Reese
Parent	Angelique Weaver
Parent	Ashley Baldwin
LEA	Kenyetta Smith

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

## ASSURANCES FOR SCHOOL PLAN

### Act 135 Assurances

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

**X** **Academic Assistance, PreK–3**

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

**X** **Academic Assistance, Grades 4–12**

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

**X** **Parent Involvement**

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

**X** **Staff Development**

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

**X** **Technology**

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

**X**     **Recruitment**

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

**X**     **Collaboration**

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

**X**     **Developmental Screening**

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

**X**     **ALL-Day Child Development**

The school provides all-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

Our school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories utilized in this school portfolio are-

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- Annual School Report Card

This school portfolio is a living document that describes Armstrong Elementary and includes actual evidence of our work. It describes the Armstrong Elementary Community, our vision for the school, goals, plans, progress, and achievements in the context of client demographics, school/stakeholder needs, and school partnerships. The portfolio describes how we build and utilize our overall school plan for the purpose of increasing student achievement and learning, which is our ultimate outcome. One can see an overview of all the progress and changes we have been able to accomplish within each section and throughout the school during this time. This portfolio also shows how all of these parts fit together to make our school a positive, safe place for our students and faculty members

A team of teachers was involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work on the school portfolio. In addition, information for the SACS School Report was gathered through input by parents, students, and community stakeholders, as well as teachers. Each SACS accreditation subcommittee had parent and/or community stakeholder representation. Input was also received by students, parents, and teachers as reported on The School Report Card survey.



# Leadership

The Principal at Armstrong Elementary School is Debra Reid Johnson. This is Mrs. Johnson's third year serving in this capacity. Leadership is supported by Administrative Assistant Tracy Atkins, Lisa Hansen, Instructional Coach, and Suzie Hill, Title I Facilitator.

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

- The Armstrong Faculty Council, made up of the Principal and Grade/Department Representatives was established to:
  - ensuring the implementation of district and state standards and school vision
  - reviewing data and planning for improvement
  - encouraging and modeling school wide-expectations
  - updating and reviewing the school portfolio plan
  - guide, enforce, and reinforce the school portfolio plan
  - coordinating grade level activities
  - attending monthly council meetings
  - communicating team concerns, successes, and feedback
  - participating in the development of Title I Needs Assessment
  
- School Accreditation Teams and Committees are also in place to coordinate events throughout the school year such as American Education Week, Black History Month, and a variety of other activities. A key role of these teams is to investigate different approaches to achieving our goals. The teams may recommend specific courses of action that will support the implementation of a high quality instructional program aligned with the state's curriculum standards to celebrate various national holidays and observances.

- Grade Level Teams - The purpose of grade-level teams are to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher will:
  - participate in meetings with his/her grade level
  - coach and support the implementation of the standards
  - study and support each other's implementation of *Best Practices*
  - support grade level efforts to integrate writing across the curriculum
  - plan instruction based on current common assessment data
  
- 3. Vertical Teams - The purpose of the vertical teams is to maintain consistency, specifically to:
  - improve instruction school-wide
  - create continuums to implement the CCSS across the grade levels
  - advise the strategic planning team of progress and concerns of grade-level and
  - vertical team meetings
  - coach and support the quality implementation of subject areas
  - -demonstrate the implementation of subject standards for teachers in each
  - subject area
  - review data for improvement

# Executive Summary

- Needs Assessment for School Climate: (Parent Survey)

- According to our parent survey, more communication needs to take place to keep parents informed of: PTA meetings, classroom activities, school safety, and curriculum/assignments for students.

- Needs Assessment for Student Achievement: (PASS data, Student Survey)

- PASS data indicates that there is a trend in all content areas with students' scores increasing from 3<sup>rd</sup> to 4<sup>th</sup> grade, but decreasing or remaining static in 5<sup>th</sup> grade.
- Professional Development and scheduling need to take place to address PASS data and teacher surveys to allow time for more vertical articulation, content integration, and inclusion training to address this issue.

- Needs Assessment for Teacher and Administrator Quality: (Survey)

- According to our faculty survey, teacher lesson plans, and teacher observations, all faculty and administration need professional development on: creating CCSS-based common assessments; mainstreaming and inclusion co-teaching; and PLC model training.

- Significant Challenges for 2010-2013:

- Armstrong Elementary's population of English Language Learners has increased. This increase in ELL students was the guiding force behind the decision to try and include as many inclusion model ESOL classes, as well as RTi/Soar inclusion classes so students are able to remain in their home classrooms rather than being pulled for small group instruction.

- Significant awards, results, or accomplishments for 2010-2013:

- Armstrong was a SEED 2 Grant Recipient for the 2012-2013 school year, and participated as a Program School for the Upstate Writing Project. This training has enabled our 3<sup>rd</sup> through 5<sup>th</sup> grade teachers to receive 45+ hours of Common Core-Based Writing Instruction. Alexander Elementary was our partner school in this grant, and both schools have pooled resources to provide Year 2 training for 3<sup>rd</sup> through 5<sup>th</sup> as well as Year 1 training for 5K-2<sup>nd</sup> grade teachers.
- Armstrong was a PEP Grant Recipient for the 2012-2013 school year. This grant provided many instructional resources for all teachers as well as a collection of 15 books for every student to take home in a book bag and keep for their own personal use.

# School Profile

## Armstrong Elementary

**8601 White Horse Road**

Greenville, SC 29617

Telephone: (864) 355-1100

Fax: (864) 355-1158

[www.greenville.k12.sc.us/armstrng/](http://www.greenville.k12.sc.us/armstrng/)

**Grades:** K (4 Year Olds) - 5th Grade

**Enrollment:** 417

**School Location:** 8601 White Horse Road on White Horse Road

Directions - <http://www.greenville.k12.sc.us/gcsd/Schools/directions.asp>

**Principal:** Debra Johnson

email: [drjohnso@greenville.k12.sc.us](mailto:drjohnso@greenville.k12.sc.us)

## School Facility Summary

- Building includes Gym, Music, Art Rooms, Computer Lab, Science Lab
- Building with 33 Classrooms, Library, Guidance Office, Social Work Office
- Speech Lab • Parent Resource Room • PTA Office, Pyschologist/Occupational Therapy Room, Cafeteria, Small Dining Room, Faculty Lounge
- Faculty Workrooms on each hall

## Awards and Honors

- Artist In Residence
- Donors Choose Grant
- Palmetto Silver Award (4years)
- Public Education Partners
- Red Carpet School
- Roper Mountain Holiday Lights Winner
- Safe Kids School
- Terrific Kids
- Wal-Mart Grant Recipient
- Webmaster's Choice Silver Award
- Who's Who Among America's Teachers

## School Personnel Data

- Administrators - 2
- Teachers - 33
- Support Staff - 10
- National Board Staff - 4
- Percentage of Teachers with Master's Degree or above – 48%
- Percentage of Teacher Attendance – 94.6%

## School Profile Summary

Armstrong Elementary School has experienced many changes in recent years. Our student enrollment has changed in terms of cultural diversity, and our faculty and staff have grown to accommodate our changing population. As we have grown, our student population has become more diverse regarding both ethnicity and socio-economic status. Our free and reduced lunch percentages have risen rapidly. Currently approximately of our student population receives free or reduced lunch. Armstrong also provides universal free breakfast to all students. Due to our percentage of students on free and reduced lunch, we became a Title I school for the 2004-2005 school year. Through research, best practices, and targeted professional development, our school strives to improve student achievement with a focus on math and language arts.

In addition to excellent educational opportunities, Armstrong Elementary School also encourages participation in various clubs and groups. Our programs include chorus, an after school extended day program, character education, Jump Rope for Heart, safety patrols, and student council. Armstrong has an active PTA that supports school activities, provides quarterly newsletters, and is available to support teachers through purchasing instructional materials and student incentives. The PTA also hosts various events for the students including Meet the Teacher day, Teacher Appreciation Week, Family Movie Nights, Parent Trainings, Parent Homework Helper, and quarterly PTA meetings.

Armstrong rewards academic achievement in many ways. We have Academic Honor Roll, Principal's Honor Roll, End of the Year Celebrations, classroom-based student recognition programs such as Terrific Kids. In addition to this, on any given day, a student may come to the office with a note of praise from the teacher and receive special recognition from the office. Armstrong promotes reading through many parent involvement activities that focus on the importance of reading with your child.

Armstrong Elementary School also teaches students that in order to become responsible individuals, we must reach out to others. Each year at Christmas the faculty and staff, business partners, and Santa Helpers provide Christmas toys and gifts for numerous families in need. To help others in our community and beyond, our students also participate in many goodwill and fundraising activities such as: *Goodies for Soldiers*, *Jump Rope for Heart*, *Pennies for Patients*, *Can Food Drive*, and *Juvenile Diabetes*. Armstrong faculty members have made donations to the United Way and sponsored canned food drives for local food pantries along with Toys for Tots during the holiday season. One local church also is providing weekend food bags to many of our students.

As we continue to '*Strive for Excellence*' in looking to the future, our challenge remains to meet the needs of each student, both academically and socially so that we do our part in preparing tomorrow's leaders and help them achieve their personal best. Each child is important, and deserves the very best we have to offer.

# School Governance and Financial Management

Armstrong Elementary school is under the jurisdiction of Greenville County Schools. All financial claims and monies are handled using the processes that the school district has set forth. Additional funds that may become available at the school level are requisitioned using the appropriate forms and are approved by the principal. PTA allows teachers the opportunity to request funds for special projects within their classrooms. Teachers submit proposals and the PTA Board decides whether or not to issue funds.

## Parent Involvement

Title I has provided funding for a full-time Parent Involvement Coordinator. This position provides many services for school personnel as well as our school community. Our Parent Involvement Coordinator is bilingual, so she serves as a translator at parent trainings, teacher conferences, and whenever her services are needed at the school. A complete analysis and breakdown of this position can be found in the AES Title I Plan. Classroom teachers are also responsible for numerous parent involvement activities which include Authors' Tea, PASS Review Night, Math Olympics, Immigration Day, and The Wizard of Oz production.

## Business Partnerships

Partner	How Partner is Utilized
Furman University	Clinical observations and America Reads tutors
North Greenville University	Clinical observations and Practicum Students
Wal-Mart	Donations and reduced pricing when purchasing large quantities of materials for students In-house Food Bag Project
Berea First Baptist	Weekend Food Bags
Mountain Hill Baptist College	Good News Club
Mt. Sinai Baptist Church	Facility use for Christmas Program
Greenville Drive	Reading All Stars
Greenville Road Warriors	Corporate Sponsorship
Kiwanis Club	Sponsor of Terrific Kids Program
Lowes	Donations for landscaping
Hagins Landscaping	Donations for landscaping

# Instructional and Organizational Priorities

Overall, the content of the curriculum, the instructional strategies, and their effectiveness, the monitoring of student achievement, instructional effectiveness, and the professional development programs of our school are congruent with each other and are well aligned with the schools mission and beliefs.

Based on studies done for the SACS and our school portfolio, the following instructional organizational priorities have been established:

- Student achievement and performance standards for self-assessment, as well as school-wide improvement
- Continuing development of collaborative networks with families and community members
- Continuing development of a collaborative decision-making process these same studies have helped us to establish the following student learning needs and desired results.
- Personal and Social Responsibility-Increased evidence of students taking responsibility for personal actions, demonstrating respect for self and others, and good citizenship
- Thinking and Reasoning Skills-Increased evidence of students gathering information and using varied strategies to learn and generate new ideas
- Communication Skills-Increased evidence of students using, understanding, and analyzing a variety of communication forms

School's Major academic and behavioral features/programs/initiatives:

Academic Honor Rolls • Advanced Technology (ActiveExpressions, computers, laptops, promethean boards) • American Reads Furman Tutors • Bi-Lingual Parent Involvement Coordinator • Chorus/Glee Club • Classroom Libraries • Curriculum and Family Nights • ERI/RTi • Extended Day Program • Girl Scouts • Good News Club	• Jump Rope For Heart • Junior Achievement • Paper/Cans Recycling Program • Balanced Literacy • Upstate Writing Program • Quarterly Celebrations & Awards Day (end-of-year) • Safety Patrols Pennies for Patients	Terrific Kids" Ceremonies (quarterly) • Title 1 Parent Trainings and ESOL classes • Furman and North Greenville Student Tutors • Student Council • Community Partnerships • Multicultural Fair
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# Mission, Vision, Values, and Beliefs

The implications of current educational research were reviewed and discussed by the planning team, which helped us take into account “best practices” identified through research and the challenges and opportunities our students will likely face in the future.

## Mission

The mission of Armstrong Elementary is to educate today’s student for tomorrow’s world. Our vision is to create child-centered classrooms using developmentally appropriate curriculum and varied instruction with authentic assessment. Our values and beliefs are that no child should be left behind. We believe in lifelong purposeful learning, student-centered classrooms, a positive self-fulfilling policy, a variety of teaching and assessment techniques, real-world, age appropriate curriculum, instruction, assessment, and environment, engaged learning, high expectations, a warm and inviting environment, parental support, and reciprocal respect.

## Vision

Curriculum must be: based on Common Core State Standards; developmentally appropriate and adaptive to student needs; and real world relevant in content and methodology.

## Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and Beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Staff was asked to brainstorm independently before we produced our core beliefs about what curriculum, instruction, assessment, and environment will increase our students’ learning.

We believe...

- We believe curriculum should be connected to real world experience in a developmentally appropriate manner so that children see a purpose in what they are learning.
- We believe children need many role models from both technical and professional fields.
- We believe that instruction should address the needs of all students, based on a set of state standards for measuring and improving the quality of schoolwork.
  
- We believe every student should be engaged in learning through experience-based instruction that matches the learning style of the students, utilizing available technologies.
- We believe assessment should be specific, measurable, attainable, realistic, and time-bound; it should give students the opportunity to show what they have learned in a variety of situations.
- We believe our school should provide a safe, inviting, technology-rich environment for learning in which the active involvement of parents is welcome and essential to their children’s success.
- We believe our school should be a community of involved learners in a structured environment that stresses high expectations tempered by love.



# Shared Vision

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Armstrong Elementary School students:

## Curriculum

- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of standards for measuring and improving the quality of school work

## Instruction

- Developmentally appropriate instructional programs
- Every student engaged in learning
- Experience - based instruction
- Instruction that matches the learning style of the students
- Instruction utilizing available technologies

## Assessment

- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real world tasks in a system of standards based instruction

## Environment

- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide
- Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success

# Data Analysis and Needs Assessment

## SDE School Report Card

PASS Performance Levels: All Students					
ELA	2009	2010	2011	2012	2013
% Met and Exemplary	66.1	69.4	66.3	73.0	68.5
Exemplary	26.0	31.1	28.5	34.6	37.4
Met	40.1	38.3	37.8	38.4	31.1
Not Met	33.9	30.6	33.7	27.0	31.5
Math	2009	2010	2011	2012	2013
% Met and Exemplary	57.7	75.2	67.4	71.9	64.7
Exemplary	15.0	27.8	30.1	30.3	29.1
Met	42.7	47.4	37.3	41.6	35.6
Not Met	42.3	24.9	32.6	38.1	35.3
Writing	2009	2010	2011	2012	2013
% Met and Exemplary	68.5	56.8	63.1	73.8	70.0
Exemplary	30.3	21.3	24.7	29.5	24.2
Met	38.2	35.5	38.4	44.3	45.8
Not Met	31.6	43.1	37.0	26.2	30.0
Science	2009	2010	2011	2012	2013
% Met and Exemplary	52.4	52.8	53.6	63.9	58.30

<b>Exemplary</b>	<b>7.5</b>	<b>9.6</b>	<b>13.4</b>	<b>8.4</b>	<b>9.8</b>
<b>Met</b>	<b>44.9</b>	<b>43.2</b>	<b>40.2</b>	<b>55.5</b>	<b>48.3</b>
<b>Not Met</b>	<b>47.6</b>	<b>47.3</b>	<b>48.5</b>	<b>36.1</b>	<b>42.0</b>
<b>Social Studies</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>% Met and Exemplary</b>	<b>69.6</b>	<b>59.6</b>	<b>66.9</b>	<b>74.1</b>	<b>75.5</b>
<b>Exemplary</b>	<b>15.5</b>	<b>12.1</b>	<b>13.5</b>	<b>18.3</b>	<b>31.0</b>
<b>Met</b>	<b>54.1</b>	<b>47.5</b>	<b>53.4</b>	<b>55.8</b>	<b>44.5</b>
<b>Not Met</b>	<b>30.4</b>	<b>40.4</b>	<b>33.1</b>	<b>25.8</b>	<b>24.5</b>

- ELA has shown a growth of 2.4% from 2009-2013
- Math has shown a decrease of 7.0% from 2009-2013
- Writing has shown a growth of 1.5% from 2009-2013
- Science has shown a growth of 5.6% from 2009-2013

Social Studies has shown a growth of 5.9% from 2009-2013

## ITBS

ITBS Percentile Rank of Average SS: National Student Norms	2010	2011	2012	2013
Reading Comprehension	43.0%	50.0%	52.0%	56.0%
Math Concepts	42.0%	42.0%	41.0%	29.0%
Math Problems	48.0%	47.0%	46.0%	32.0%

## PASS Performance by Sub Groups

Subgroup	ELA Mean		Math Mean		Science Mean		Soc. Studies Mean		ELA %Tested		Math %Tested	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
All Students	653.1	648.9	644.0	638.8	609.1	605.4	625.6	636.1	99.0	100.0	100.0	100.0
Male	644.9	644.1	645.2	635.4	608.4	603.7	624.1	639.7	98.9	100.0	100.0	100.0
Female	660.5	653.9	643.0	642.4	609.6	607.4	627.2	632.4	99.1	100.0	100.0	100.0
White	663.4	654.3	648.8	646.4	621.0	612.7	634.1	641.1	99.0	100.0	100.0	100.0
African American	640.1	637.3	633.0	620.7	598.7	684.1	611.6	623.2	98.3	100.0	100.0	100.0
Asian/Pac. Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	640.6	647.5	643.7	645.2	590.4	610.9	623.5	638.4	100.0	100.0	100.0	100.0
Am.Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	612.7	602.6	595.8	589.9	571.3	562.5	592.7	595.1	93.8	100.0	100.0	100.0
LEP	644.4	651.3	648.7	646.6	586.6	681.1	624.4	645.8	100.0	100.0	100.0	100.0
Subsidized Meals	650.6	645.5	641.7	634.5	604.9	600.1	620.9	634.7	98.9	100.0	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	630.0	630.0	630.0	630.0	95.0	95.0	95.0	95.0

## 2014-2015 Professional Development Calendar

Grade Level Plannings All Year – CCSS-Based Instruction and Common Assessment Construction:

1<sup>st</sup> and 3<sup>rd</sup> Tuesdays – 5K – 2<sup>nd</sup>

1<sup>st</sup> and 3<sup>rd</sup> Thursdays – 3<sup>rd</sup> – 5<sup>th</sup>

Date	Title	Presenter	Time
June TBD	Armstrong Summer Institute	TBD	3:00-5:00
August 20/27	APBP/Accommodations	Chick	3:00 – 5:00
9/3	All School Planning/Collaboration	Johnson/Grade Chairs	3:00 – 5:00
9/18	Mapping Math	Burdette	Planning Periods
10/1	All School Planning/Collaboration	Johnson/Grade Chairs	3:00 – 5:00
10/16	Mapping Math	Burdette	Planning Periods
11/5	All School Planning/Collaboration	Johnson/Grade Chairs	3:00 – 5:00
11/20	Mapping Math	Burdette	Planning Periods
12/3	All School Planning/Collaboration	Johnson/Grade Chairs	3:00 – 5:00
12/18	Mapping Math	Burdette	Planning Periods

<b>Date</b>	<b>Title</b>	<b>Presenter</b>	<b>Time</b>
1/7	All School Planning/Collaboration	Johnson/Grade Chairs	3:00 – 5:00
1/15	Mapping Math	Burdette	Planning Periods
2/4	All School Planning/Collaboration	Johnson/Grade Chairs	3:00 – 5:00
2/19	Mapping Math	Burdette	Planning Periods
3/4	All School Planning/Collaboration	Johnson/Grade Chairs	3:00 – 5:00
3/19	Mapping Math	Burdette	Planning Periods
4/1	All School Planning/Collaboration	Johnson/Grade Chairs	3:00 – 5:00
4/16	Mapping Math	Burdette	Planning Periods
5/6	All School Planning/Collaboration	Johnson/Grade Chairs	3:00 – 5:00
5/14	Mapping Math	Burdette	Planning Periods

*(Chris Burras/Tami Finley PD will be added at a later date when confirmed.)*

# School Climate Needs Assessment

## % Satisfied with Learning Environment

Evaluations by Teachers, Students, and Parents 2011-2012						
	Teachers		Students*		Parents*	
	2012	2013	2012	2013	2012	2013
Number of Surveys Returned	32	31	62	55	25	25
Percent satisfied with learning environment	90.7	93.5	83.9	78.2	92.0	92.0

According to the survey, improvement needs to be made in terms of students being satisfied with their learning environment.

This survey targeted only 5<sup>th</sup> grade students within the school. Between 2012 and 2013 surveys, percent of teachers feeling satisfied with learning environment increased by 2.8%, while students' satisfied with learning environment declined by 4.7%.

## % Satisfied Feeling Safe During the Day

Evaluations by Teachers, Students, and Parents 2011-2012						
	Teachers		Students*		Parents*	
	2012	2013	2012	2013	2012	2013
Number of Surveys Returned	32	35	62	55	25	50
Percent satisfied with feeling safe during the day	96.9	90.6	91.9	92.0	92.0	92

Survey indicates that teachers, students, and parents feel safe during the day while at Armstrong Elementary School.

Teacher/Student Attendance Rate					
	2009	2010	2011	2012	2013
Student Rate of Attendance	96.6	96.3	96.4	96.8	96.3
Teacher Rate of Attendance	93.8	97.0	95.0	94.6	94.7

Source: <https://ed.sc.gov/data/report-cards/>

## 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 and English Language Arts each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 73.8% in 2012 by ten points to 83.8% in 2018. **\*\*Armstrong Elementary will use the 2012-13 results to determine a baseline for the next five years. This will give us a better picture of our writing performance since our third and fourth graders will be taking the writing portion of PASS this year.**

**ANNUAL OBJECTIVE:** Annually increase by two percentage points of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.8	77.8	79.8	81.8	83.8
School Actual	73.8	68.8					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5<sup>th</sup> and 8<sup>th</sup> grade scores only. Projected performance is based upon 3<sup>rd</sup> through 8<sup>th</sup> grade scores.

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*



**PASS % ELA**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 73.0% in 2012 to 83.0% in 2018.

**ANNUAL OBJECTIVE:** Increase by two percentage points annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	75.0	77.0	79.0	81.0	83.0
School Actual	73.0	68.9					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

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

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630.0	635	640	645	650	655	660
Actual Performance:							
All Students	653.1	648.9					
Male	644.9	644.1					
Female	660.5	653.9					
White	663.4	654.36					
African-American	640.1	637.3					
Asian/Pacific Islander	N/A	N/A					
Hispanic	640.6	647.5					
American Indian/Alaskan	N/A	N/A					
Disabled	612.7	602.6					
Limited English Proficient	644.4	651.3					
Subsidized Meals	650.6	645.5					

<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance:							
All Students	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ 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:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 71.9% in 2012 to 81.9% in 2018.

**ANNUAL OBJECTIVE:** Increase by two percentage points annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	73.9	75.9	77.9	79.9	81.9
School Actual	71.9	64.9					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

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

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance:							
All Students	644.0	638.8					
Male	645.2	644.1					
Female	643.0	653.9					
White	648.8	654.3					
African-American	633.0	637.3					
Asian/Pacific Islander	N/A	N/A					
Hispanic	643.7	647.5					
American Indian/Alaskan	N/A	N/A					
Disabled	595.8	602.6					
Limited English Proficient	648.7	651.3					
Subsidized Meals	641.7	645.5					

<b>Math - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

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

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	100	100					
Subsidized Meals	100	100					

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.38					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

<b>% Tested Math – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	100	100					
Subsidized Meals	100	100					



<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % 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:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 63.9% in 2012 to 68.9% in 2018.

**ANNUAL OBJECTIVE:** Increase by one percentage point annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	64.9	65.9	66.9	67.9	68.9
School Actual	63.9	55.1					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS AVG. SCIENCE

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

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance:							
All Students	601.9	605.4					
Male	608.4	603.7					
Female	609.6	607.4					
White	621.0	612.7					
African-American	598.7	584.1					
Asian/Pacific Islander	N/A	N/A					
Hispanic	590.4	610.9					
American Indian/Alaskan	N/A	N/A					
Disabled	571.3	562.5					
Limited English Proficient	586.6	918.1					
Subsidized Meals	604.9	600.1					

<b>Science - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % 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:** Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 74.2% in 2012 to 79.2% in 2018.

**ANNUAL OBJECTIVE:** Increase by one percentage point annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	75.2	76.2	77.2	78.2	79.2
School Actual	74.2	75.6					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	79.5	79.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS AVG. SOCIAL STUDIES

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

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance:							
All Students	625.6	636.1					
Male	624.1	639.7					
Female	627.2	632.4					
White	634.1	641.1					
African-American	611.6	623.2					
Asian/Pacific Islander	N/A	N/A					
Hispanic	623.5	638.4					
American Indian/Alaskan	N/A	N/A					
Disabled	592.7	595.1					
Limited English Proficient	624.4	645.8					
Subsidized Meals	620.9	634.7					

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ 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:** Annually meet or exceed the national norm of 50<sup>th</sup> 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 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	52%tile	56%tile	56 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	41%tile	29%tile	29 <sup>th</sup> %tile				
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	46%tile	32%tile	32 <sup>nd</sup> %tile				



<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile	67 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile	49 <sup>th</sup> %tile				
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58 <sup>th</sup> %tile	55 <sup>th</sup> %tile	57 <sup>th</sup> %tile				

<b><u>STRATEGY</u> <u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Sources</u></b>	<b><u>Indicators of</u> <u>Implementation</u></b>
Teachers will use Common Core State Standards-when constructing lesson plans.	2014-15	Teachers Administrators Instructional Coaches			Teacher lesson plans, classroom observation logs/feedback by coaches and administrators
Teachers will construct integrated units of study.	2014-15	Teachers Administrators Instructional Coaches			Teacher lesson plans, classroom observation logs/feedback by coaches and administrators
Teachers will use Balanced Literacy instructional strategies, including small group reading to increase student reading achievement.	2014-15	Teachers Administrators Instructional Coaches		Title I  District Funds	Teacher lesson plans, teacher anecdotal notes, running records, formative and summative assessments, data recorded on triangulation sheets, observations by coaches and administrators
Provide early intervention	2014-15	Administrators		Title I	AIMSweb, MAP,

literacy instruction for identified students in kindergarten through third grade.		Interventionists  Instructional Coach  District/Federal Programs (LLI Kits)		(1 teacher)	PASS data; interventionist lesson plans, observations by coaches and administrators
Students will work on Common Core ELA and Math standards and higher order thinking skills using Compass Odyssey in the Computer Lab and classrooms.	2014-15	Teachers		Title I	Compass Odyssey reports; teacher lesson plans
Provide access to appropriate materials, including leveled text, benchmarking materials, math manipulatives, and science kits to support curriculum standards to teachers.	2014-15	Administrators  Title I Facilitator  Instructional Coach  Teachers		Title I  General Fund  District Fund	Teacher lesson plans, observations by administrators and coaches, materials requests/orders
Continue to implement district recommended programs such as Everyday Calendar Math and Go! Math textbook	2013-14	Administrators  Instructional Coach		General Fund  District Fund	Classroom observations by administrators and coaches, teacher lesson plans

adoption.		Teachers  Title I Academic Specialists		Title I	
Instructional Coach and will be utilized in order to improve instructional strategies implemented by classroom teachers.	2014-15	Administrators  Instructional Coach		Instruction Coach (District)	Grade level professional development meeting agendas, classroom observation logs, model lessons, professional development calendars; curriculum meeting agendas
District Curriculum Specialists, UWP, and Instructional Coach and will provide training to help teachers identify and understand the shifts in the implementation of CC state standards.	2014-15	Administrators  Instructional Coach  UWP  District Curriculum Specialists			Meeting agendas; handouts, professional development calendars
Weekly grade level	2014-15	Administrators			Weekly planning

planning meetings to develop common assessments and re-teaching strategies.		Instructional Coaches Teachers			agendas and notes
The administrative team will continue to improve their knowledge of skills and strategies by attending meetings, workshops, and conventions.	2014-15	Administrators Instructional Coaches		General Fund	District professional development opportunities, SCASA, Principal/AP/IC meetings
Reduced class size in second, third, fourth, fifth grades to increase teacher and student interactions.	2014 -15	Administrators Teachers		Title I	AIMSweb, MAP, PASS data Fountas and Pinnell Leveled Literacy Benchmarking results
Provide an opportunity for rising kindergarten students to visit the school and take home materials to improve readiness skills.	2014 -15	Title I Facilitator		Title I	Agenda from meeting
Teachers and students utilize magazines, including SS Weekly, Time for Kids, Scholastic	2014 -15	Title I Facilitator Instructional		Title I	Teacher lesson plans; observations from administrators and instructional

News to increase the amount of informational text read.		Coach Teachers			coaches
ESOL support services are provided for identified students through RtI instruction or the inclusion model.	2014 -15	Administrators ESOL Interventionists		General	ESOL teacher lesson plans, observations from administrators
Appropriate use of technology (Promethean Boards, ActivExpressions, ELMO cameras, Flip cameras, and iPads)	2014 -15	Administrators Title I Facilitator Instructional Coaches Teachers		Title I	Teacher lesson plans, observations from administrators and instructional coaches
Students are given the opportunity to participate in the Armstrong Summer reading program.	2014 -15	Instructional Coach Media Specialist			Completed Summer Reading logs
Provide grade level planning days for staff development training to teachers in best practices, data analysis, and research based instruction in all content	2014 -15	Administrators Title I Facilitator Instructional Coaches		Title I	Professional development training agendas, teacher lesson plans

areas.		Teachers			
Teachers will continue to analyze achievement data gathered from PASS, MAP, and other benchmark assessments to identify and determine appropriate instructional strategies.	2014 -15	Administrators  Instructional Coaches  Teachers			Data recorded on triangulation sheets; professional development meeting agendas; teacher lesson plans
Provide support services (School Guidance, Social Worker, access to Greenville Mental Health Services) to students and families where necessary.	2014 -15	Administrators  Social Worker  Guidance Counselor			Logs indicating services given
Special education and ESOL services will incorporate the inclusion model of instruction whenever possible.	2014 -15	Administrators  SPED Teachers  ESOL Teachers  Teachers			Teacher schedules, IEP's, classroom observations, grade level minutes
School wide promotion of the benefits of healthy food choices and physical activity through the	2014 -15	FANS Personnel  Administrators			School Menu  PE Teacher Lesson Plans

implementation of the CATCH program, Culinary Creations Lunch Program, and Fresh Fruits and Vegetables Grant.		PE Teachers Teachers			Schoolwide Planning Meeting agendas and minutes
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## PROFESSIONAL DEVELOPMENT

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

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** One hundred percent of Armstrong Elementary teachers will continue to be trained in **Common Core** and **Balanced Literacy** by 2017-2018.

**ANNUAL OBJECTIVE:** The Greenville County School District and Armstrong Elementary will conduct a series of professional development opportunities during and/or after-school hours related to Balanced Literacy and Common Core Standards in relevant subject areas

**DATA SOURCE(S):** Armstrong Elementary Professional Development Calendars, District Professional Development Calendars, GCS Portal Attendance Records, Professional Development Agendas

### Balanced Literacy

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x					
Actual	78%	100%					

\*Missing 22% represents ESOL, Interventionists, and Related Arts Teachers

### Common Core

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x					
Actual	78%	100%					

\*Missing 22% represents ESOL, Interventionists, and Related Arts Teachers

<b><u>STRATEGY</u> <u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Sources</u></b>	<b><u>Indicators of</u> <u>Implementation</u></b>
District professional development opportunities will be communicated to all faculty members.	2014 -15	Administrators  Instructional Coach  Math Coach			District professional development meeting calendars, district meeting agendas, Summer Academy catalogs, Portal attendance re
Provide continued school-wide training in Balanced Literacy.	2014 -15	Administrators  Instructional Coach  District Curriculum Specialists		Title I  District	Portal attendance records, meeting agendas, Professional Development calendars
Provide training in Common Core Standards in relevant subject areas.	2014 -15	Administrators  Instructional Coach  District Curriculum Specialists		District  General Funds	Portal attendance records, meeting agendas, Professional Development calendars

Provide a leveled library with a balance of literary and informational text.	2014 -15	Administrators  Instructional Coach  Title I Facilitator		Title I  General Fund	Teacher lesson plans, classroom observations, grade level planning minutes
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## 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.6	96.3					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

## PARENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of fifth grade parents who are satisfied with the learning environment from 83.9% in 2012 to 90% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14 will maintain 92% annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	92.0	92.0	92.0	92.0	92.0
School Actual	92.0	92.0					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

## STUDENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of fifth grade students who are satisfied with the learning environment from 2012 to 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, will increase by 2% annually, and maintain a minimum of 90 % annually students who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	85.9	87.9	89.9	90	90
School Actual	83.9	78.2					
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					

## 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 90.6% in 2012 to 95% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2 percentage point(s) annually teachers who are satisfied with the learning environment, and maintain at 95%.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	92.6	94.6	95.0	95.0	95.0
School Actual	90.7	93.5					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

## 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 \_\_\_\_% in 2012 to \_\_\_\_% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .4 percentage points annual regarding parents who indicate that their child feels safe at school.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	93.9	94.3	94.7	95.1	95.5
School Actual	92.0	92.0					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

\*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 \_\_\_\_% in 2012 to \_\_\_\_% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1.6 percentage points and maintain 93.5 regarding students who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	92.9	93.5	93.5	93.5	93.5
School Actual	91.9	87.3					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

## 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 \_\_\_\_% in 2012 to \_\_\_\_% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1.6 percentage points in 2013-2014 and maintain a 98.5 regarding teachers who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	98.5	98.5	98.5	98.5	98.5
School Actual	96.9	90.6					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Provide monthly school wide attendance incentives	2014 -15	Title I Social Worker		General Fund	Monthly PowerSchool attendance reports
Conduct attendance intervention conferences with parents/guardians regarding excessive tardies or absences	2014 -15	Administrators  Title I Social Worker	None	None	Conference logs, PowerSchool attendance reports
Provide Parent Common Core informational workshops	2014 -15	Administrators  Instructional Coach  Title I Facilitator			Meeting agendas, meeting notes, parent sign in sheets
Utilize bilingual school/teacher newsletters to communicate current events, expectations, and school safety concerns to parents.	2014 -15	Administrators  Teachers  Webmaster			Newsletters, website, grade level meeting minutes
Maintain current school and teacher websites with	2014 -15	Administrators			School and teacher websites

current events and expectations to all stakeholders.		Teachers Webmaster			
Provide lessons that address the low areas of the student survey by the guidance counselor.	2014 -15	Administrators  Guidance Counselor			Guidance lesson plans, survey results
School Administrators will meet with fifth grade Student Council representatives to discuss the current survey results.	2014 -15	Administrators  Fifth grade students  Fifth grade teachers			Meeting agendas and notes, survey results
Principal will meet with the Faculty Council to discuss survey results and develop an improvement plan.	2014 -15	Administrators  Instructional Coach  Title I Facilitator  Teachers			Meeting agendas and notes, survey results
The Instructional Coach will meet with all teachers to discuss instructional/curriculum	2014 -15	Instructional Coach  Teachers			Meeting agendas and notes, survey results

concerns as communicated on the survey.					
Administration will meet with students, faculty, and parents to explain the building security which includes: law enforcement walkthroughs, security cameras, locked doors, locked front office door to main building, security sign in, personnel and visitor badges, walkie talkies, fire, tornado and lockdown drills	2014 -15	Administrators  Teachers  Parents  Students  Local law enforcement  Visitors			School Safety Plan, safety drill logs, first responder training, sign in register

To view Armstrong's School Report Card:

<https://ed.sc.gov/data/report-cards/2013/elem/c/e2301031.pdf>