

AUGUSTA CIRCLE ELEMENTARY

Kate W. Bannister, Principal

School District of Greenville County

Mr. Burke Royster, Superintendent

2013-14 through 2017-18



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Augusta Circle Elementary

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. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Sean Turner		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kerry Bannister		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Winyah Street, Greenville, South Carolina, 29605

SCHOOL'S TELEPHONE: (864) 355-1200

PRINCIPAL'S E-MAIL ADDRESS: kbannist@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.

- | <u>POSITION</u> | <u>NAME</u> |
|---|----------------------|
| 1. PRINCIPAL: | Mrs. Kerry Bannister |
| 2. TEACHER: | Mrs. Karen Dobson |
| 3. PARENT/GUARDIAN: | Mrs. Jenna Howard |
| 4. COMMUNITY MEMBER: | Ms. Kathy Kime |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Mr. Sean Turner |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
SIC	Mr. Sean Turner
SIC	Mrs. Michele Lyerly
SIC	Mrs. Lauren Price
Kindergarten	Mrs. Cappy Riley
Grade 1	Mrs. Candis Kraning
Grade 2	Ms. Kelly Flynn
Grade 4	Mrs. Kary Mitchell
Grade 5	Ms. Jenny Brazil

***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.

Half-Day Child Development

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

X Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

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

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

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INTRODUCTION

Augusta Circle School Renewal Plan

Augusta Circle School Renewal Plan was developed to document the changes and progress our school has made while working to continuously improve every aspect of our school. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this strategic plan are based upon the Greenville County Strategic Planning checklist which is supplied to each school by the school district. These categories were selected because the philosophies will lead to Augusta Circle becoming a quality school. Within each category is a description of the intent of the category and a brief summary of where we are as a school.

The committees utilized in this school portfolio are –

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

This school portfolio is a living document that describes Augusta Circle and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning - our ultimate outcome.

All members of the staff are involved in our self-study process. School Improvement Committee members and PTA members are also involved in the process. Each teacher chooses which committee he/she wants to join. These committees change members each year. There is a chairman for each committee, and this person leads the committee in its work. Our committees are Executive Summary, School Profile, Mission, Vision, and Beliefs, Data Analysis and Needs Assessment, and Action Plan. Each committee is charged with the role of responding to the purpose of each individual section. The key chairs of our committees this year are listed on page 2 of this document. Our Leadership Team for this year has been Cappy Riley, Candis Kraning, Kelly Flynn, Andrea Walker, Kary Mitchell, Jenny Brazil, Mark Kish, Kerry Bannister, Nathan Deese, and Karen Dobson. Members of our SIC were involved as well. They were Sean Turner, Jenna Howard, Lindsey Leonard, Scott Williams, Michele Lysterly, and Lauren Price. Much of

the narrative content came from discussions of the staff in the process of evaluating our work. During these yearly assessments, staff members are asked to contribute “evidence” of our progress, contribute comments, data, etc. - actual documents that shows the changes in our practices.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in our future world!

The Staff of Augusta Circle

Executive Summary

Augusta Circle is a kindergarten through grade five public school built in 1923 that currently houses a little over 500 students and 42 instructional staff members. The facilities include 23 classrooms, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a science lab/challenge room, a media production room, and a speech room.

The student enrollment is made up of 20 percent African-American, 78 percent Caucasian, and 2 percent Other. 23 percent of the students qualify for free and reduced priced meals. Student attendance rates are at an average daily attendance of 97.7 percent. 19 percent of our current population is enrolled on special permission.

Augusta Circle's teaching staff includes 23 regular classroom teachers, one instructional coach, one media specialist, three related arts teachers, three special education teachers, one speech teacher, one occupational therapist, one counselor, six instructional aides, one computer lab teacher, one RTI part-time teacher, and one challenge teacher. We have added several new teachers to our faculty, and the average experience of our staff is 11 years. 95% of our staff is female and 5% is male. 100% of our certified teaching staff is Caucasian. 32% of our staff has Bachelor degrees and 68% of the staff has Master degrees or more.

Our school has a principal, administrative assistant, and an instructional coach. The school leadership structure is called the Leadership Team. It is made up of the grade level chairperson from each grade level, related arts, special areas, the instructional coach, the administrative assistant, and the principal. The climate of learning is enhanced by involved parents and local business partnerships. Parents and businesses volunteer in a multitude of capacities.

The Augusta Circle priorities for instructional and organizational effectiveness are: 1) improvement in student achievement in PASS writing, ELA, math, science, and social studies; 2) improvement in teacher/administration quality as evaluated with the PAS-T process; and 3) improvement in school climate.

Augusta Circle has established its concise mission, vision, and beliefs. The mission of Augusta Circle is to provide a quality educational environment, in cooperation with the home and community, which fosters learning and prepares students for participation in our democratic and multicultural society.

Our vision includes curriculum, instruction, assessment, and environment factors that support effective student learning.

Curriculum

- Align to State Standards
- Choose research-based practices
- Use district-adopted textbooks
- Plan toward District, State, and Common Core Standards

Instruction

- Balanced Literacy Language Arts Model
- Provide innovative strategies using manipulatives
- Incorporate the district Science Kits
- Increase use of Every Day Math Counts

- Engage students in writing across the curriculum/maintaining journals
- Utilize technology as an integral part of the teaching/learning process
- Communicate ideas through graphic organizers
- Utilize Larson's Math with grades 1-5
- Utilize Compass Learning with grades 1-5
- Implement Common Core Standards in ELA and Math

Assessment

- Use student portfolios
- Grade published work with rubrics and traditional guidelines
- Include benchmark assessments like running records and writing prompts in order to track progress
- Test information which has been taught through teacher-made tests, publishing company produced tests, and standardized tests
- Use formative and summative assessments

Environment

- Create and maintain eye-catching bulletin boards
- Offer computer opportunities for all students
- Present activities to use with Word Walls
- Increase comprehension skills with the Accelerated Reader program
- Provide enrichment through performances
- Plan field trips with social and educational opportunities
- Utilize PTA and other volunteers to address the needs of students and teachers

Our beliefs represent the needs of our school community and our stakeholders and the needs of the school district as well.

We believe. . .

- That students are the center of the educational process
- That all students can learn, at different rates, when provided with a variety of instructional approaches that appeal to their learning styles
- That students should have equal access to educational opportunities
- That students have the responsibility to be active learners
- That students should have teachers, support staff and a principal who are competent and who value their many needs
- That students learn best in a safe, orderly and inviting environment
- That the curriculum and instruction should meet the needs of all students
- That the educational experience should enable students to learn to communicate effectively, solve problems competently, act responsibly, and think critically and creatively
- That education is the shared responsibility of home, school, and community
- That parental involvement and volunteer services support and enhance the teaching and learning process

All schools must have goals for the areas of student achievement, teacher/administrator quality, and school climate.

Our goal for Student Achievement is:

1. Raise the academic challenge and performance of each student.

Our goal for teacher/administrator quality is:

2. Ensure quality personnel in all positions.
Our goal for school climate is:
3. Provide a school environment supportive of learning.

Augusta Circle has had several accomplishments in the last few years. We have formed our Leadership Structure which has worked very well for us. We have established a School-Wide Discipline Plan for transitions, lunch, and recess, which has made a positive impact. We have been careful to align our professional development with our goal areas.

We have also had some improvements in student learning. In analyzing our PASS scores from third grade for the last five years (2009, 2010, 2011, 2012, 2013), in ELA, our students who scored Met or Exemplary increased from 80% to 97.4%. In Math, the third graders who scored Met or Exemplary increased from 77% to 79.7%. Our Science scores for third grade students who scored Met or Exemplary increased from 63% to 82.1%. Our Social Studies scores for third graders who scored Met or Exemplary fluctuated a little, but stayed around 85%. Our needs assessment indicates that we need to target Social Studies and math for improvement in third grade.

In following the fourth grade PASS scores for the last five years, ELA students who performed in the Met or Exemplary category decreased from 88% to 84.8%. In Math, students who scored Met or Exemplary increased from 88% to 88.8%. Science students who scored Met or Exemplary decreased from 91% to 80%. The fourth grade Social Studies students who scored Met or Exemplary increased from 88% to 91.3%. Our needs assessment indicates that we need to target Science and ELA for improvement in fourth grade.

While looking at fifth grade PASS scores for the last five years, we found that students who scored Met or Exemplary in ELA increased slightly from 88% to 88.8%. The students who scored Met or Exemplary in Math increased from 82% to 85%. The students who scored Met or Exemplary in Science increased from 76% to 87.5%. The percent of students who scored Met or Exemplary in Social Studies increased from 84% to 90%. The percent of students who scored Met or Exemplary in writing has decreased from 92% to 86.1%. Our needs assessment indicates we need to target writing for improvement in fifth grade. We are proud of the increases in the percent of students scoring Met or Exemplary in ELA, Math, Science, and Social Studies.

In 2009, we started using the PASS testing in the spring. Prior to 2009, we used PACT testing. We have won eight state Palmetto Gold awards because our PASS achievement and improvement scores. We also won our eighth Attendance Blitz Award for having the Overall Highest Daily Attendance of any school in the district. Our art teacher received an Artist-in-Residence Grant for Charles Pate, artist. Our counselor won a Peace Grant from Safe Schools for her guidance program on bullying, peer mediation and conflict resolution. Our music teacher had a grant to have a renowned percussionist come for an Artist-in-Residence.

In studying our teacher and administrator quality assessment, we find that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our teacher retention rate was 89.3% in 2013, 90.3% in 2012, 89.5% in 2011, 84.7% in 2010, and 87.7% in 2009. Our teacher attendance rate was 94.7% in 2013, 95.4% on 2012, 95.8% in 2011, 97.3% in 2010, and 95.2% in 2009. 68% of our teachers had advanced degrees in 2013, 63% in 2012, 65.4% in 2011, 57.1% in 2010, and 69% in 2009. We had 73.3% of our teachers with continuing contracts in 2013, 88.9% in 2012, 88.5% in 2011, 85.7% in 2010, and 69% in 2009. All of our teachers are proficient in technology.

Our professional development is designed and correlated to reflect student needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.

In evaluating our school climate, we study the results of our surveys. Teachers, students, and parents are very complimentary of our school. The questions ask about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2013, teachers were satisfied in all three areas by 97% or 100%. Students were 91.9% satisfied with learning environment, 90.6% satisfied with social and physical environment, and 95.9% satisfied with school-home relations. Parents were 89.7% satisfied with learning environment, 94.7% satisfied with social and physical environment, and 88.2% satisfied with school-home relations. We are pleased with these results, although there is always room for improvement.

For the past five years, we have been challenged with closing the gap between our non-FARM students and our FARM students. This gap has consistently been a problem for us as we implement various strategies to help scaffold these students so that our gap is not so large. We have made some progress with using Compass Learning in the morning for these students, using father tutors with these students in the morning, targeting these students for extra attention in the classroom, and using parent readers with these students.

We have several awards and accomplishments for the last three years. We were awarded a Safe Routes to School State Grant which will help us to install sidewalks along the streets adjacent to our school. We were awarded the Palmetto Gold Award for test results in 2009, 2010, and 2012. Our PTA was chosen PTA Council for the Year in 2009. We are proud of these acknowledgements at Augusta Circle.

SCHOOL PROFILE

School Community

Augusta Circle is a kindergarten through grade five public school built in 1923. Currently a little over 500 students are enrolled, and there are 42 instructional staff members. It is one of 52 elementary schools in The School District of Greenville County. Augusta Circle is located in Greenville, South Carolina.

The facilities at Augusta Circle consist of 23 classrooms, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a science lab, a media production room, a speech room, a resource room and a challenge room.

Augusta Circle's current enrollment configuration by grade level is as follows:

Grade K - 90

Grade 1 - 99

Grade 2 - 81

Grade 3 - 83

Grade 4 - 77

Grade 5 - 73

Self-Contained Primary - 3

Self-Contained Intermediate - 5

Augusta Circle Students

At the present time, 2013-2014 school year, the student enrollment at Augusta Circle is made up of 78 percent Caucasian, 20 percent African-American, and 2 percent "Other."

23 percent of the students qualify for free and reduced priced meals. Last year, we had 21 percent of our students who were free and reduced meal status. The student population is comprised of students with one home language. Augusta Circle has several funded programs which focus on helping "at risk" students and the special needs of all students. Augusta Circle also has a gifted and talented program for identified students.

Attendance and Mobility

Student attendance rates at Augusta Circle have remained steady over the past few years. Augusta Circle has an average daily attendance of 97.7 percent. Enrollment numbers increase/decrease approximately .05 percent annually. The mobility rate is currently at about 4 percent. The previous year it was approximately 2 percent.

Of Augusta Circle's 503 student population, 9 percent (44) of our current population is enrolled on special permission. This has stayed relatively stable in the last few years.

Augusta Circle Staff

The staff at Augusta Circle includes: 26 regular teachers, one instructional coach, three special education teachers, one media specialist, one physical education teacher, one art teacher, one music teacher, one counselor, a part-time challenge teacher, a part-time computer lab teacher, one speech teacher, one library clerk, and six instructional aides. On an average, our teachers have had 11 years of experience. We have a new first grade teacher, a new second grade teacher, and a new fifth grade teacher. The average number of years the teachers have taught, by grade level, is shown below:

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K				9				
1				9				
2			7					
3							21	
4					11			
5				10				
Special Education						16		

Augusta Circle has 68% of our classroom teachers who have a master's degree or higher. 32% of our teachers have a bachelor's degree. Females make up 95% of our staff. We have 5% males on our faculty. We have a teacher attendance rate of 94.7%.

Additional personnel include the school principal, administrative assistant, secretary, attendance clerk, custodians, and food services workers. Several bus drivers and utility workers also provide services to students.

Other support personnel available to assist in meeting the needs of Augusta Circle students include the district psychologist, a contract school nurse, an occupational therapist, and a network computer engineer. Our student/teacher ratio is 21 to 1.

Our Leaders

Principal

Our principal is Kate Bannister. She has been here twelve years. She has served in the School District of Greenville County for 34 years. She was an Assistant Principal for three years and has taught at the elementary, middle and high school levels. She is married with three grown sons and has two grandsons and five granddaughters.



Administrative Assistant

Our administrative assistant is Mr. Nathan Deese. He has been teaching for 10 years. He has taught grades 2-5, and he has taught at Sterling and Greenbrier. He graduated from Bob Jones University with a masters' degree, and he has an EDS degree from Converse College.

Safety, Cleanliness, and Adequacy of School Facilities

Augusta Circle and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies and the district. The school plans stress safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of five custodians performs basic cleaning operations and maintenance in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Tornado drills
- Earthquake drills
- Fire safety inspections
- Lock down procedure drills
- Campus supervision
- Coded keypads on the exterior doors
- Security camera in front entrance

Classroom Code of Conduct

Augusta Circle provides a disciplined, but stimulating, learning climate for students. The climate for learning at Augusta Circle is enhanced by involved parents. Parents are encouraged to become involved in the school community, to help with their child's homework, and to encourage and honor their child's successes. Student discipline is the responsibility of all Augusta Circle staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Augusta Circle offers many opportunities for student participation and recognition.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with Common Core Standards, State Academic Standards and local needs. Parents are encouraged and welcomed to become active participants in the process.

Counseling and Other Student Support Services

Students at Augusta Circle receive a high level of support services from an outstanding staff. We also have a Guidance Counselor who is available to meet with students to discuss their various needs.

After-School Program

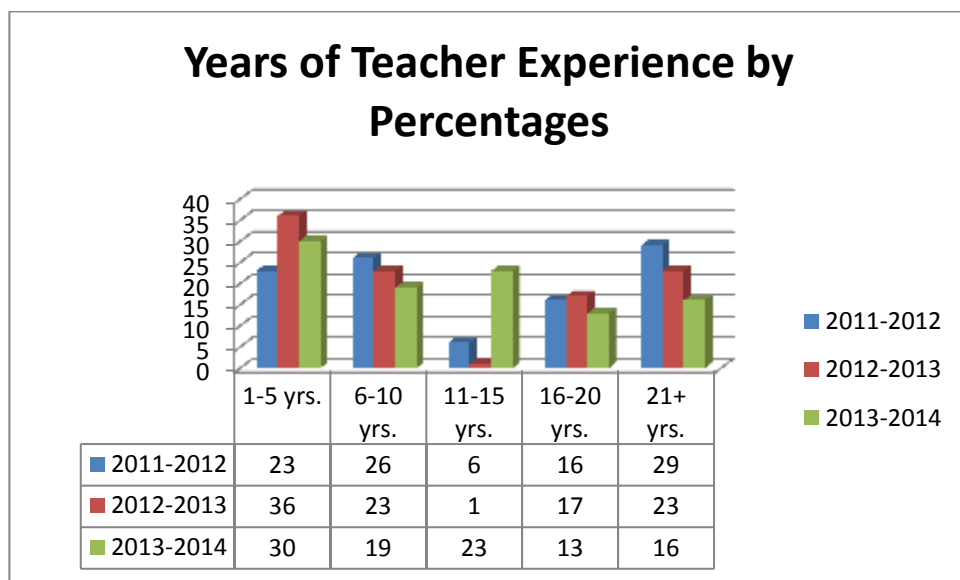
Augusta Circle provides an after-school program that services many of the students attending the school from grades K-5. The After School Program provides many enrichment activities such as snack time, homework time, indoor and outdoor games.

School Personnel Data

Years of Experience

The average experience of our teaching staff at Augusta Circle is 11 years. We added three new classroom teachers for the 2013-2014 school year.

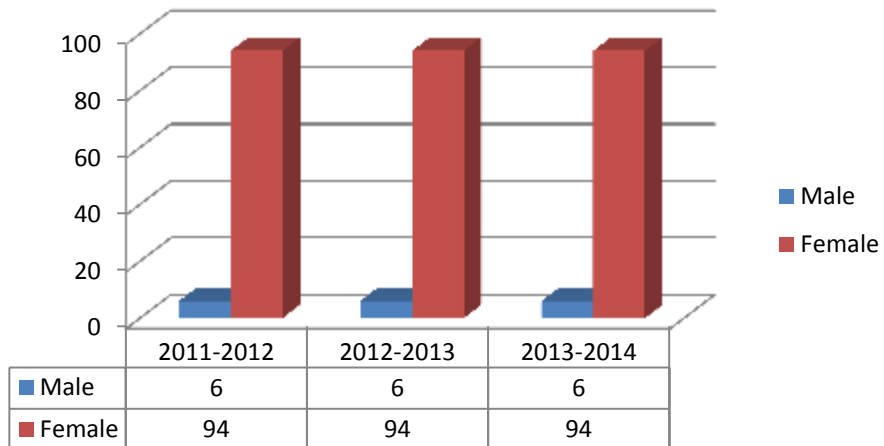
For 2013-2014, we have 30% of teachers with 1-5 years of experience, 19% of teachers with 6-10 years of experience, 23% of teachers with 11-15 years of experience, 13% of teachers with 16-20 years of experience, and 16% of teachers with 21+ years of experience.



Gender of Staff

Our faculty percentages by gender have remained close to the same for the last 3 years.

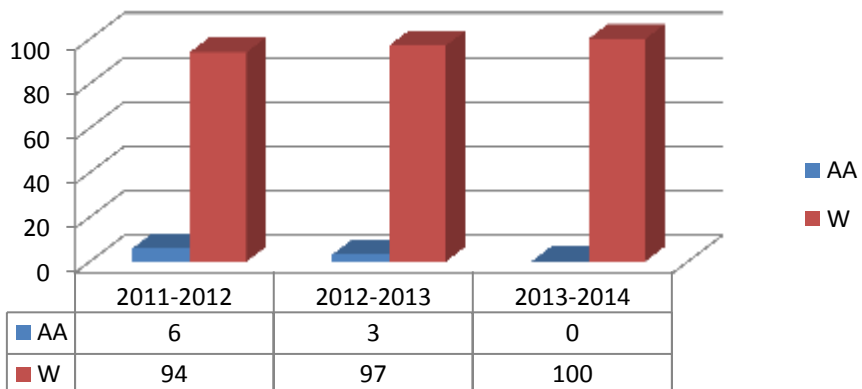
Faculty Percentages by Gender



Faculty Ethnicity

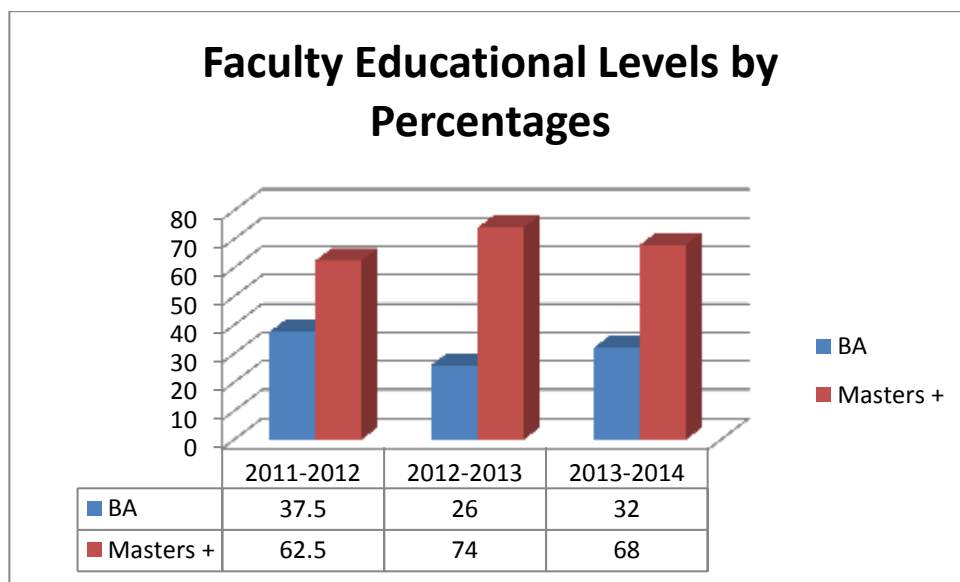
Our faculty ethnicity has changed very little in the last three years. It was 6% African American, but we lost our resource teacher last year.

Faculty Ethnicity Percentages Overtime



Education of Staff

The percentage of teachers with a Bachelor degree has fluctuated in the last few years with our addition of some new teachers.



Attendance

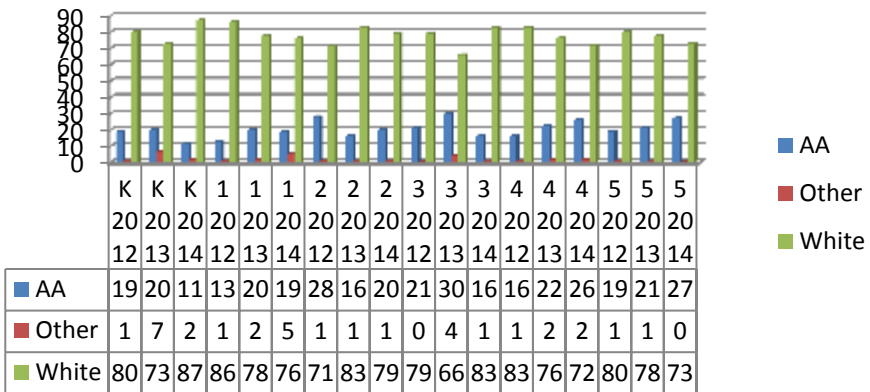
Our staff attendance remains stable. This year our attendance was 94.7%, and last year our attendance was 95.4%.

Student Population Data

Student Demographics

For the 2013-2014 school year, second grade, fourth grade, and fifth grade had an increase in African Americans while kindergarten, grade one, and grade three had a decrease. The white student population has decreased in first grade, second grade, fourth grade, and fifth grade. The kindergarten and third grade had an increase in white student population. The Asian and Hispanic populations are very minimal. Our percentages for 2013-2014 are within ten percentage points of what they were in 2009-2010. Our population remains a stable one.

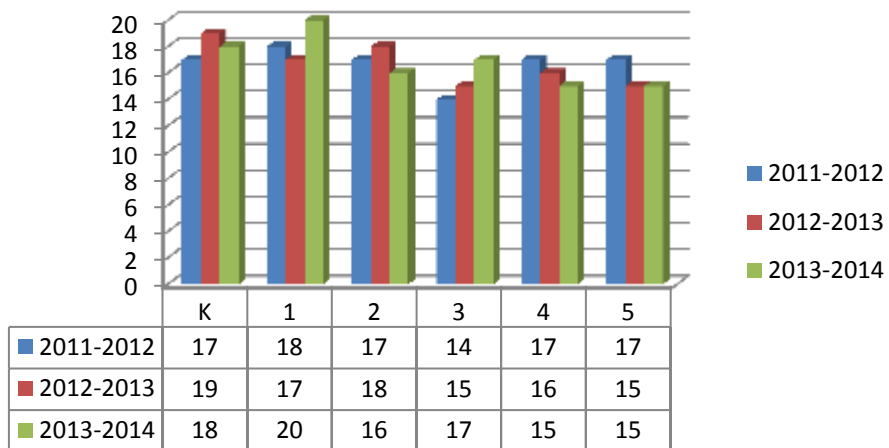
Student Enrollment Overtime by Grade Level and Ethnicity



Student Enrollment

Our enrollment for the last three years has remained relatively stable. We added another kindergarten class this year.

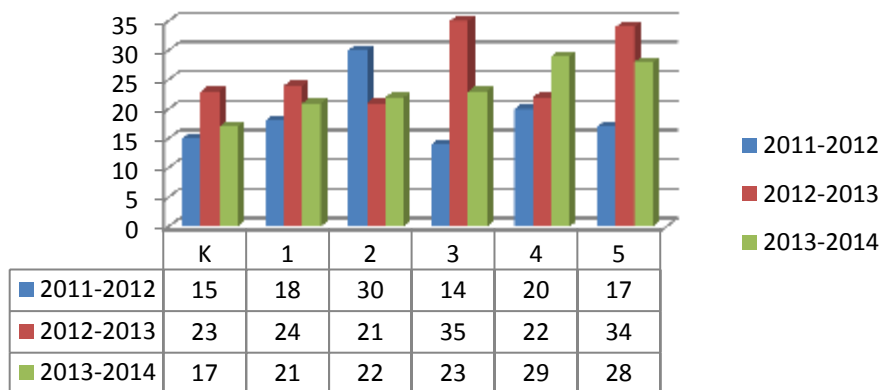
Student Enrollment by Grade Level



FARM Students

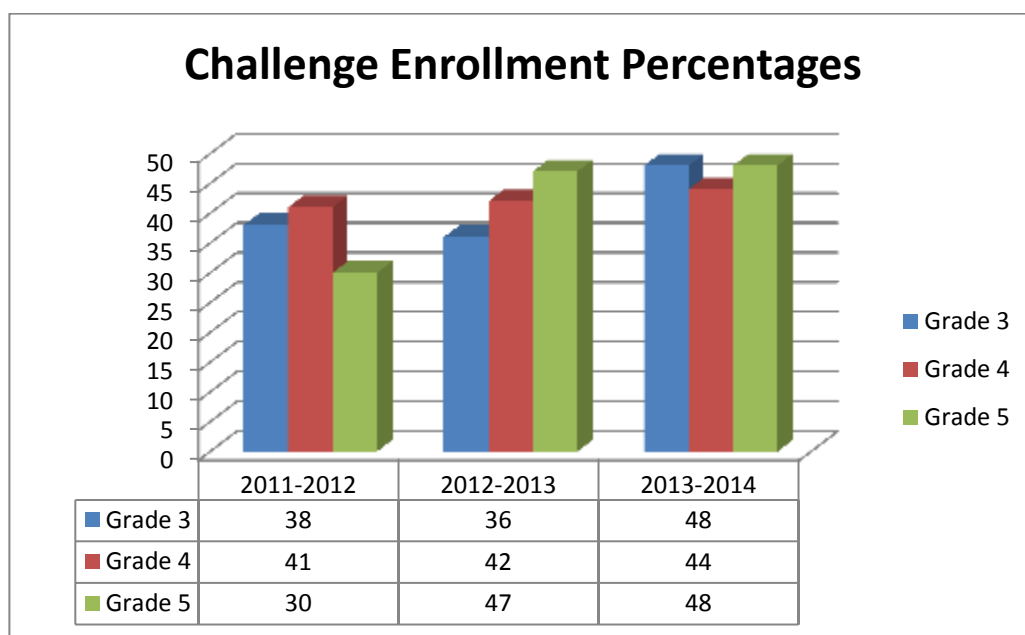
In 2013-2014, there are no noticeable trends in FARMS students. Our kindergarten, first grade, third grade, and fifth grade had a decrease in FARM students. Second grade and fourth grade had an increase in FARM students. First and second grades remained relatively stable. In 2014, our percentages have increased in two out of the six grade levels.

FARM Student Percentages by Grade Level Overtime



Challenge

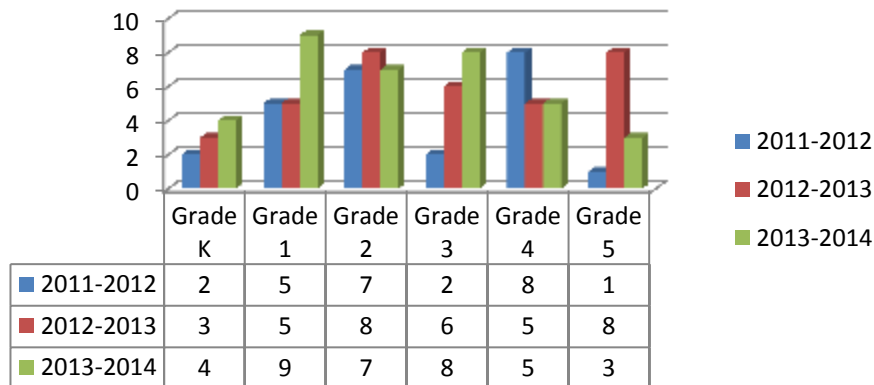
Grade 3 has remained relatively stable since 2010, except this year. There was a 12% increase in the percent of third graders in Challenge. Grade 4 has remained between 41-44 percent. Grade 5 has increased from 30 percent in 2011-12 to 48 in 2013-14. Each year, as a grade moves up, it appears that the percentages increase within that student population.



Speech Service

The number of students in this program has decreased from 41 in 2009-2010 to 35 in 2013-2014. Students from kindergarten to fifth grade are served in Speech Services.

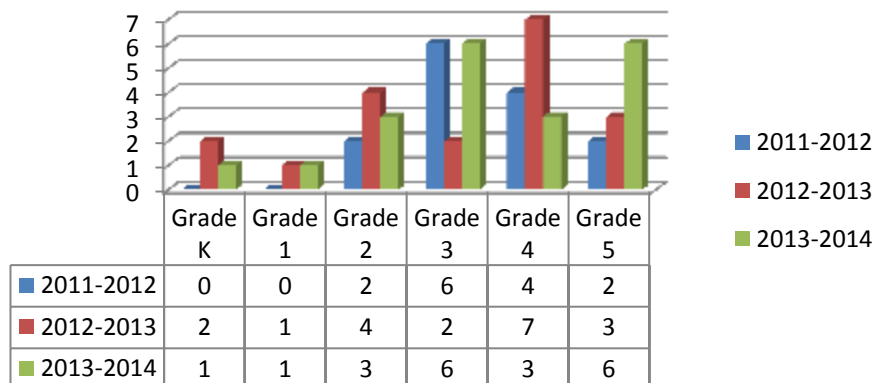
Speech Enrollment by Numbers Overtime



Resource Services

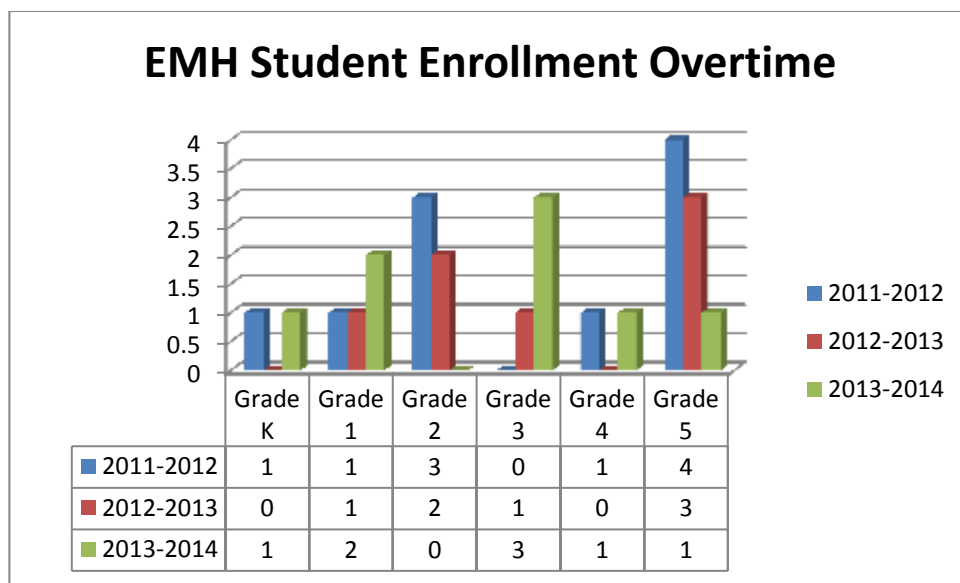
For the 2009-2010 school year, we had a total of 13 students enrolled in Resource. For 2010-2011, we had 12 students enrolled in Resource. For 2011-2012, we have 14 resource students. The Resource teacher is now only half day at Augusta Circle. For 2012-2013, our Resource teacher is now back to full-time, and she has 19 students. She has 20 students in 2013-2014.

Resource Student Enrollment by Grade Level Overtime



EMH Services

For the last three years, our numbers for EMH students have fluctuated between 7 and 10.



Academic and Behavioral Features

Augusta Circle has several major academic and behavioral features which enhance our effectiveness as a school. We are in the process of transitioning to the Common Core Standards.

Balanced Literacy and Writing Across the Curriculum

The Language Arts delivery system at Augusta Circle is the extensively research based approach called Balanced Literacy. The small group Guided Reading, Self-Selected Reading, Writing, and Working with Words-represent four different approaches to teaching children to read. Daily instruction in all parts provides numerous, varied, and differentiated opportunities for all children to learn to read and write. Special emphasis is put upon writing across the curriculum. The Balanced Literacy approach acknowledges that children do not learn in the same way and provides substantial instruction to support various learning styles. Balanced Literacy is a multilevel approach. It utilizes a variety of formats that provides additional support to struggling students and additional challenges for children who catch on quickly. It is differentiated instruction in its truest form.

Teacher Modeling

Teachers often model how to do a task, and then the students are able to copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

Differentiated Instruction

The faculty at Augusta Circle acknowledges that not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Peer Tutoring

Peer tutoring is an approach in which one child instructs another child in material. Based on research, there are three commonly cited benefits of peer tutoring: the learning of academic skills, the development of social behaviors and classroom discipline, and the enhancement of peer relations.

Research gathering tool

All students are required to complete at least one research project during the school year. Research projects are standards-based with a combination of higher-level thinking skills and technology.

SEEDS (Supporting Early Elementary Developmental Skills)

SEEDS is a thinking skills program which includes basic research skills, critical thinking skills, and productive thinking skills and ultimately instills the love of literature. This is accomplished by volunteers using quality children's literature during a 30-minute visit in classrooms. Each lesson includes the reading of a story, an instructional activity and a research component. The lessons are also correlated to district and state standards.

Accelerated Reader

Accelerated Reader is an independent reading incentive program produced by Renaissance Learning, Inc. Students choose books at their appropriate reading levels and read them at their own pace. The library offers 100,000 different titles from which students can choose. Students go to the computer and take a multiple-choice quiz on the book. Books are assigned points based on length and difficulty. Accelerated Reader is based on research which indicates that students of all backgrounds and ability levels become better readers.

In-school Field Trips

Field trips are an enhancement to the curriculum. They provide valuable learning experiences that can assist students to gain a better understanding of concepts developed in the classroom. They provide students with the opportunity to observe and experience things first-hand in real situations. Field trips are also correlated to district and state standards. We have participated in virtual field trips through video-conferencing as well.

BUG (Bringing Up Grades) Club

The Bug Club is a program which encourages students to bring up and maintain good grades in school. Students are recognized by the principal for their effort. Students

receive ribbons, letters of commendation, and television coverage on the school's morning show.

Cultural Arts Day

On this special day, students celebrate cultural diversity by participating in various cultural arts activities such as art, music and dance from different countries.

Science Lab

The Science Lab is open to all students. Students engage in hands-on activities and learn about scientific concepts using the process skills. We have a science lab teacher who works with each class in grades kindergarten, 1, 2, 3, 4, and 5.

Larson's Math Program

The Larson's Math Program is a supplemental comprehensive computerized math program that tackles a multitude of topics: addition, subtraction, multiplication, division, geometry, fractions, understanding time, money, and measurement, and working with pictographs. Five levels of proficiency exist for each of the topics. Students begin each topic as a "rookie," and, after viewing the instructional training film and accurately completing practice problems at each level, leap ahead to "explorer," "ranger," "commander," and finally "master." Sequential movement through the levels is required, so even advanced students must begin with the basics and work their way through to more difficult levels. The program ensures that students master and apply math skills, become comfortable with a variety of problem presentations, and learn how the mathematical skills they are developing relate to real-life situations. All content is customizable and correlated to state and national math standards.

Junior Achievement

The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum.

Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role-model, students better understand the relationship between what they learn in school and their successful participation in our economy.

CompassLearning Odyssey

CompassLearning Odyssey is a research-based computer program designed to create comprehensive solutions to improve student performance. This program applies current and confirmed research about how students think and learn. It delivers standards aligned PreK-12 curricula that provides individualized learning and differentiated instruction. CompassLearning Odyssey activities are interactive, self-paced, challenging, and engaging. The activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections.

RTI

We have intervention reading for at-risk students in our kindergarten classes. We also have reading intervention for grades 1 and 2. We have a volunteer who works with students in grades 1, 2, and 3.

Behavioral Models

At Augusta Circle Elementary School, several school wide behavioral systems are in place and adhered to by staff members and students.

Hallway Behavior

Students in every grade are expected to walk on the second square away from the wall when in the hallway. Students are not allowed to talk in hall or touch the walls. All teachers and students are aware of this policy. Inappropriate behaviors in the hallway have been significantly reduced since this policy was implemented.

Lunchroom Behavior

All students in every grade are not allowed to eat until all students are seated at the table. Students are not allowed to talk during the first ten minutes of lunch. Once the teacher signals that it is okay to talk, students are allowed to whisper for the remainder of lunch time.

Playground Behavior

The school-wide behavioral model for the playground states that students may only play games that involve catch and pass. There are no contact sports. Students may only go down slides, not up. Students must swing straight in the swings and may not be in close proximity to moving swings. These rules are taught to students in every classroom and enforced by all teachers.

Mission, Vision, Beliefs

To determine the mission, vision, and beliefs of Augusta Circle, we relied on a collaboration of information from the critical elements of our educational system: teachers, administrators, support staff, parents, and community members.

We administer the State Department parent, student, and teacher surveys annually, as reflected on our annual Report Card. Staff groups compare these results to ensure that our mission, vision, and beliefs represent not only the needs of our community but the School District of Greenville County as well. Our mission, vision, and beliefs statements are identified and defined clearly. They are communicated through the school website.

Beliefs

Our beliefs are present in the daily practices at Augusta Circle. We believe ...

- That all students are the center of the educational process
- That all students can learn, at different rates, when provided with a variety of instructional approaches that appeal to their learning style
- That all students should have equal access to educational opportunities
- That all students have the responsibility to be active learners
- That all students have teachers, support staff, and a principal who are competent and who value their many needs
- That all students learn best in a safe, orderly, and inviting environment
- That the curriculum and instruction meet the needs of all students
- That the education experience should enable students to learn to communicate effectively, solve problems competently, act responsibly, think critically and creatively
- That education is the shared responsibility of the home, school and community
- That parent involvement and volunteer services support and enhance the teaching and learning process



Students use technology on the Promethean Board to do Calendar Math.

Vision

As we implement our vision at Augusta Circle, all students will be proficient in all Common Core learning standards. The students, faculty, and community will work together so that each student is prepared to face challenges of everyday life. Students will be learning context and content in meaningful ways through hands-on and real world experiences. Teachers will reach out to meet the diverse needs of students through a variety of best practice methods. Partnerships with parents, business, and the community will have played a major role in student learning. All students will be encouraged to do their best, and they will understand teachers have high expectations. Teachers will work together, will communicate often about student learning, and will implement a continuum of learning that makes sense for all students.

Mission

The mission of Augusta Circle Elementary School describes our purpose and direction. Our mission is to provide a quality educational environment, in cooperation with the home and the community, which fosters learning and prepares students for participation in our democratic and multicultural society.



Augusta Circle keeps up with current events at the school with the WACE Morning News Show.



Students do research in the laptop computer lab.

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

Expectations

Based on ESEA and the State Report Card, Augusta Circle continues to make steady improvements. Local, state, and national expectations are high for student learning. These expectations are displayed in the following areas...

Curriculum

- Implement Common Core standards into daily academic lessons
- Use district adopted textbooks and align them to district and state standards
- Instruct using research based practices
- Incorporate technology into daily lessons

Instruction

- Use Balanced Literacy language arts delivery model
- Use district Science kits that are aligned to state standards with a functional science lab available to all students.
- Use Everyday Counts Math in all classrooms
- Implement writing across the curriculum
- Use technology across the curriculum
- Use graphic organizers to organize thought processes
- Use Larson's Math program with grades 1-5
- Use Promethean Board Flip Charts for academic areas
- Use various Quality Tools strategies
- Use Compass Learning in the computer lab and in classrooms

Assessments

- Accelerated Reader Reports
- Student portfolios
- Student work graded with rubrics
- Running Record Assessments
- District writing prompts (school-wide)
- Reading Theme tests administered with District guidelines
- Evaluations using teacher-made tests, publishing company-produced tests, and standardized tests
- Common Assessment
- Formative Assessments

Environment

- Change bulletin boards monthly-displaying student work
- Have computer lab available to all students
- Display Word Walls in classrooms
- Provide enrichment by school-wide performances
- Provide opportunities for field trips that enrich the curriculum
- Utilize PTA and community volunteers to address needs of individual students
- Clean-up the school grounds as a grade level assignment weekly
- Encourage community involvement...
 - Annual "Circus"
 - Grandparents and Special Friends Luncheon
 - Fund Raisers (wrapping paper, Boosterthon)
 - Donations of school supplies and Christmas bags

- Attendance and Honor Roll certificates
- Community Service Projects (sock/mitten Tree, Jump Rope for Heart, March of Dimes, Canned Food Drives)
- Penny collection to benefit Red Ribbon Week Programs
- Family Fun Night (once each fall)
- All Arts Night
- Writing Gallery selections in classrooms
- Author's Chair in the classrooms
- Promethean Boards for teacher and student use in classrooms

Strategies to Increase Student Learning

Teachers at Augusta Circle keep abreast of the best practices of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered at the school level, at the district level, and through nearby universities, as well as attending conferences. We recognize that all students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to differentiate learning and to address the different learning styles of their students. To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision.

At each grade level, teachers are encouraged to work together as a team. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what students need to know and be able to do.

In making decisions about the needs for student learning and the desired results, the Augusta Circle staff considers a variety of research based data. Several of these are:

- Marzano, R.J., Pickering, D.J., and Pollack, J.E. (2001)Classroom Instruction That Works Alexandria, VA: Association for Supervision and Curriculum Development.
- Strong, James H. (2002) Qualities of Effective Teachers. Alexandria, VA: Association for Supervision and Curriculum Development
- Tate, Marcia L. (2003) Worksheets Don't Grow Dendrites. Corwin Press Inc.
- Tomilson, Carol Ann (2001) How to Differentiate Instruction in Mixed-Ability Classroom, Association for Supervision and Curriculum Development
- Ciaccio, Joseph (2004) Totally Positive Teaching, Association for Supervision and Curriculum Development
- Boushey, Gail and Moser, Joan. (2006) The Daily 5. Stenhouse Publishers.

Student Achievement Data

The district has implemented a computer system, called Enrich, which simplifies the process of retrieving data. With this system we can take information and transfer it to the Excel program for production. This displays the results by a chosen grade and/or subject. Teachers are also able to record grades and complete progress reports in their own classrooms with the implementation of the PowerSchool program.

Student Support Systems

Recognizing that some students need additional support beyond their classroom, Augusta Circle has the following services available:

- When a teacher believes a student may need additional help or support services, the student is referred to the Assistance Team. Working together, the team develops strategies, resources, and interventions in hopes that the student will then be successful in class. If the strategies and interventions do not show results, the student is then evaluated by a psychologist to determine if the child has a learning disability.
- We have a resource teacher who collaborates with regular classroom teachers on a daily basis to support the needs of students who have a learning disability or other health impairment. Students are pulled out of the regular classroom to work on specific objectives in a small group setting. Each student has an IEP (Individual Education Plan).
- We also have a part-time speech therapist to work with identified students in a small group setting on language and vocabulary development.
- An Occupational Therapist works with students who are identified with that need.
- Two self-contained classes are also at Augusta Circle. These classes address the needs, for the whole district, of students identified as Mildly Mentally Disabled with Behavioral issues.
- Larson's math program and Compass Learning are available for all students to use.
- RTI reading program is used with Kindergarten and first grade at-risk students.

Student Behavior

Historically, Augusta Circle has been a school where student behavior has not been a dominant issue. This is because there are high expectations on student behavior. However, we have had more and more referrals. We now need to address this issue.

Attendance is good at Augusta Circle. For the year 2009-2010, our student attendance was 97.4%. We are proud to have such high attendance rates. Attendance for 2010-2011 was 97.6%. In 2011-2012, our student attendance was 98%. We have had an increase in attendance. In 2012-2013, our student attendance dropped slightly to 97.7%.

According to the results of our State Department Report Card surveys; students, parents, and teachers feel that Augusta Circle is safe and orderly.

Summary of Progress for 2013-2014

At Augusta Circle, we share a common vision. Our work has been to implement this vision throughout the school and in every classroom. We have focused on goal setting strategies with students and parents. Vertical planning is provided each year to address specific needs. In-services were held to enable teachers to identify learning needs and styles and strategies to use to combat these challenges in their classrooms. Procedures for the halls, playground, and lunchroom are the same for all classes. We have accomplished a lot but still feel the need to improve. In order to do this, we have established a needs assessment for 2014-2015.

Student Achievement Needs Assessment Based on Analysis

- Continue to implement goal setting strategies in our classrooms with students and parents
- Collect authentic assessment data from MAP testing and common assessments in order to guide differentiated instruction
- Continue to contact parents about their child's positive accomplishments through phone calls, email and personal notes

- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication needed between teachers
- Continue to ensure safety of students, faculty and staff with nametags, visitor sign-in, front door cameras, and security codes on all outside doors
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten and first grade students based on tests results
- Continue to implement strategies from the Langford Quality Learning
- Continue to maintain our mobile laptop labs for classrooms
- Implement the Common Core Standards
- Provide enrichment activities with Teleconferencing throughout the world
- Implement the Fountas & Pinnell Balanced Literacy model as our language arts delivery system

Assessment Introduction

1. Student Performance Data

State Measures: In the spring of 2009, the state of South Carolina implemented a criterion-referenced test, The Palmetto Assessment of State Standards (PASS), which is administered to all students in grades 3, 4, and 5. The percentage of our students meeting the state standards has been above the district's and state's percentages in Reading and Mathematics. The faculty feels that specific attention to district and state standards within the curriculum has positively affected these scores.

District and National Measures: Since the 2003-2004 school year, our district has administered the Iowa Test of Basic Skills (ITBS), a norm-referenced test, and the CogAT to all second graders in the fall. Grades 2-5 also participate in MAP testing in the fall and spring. They take math and reading.

The district also administers several benchmarks to plot growth during the year, including Running Records and Writing Prompts, all in grades kindergarten through five. The staff and administration meet annually to analyze test data in order to identify strengths and weaknesses. This process takes place at the school level, grade level, and individual teacher level. An educational plan is established which contains goals and strategies for improvement in instruction.

School Measures: In addition to the formal measures of assessment, Augusta Circle continues to use informal assessments to regularly evaluate student progress. Teachers use formative and summative assessments in their classrooms. Teacher-developed common assessments, as well as those developed by publishing companies, are used in all areas of the curriculum. These assessments help to evaluate student growth and progress. All results are analyzed to identify strengths and weaknesses of individual students. This information is used as a basis for instructional decisions.

Every year, as required by Act 135, our school distributes the Annual Summary Report to the community of stakeholders in our school. The School Improvement Committee contributes significantly in the formation of this report. Test scores, school goals, and accomplishments are included in this report.

Gaps and Root Causes:

When we looked at our available data and test scores for this year, there were no surprises about our gaps in student achievement. Students who did not qualify for Free or Reduced Lunch outperformed those students who did qualify. At Augusta Circle, minority students make up the clear majority of FARM students. These students show a continued pattern of lower achievement in language arts, math, science, and social studies. Our minority students and our FARM students continue to show significantly lower test scores at all three grade levels in both reading and math. In general, black males have the lowest test scores of all subgroups. After much study and discussion, the staff concluded that this lower pattern of achievement continues to be influenced by several factors:

- Many students come from homes where the main care giver is illiterate or has dropped out of school.
- Many students enter kindergarten with very limited literacy skills.
- Many students have special needs and do not respond as well to the traditional instructional methods and classroom setting.
- In many cases, students come from families which must deal with survival issues and have little time to devote to their children's educational needs.
- The poor economy and jobless rate has increased stresses in lower income homes.

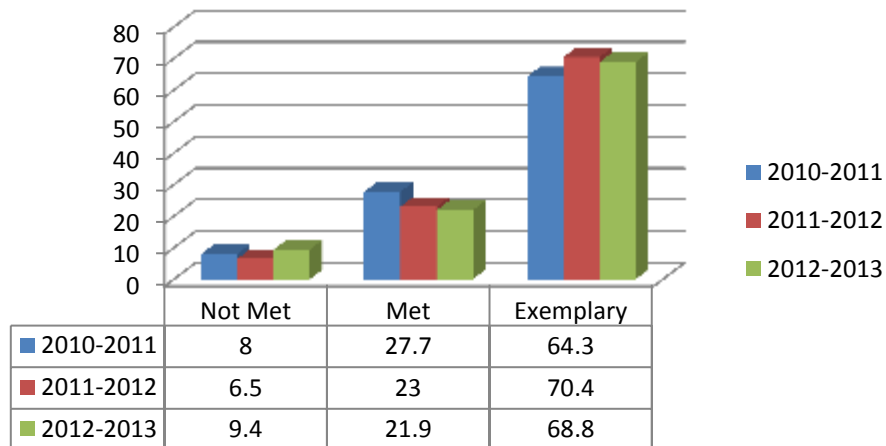
According to the ESEA Federal Accountability Rating, Augusta Circle had a grade of B for the 2012-2013 school year.

PASS RESULTS WHOLE SCHOOL

ELA PASS-OVERALL

For our first year of using PASS (2008-2009), Augusta Circle had 14.5% of 3rd, 4th, and 5th graders who were Not Met, 22.7% who were Met, and 62.8% who were Exemplary in ELA. Our scores have decreased in the percentage of students scoring Not Met. Our Exemplary scores have continued to increase. In 2012-2013, our Not Met percentages increased by 2.9 and our Exemplary percentages decreased by 1.6. Our mean score for 2013 was 690.5, down from 693.1 in 2012.

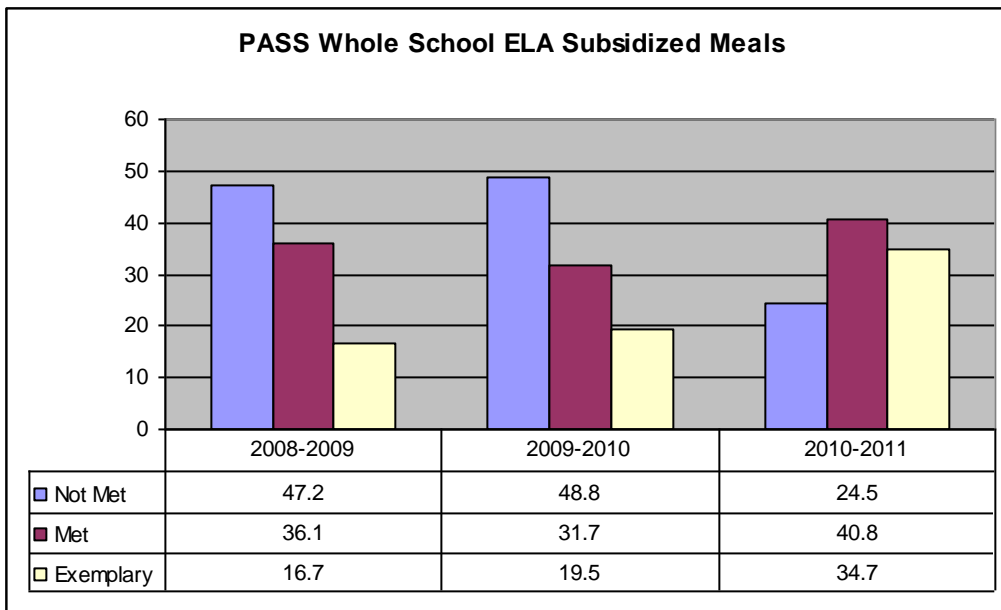
PASS ELA Percentages for All Students



ELA PASS-SUBSIDIZED MEALS

In the spring of 2009, 47.2% of our subsidized meals students were Not Met, 36.1% were Met, and 16.7% were Exemplary. In 2011, we had a significant decrease in the percentage of students scoring Not Met and an increase in the percent of students scoring Exemplary.

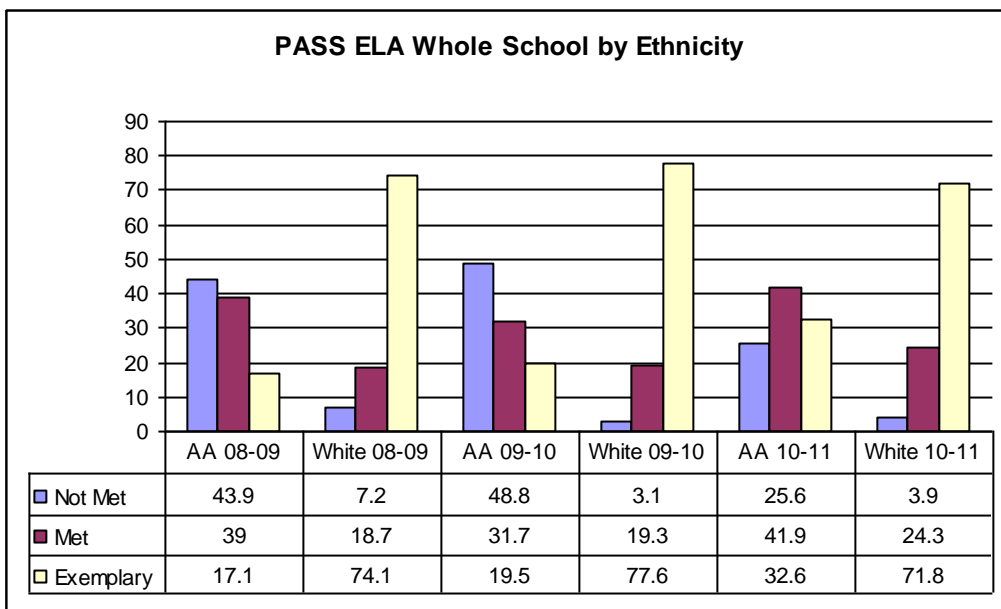
As of 2011-2012, the state now reports subgroups by giving the mean score for the whole school. In 2012, the mean score for our subsidized meal students was 639. In 2013, the mean score for grades 3-5 was 640.5. Therefore, there is not data to supply to our percentage graph this year.



ELA PASS-ETHNICITY

In comparing our scores by ethnicity, we had an increase in the percentage of African American students who scored Exemplary and a decrease in those scored Not Met.

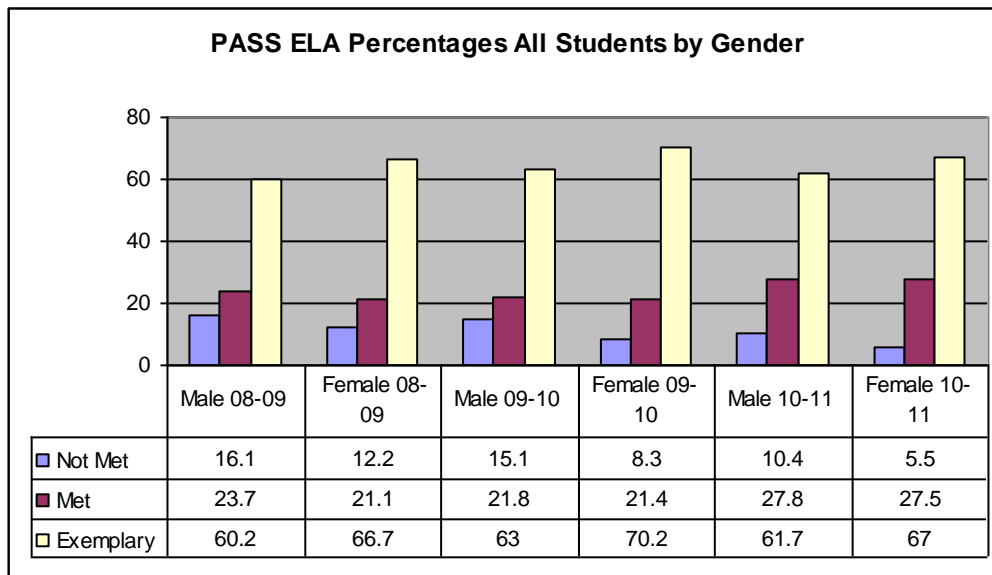
In 2011-2012, the state reports by giving the mean score. Our whole school mean score in 2012 for African American students was 637. White students had a mean score of 705.2. In 2013, the mean score for AA students was 635.4, and the mean score for white students was 707.3. Therefore, there is no data to add to our graph this year.



ELA PASS-GENDER

When analyzing scores by gender, the percentage of students who scored Not Met has decreased for males and females. Met has increased for males and females. Exemplary has fluctuated some for males and females.

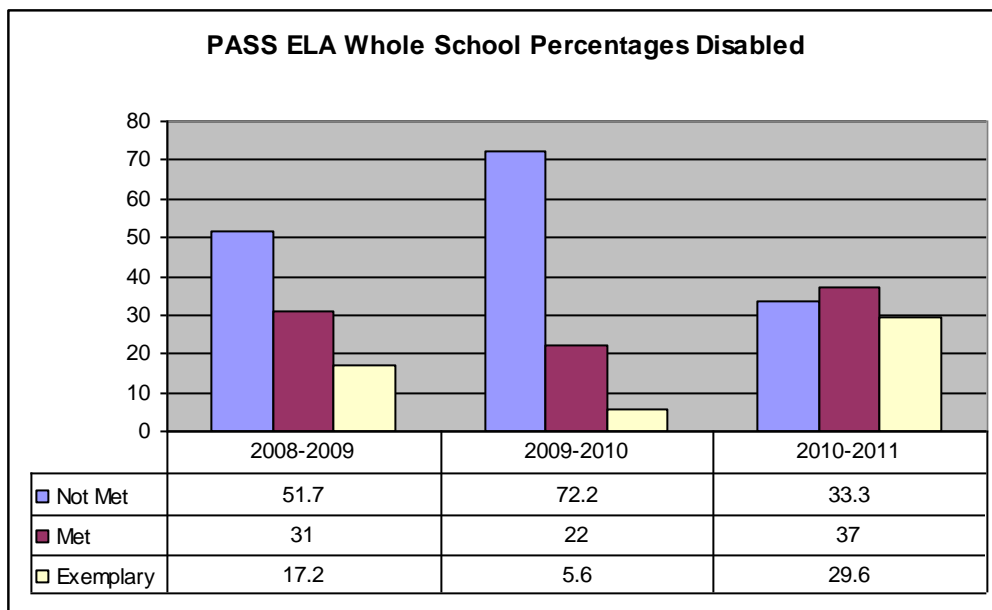
In 2011-2012, the state began reporting with mean scores. In 2012, the mean score for our male students was 693.9, and the mean score for our females was 692.1. In 2013, the mean score for our male students was 687.2, and the mean score for our female students was 693.4. Therefore, there is no percentage data to add to our graph this year.



ELA PASS-DISABILITY

We have had a decrease in disabled students who scored Not Met. There was an increase in the percentage of disabled students who scored Exemplary.

In 2012 and 2013, we did not have enough disabled students to report.

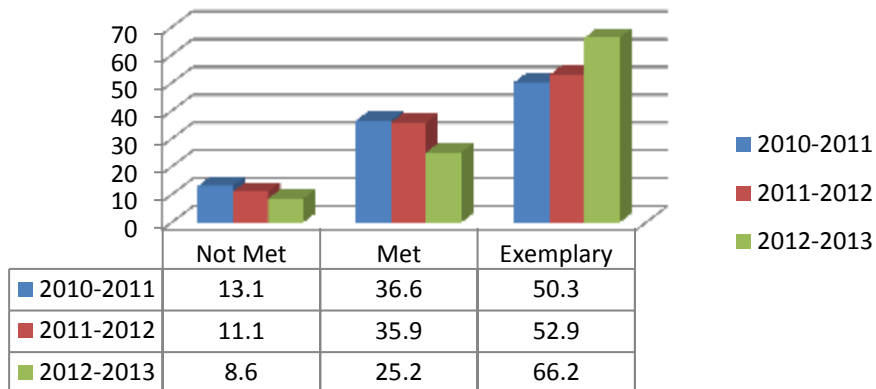


SOCIAL STUDIES PASS-OVERALL

In looking at our overall scores for Social Studies, we know that only some of our 3rd and 5th graders took the Social Studies PASS, while all of our 4th graders took it. We remained relatively stable in the percentage of students who scored Not Met and a decrease in the percentage of students who scored Exemplary.

In 2011-2012, the Social Studies mean score for Augusta Circle students in grades 3-5 was 666.7. In 2012-2013, the Social Studies mean score was 677.8. There was an increase of 11.1. Also, our Not Met percentages decreased and our Exemplary percentages increased.

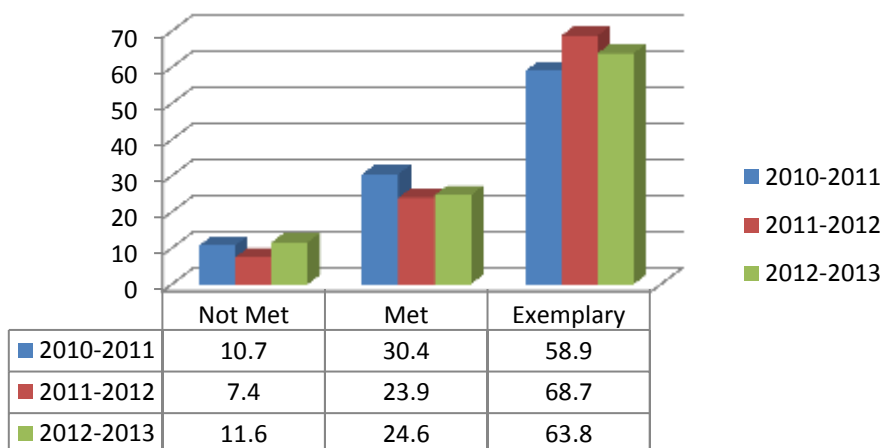
PASS Whole School Social Studies Percentages



MATH PASS –OVERALL

In 2011-2012, we had a decrease in the percentage of our students who scored Not Met, and we had an increase in the percentage of students who scored Exemplary. In 2012-2013, we had an increase in the percentage of students who scored Not Met and a decrease in the percentage of students who scored Exemplary. The mean for our students was 687.2 in 2012 and 685.2 in 2013.

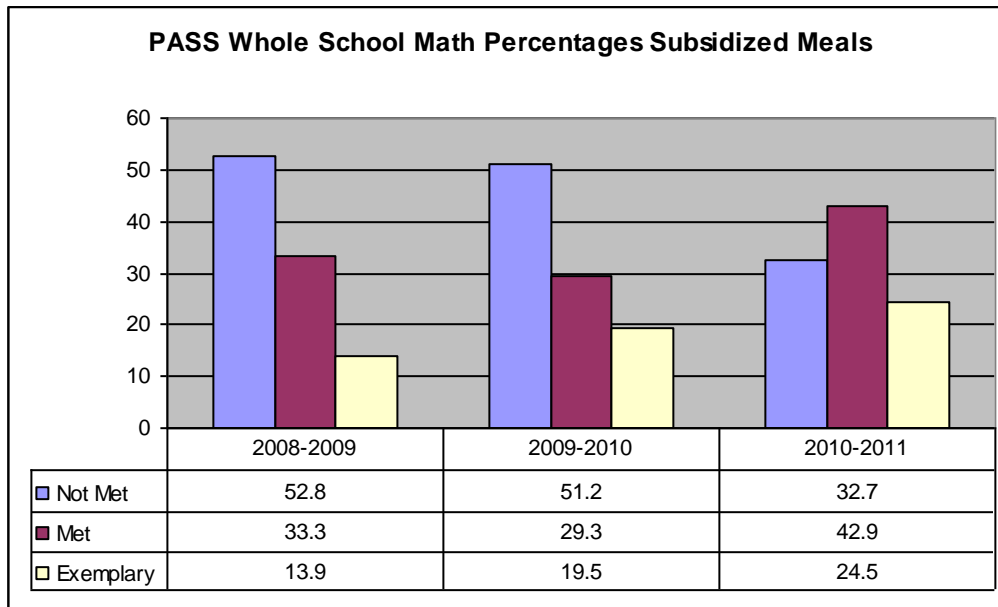
PASS Whole School Math Percentages



MATH PASS SUBSIDIZED MEALS

Our students who have subsidized meals had an increase in the percent of students scoring Exemplary and a decrease in the percentage of students scoring Not Met.

The mean score for our subsidized meal students in 2012 was 634.4, and in 2013, the mean score was 631.0. There was no percentage data to add to our graph this year.

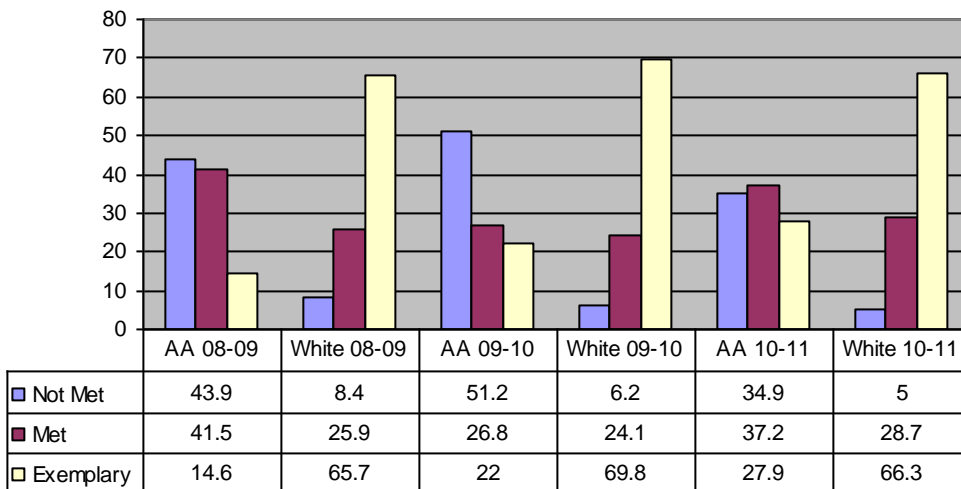


MATH PASS BY ETHNICITY

Our African American students had a decrease in the percent that scored Not Met, and there was an increase in the percent of students who scored Exemplary as well. Our white students had a decrease in Not Met and a decrease in those who scored Exemplary.

With the state reporting the 2012 scores as the mean score, our African American students scored a mean score of 629.1, and our white students scored a mean score of 699.7. In 2013, our AA students' mean score was 623.5, and our white students' mean score was 704.6. There was no percentage data to add to our graph this year.

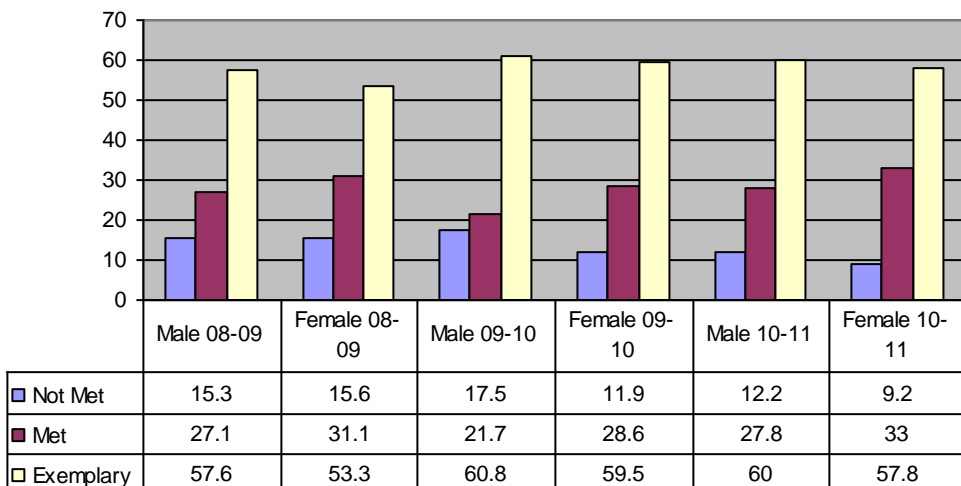
PASS Whole School Math Percentages by Ethnicity



MATH PASS BY GENDER

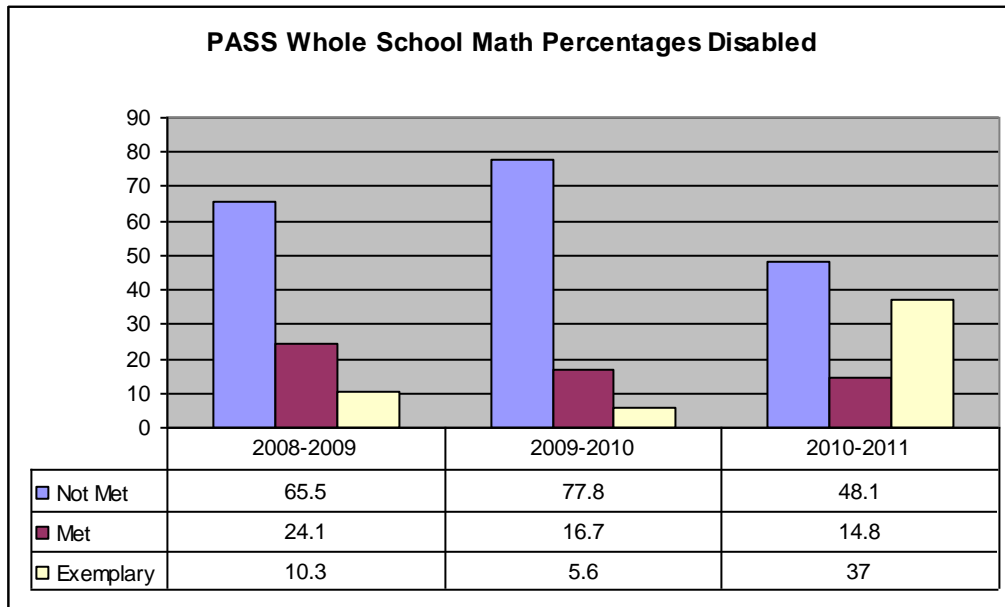
Our males and females had a decrease in the percent of students who scored Not Met in 2011. In 2012, our males had a mean score of 690.8 and our females had a mean score of 683.1. In 2013, our males had a mean score of 689.6 and our females had a mean score of 681.2. There was no percentage data to add to our graph this year.

PASS Whole School Math by Gender



MATH PASS BY DISABILITY

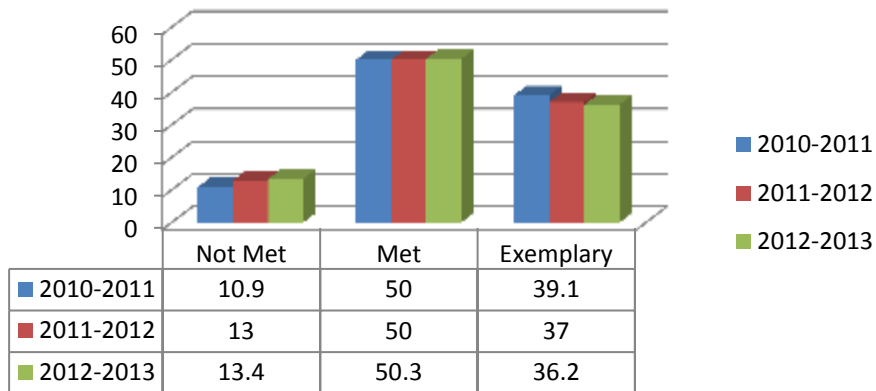
In looking at our 3rd, 4th, and 5th graders who are disabled, we had an increase in percent of students who scored Exemplary and a decrease in the percent of students who scored Not Met. In 2012 and 2013, we did not have enough students with disabilities to report.



SCIENCE PASS- OVERALL

Since 2009, some of our 3rd and 5th graders take the science PASS and all of our 4th graders take it. We had a decrease in students who were Not Met and an increase in students who were Exemplary. In 2012 and 2013, we had an increase in our students who scored Not Met and a decrease in students who scored Exemplary. Our mean score for 2012 was 653.4, and it was 650.0 in 2013.

PASS Whole School Science Percentages

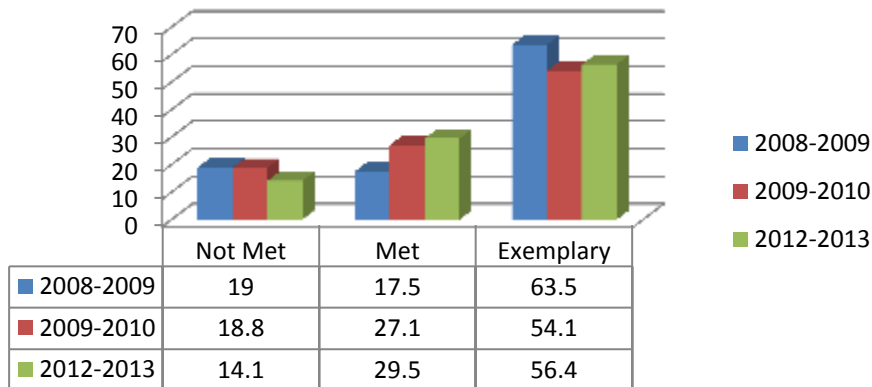


THIRD GRADE PASS RESULTS

PASS Writing – PERCENTAGES FOR GRADE 3

This is our baseline year since 2009 was the first year to administer PASS. The percentage of students achieving Exemplary status was 63.5%. The percentage of students achieving Met status is 17.5%, and the percentage of students achieving Not Met status was 19%. Overall, 81% of students met the state Writing standard. In 2010, we had a decrease in percent of Not Met and in the percent of Exemplary. We did not test 3rd graders in writing in 2011 or 2012. In 2013, we had fewer students who scored Not Met and more Exemplary.

PASS Writing Percentages for Third Grade



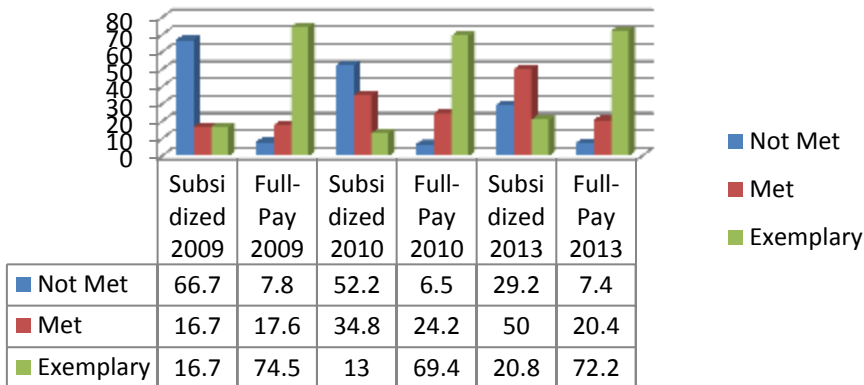
PASS Writing – BY MEAL STATUS

PASS test data shows that there remains a significant achievement gap in Writing between Subsidized and Full Pay students. At the Exemplary level, the achievement gap between Subsidized and Full Pay students was 57.8%; 16.7% of Subsidized students achieved Exemplary status, and 74.5% of Full Pay students achieved Exemplary status. At the Met level, the achievement gap between Subsidized and Full Pay students was 0.9%, with 16.7% of Subsidized students achieving Met status, and 17.6% of Full Pay students. At the Not Met level, the achievement gap between Subsidized and Full Pay students was 58.9%. While 66.7% of Subsidized students did not meet the standard, only 7.8% of Full Pay students did not meet the standard.

Over 92% (92.1%) of Full Pay students achieved either Exemplary or Met status, while only 33.4% of Subsidized students achieved either Exemplary or Met status.

In 2010, our percent of students scoring Not Met decreased in both categories, but the percent scoring Exemplary also decreased in both areas. In 2013, subsidized meal students had a decrease in the percent of students who scored Not Met and an increase in the percent of students who scored Exemplary. Our full-pay students had an increase in Not Met and Exemplary.

PASS Writing Percentages Third Grade by Meal Status



PASS Writing – BY ETHNICITY

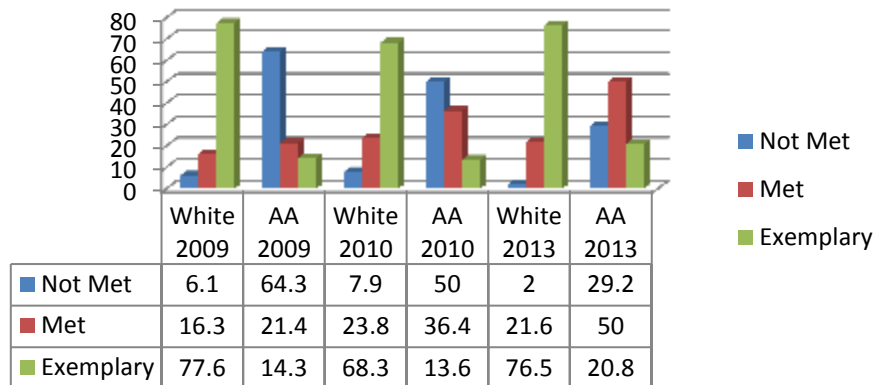
PASS test data shows that there remains a significant achievement gap in Writing between White and African American students. At the Exemplary level, the achievement gap between White and African American students was 63.3%; 77.6% of White students achieved Exemplary status, and 14.3% of African American students achieved Exemplary status. At the Met level, the achievement gap between White and African American students was 5.1%, with 16.3% of White students achieving Met status, and 21.4% of African American students. At the Not Met level, the achievement gap between White and African American students was 58.2%. While 6.1% of White students did not meet the standard, 64.3% of African American students did not meet the standard.

Over 93% (93.9%) of White students achieved either Exemplary or Met status, while only 35.7% of African American students achieved either Exemplary or Met status.

For 2010, there was a decrease in the percent of students who scored Not Met in African American students and white students. There was also a decrease in the percent of students who scored Exemplary in both areas.

In 2013, our white and AA students had a decrease in students who scored Not Met and an increase in students who scored Exemplary.

PASS Writing Percentages for Grade 3 by Ethnicity



PASS Writing – BY GENDER

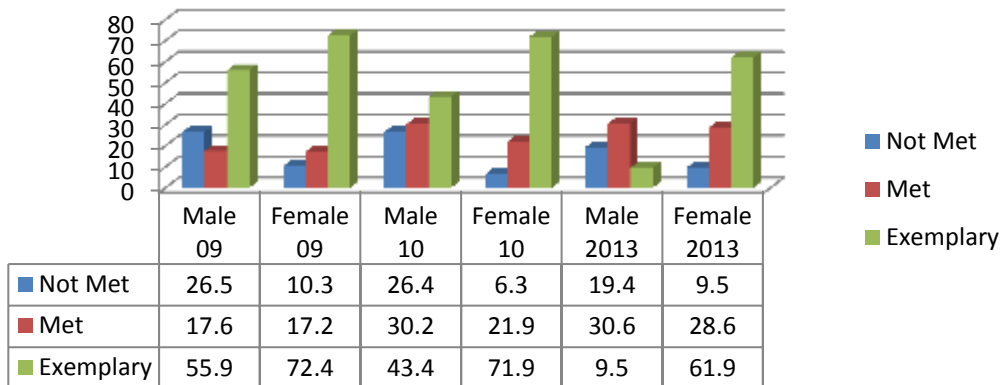
PASS test data shows there remains a significant achievement gap in Writing between Male and Female students. For 2009, at the Exemplary level, the achievement gap between Male and Female students was 16.5%; 55.9% of Male students achieved Exemplary status, and 72.4% of Female students achieved Exemplary status. At the Met level, the achievement gap between Male and Female students was 0.4%, with 17.6% of Male students achieving Met status, and 17.2% of Female students. At the Not Met level, the achievement gap between Male and Female students was 16.2%. While 26.5% of Male students did not meet the standard, 10.3% of Female students did not meet the standard.

Over 73% (73.5%) of Male students achieved either Exemplary or Met status, while 89.6% of Female students achieved either Exemplary or Met status.

For 2010, there were decreases in the percent of male and female students who scored Not Met and Exemplary. There were increases in the percent of students scoring Met in both areas.

In 2013, males had a decrease in the percent scoring Not Met and Exemplary. Females had an increase in the percent scoring Not Met and Exemplary.

PASS Writing Percentages for Grade 3 by Gender



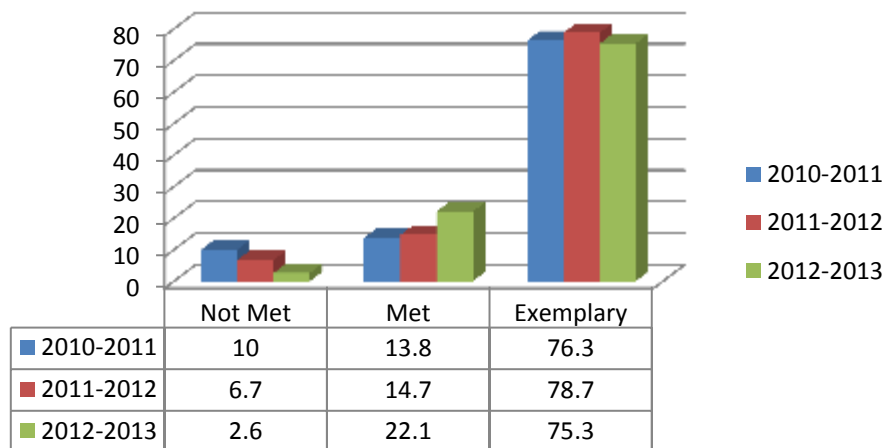
PASS ELA - PERCENTAGES FOR GRADE 3

Scores for 2008-2009 are the base data, since this is the first time period in which data was available. The percentage of students achieving Exemplary status was 59%. The percentage of students achieving Met status is 21.3%, and the percentage of students achieving Not Met status was 19.7%.

Overall, 80.3% of students met the state ELA standard.

There has been a decrease in the percentage of Not Met and an increase in the percentage of students scoring Exemplary since the 2008-2009 school year. In 2012-2013, we had a continued decrease in the percent of students scoring Not Met, but we also had a decrease in the percent of students scoring Exemplary.

PASS ELA Percentages for Grade 3

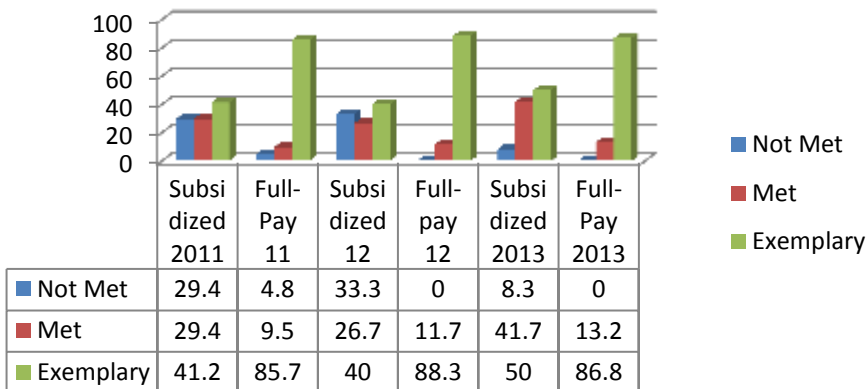


PASS ELA - BY MEAL STATUS

In 2009, there were not 10 students in the subsidized category; therefore, there are no statistics to compare the two groups.

Since 2009, the percent of subsidized meal students who scored Not Met has fluctuated some, but in 2012, it was at its lowest. The percent of full-pay meal students who scored Not Met has decreased to zero. The percent of subsidized meal students who scored Exemplary has fluctuated also, but in 2012, it was at its highest. The percent of full-pay meal students has remained at the high eighty percent level.

PASS ELA Percentages for Grade 3 by Meal Status



PASS ELA – BY ETHNICITY

PASS test data shows there remains a significant achievement gap in ELA between White and African American students. At the Exemplary level in 2011, the achievement gap between White and African American students is 55.6%. There was a gap of 31.7% between AA Not Met and white Not Met in 2011. There was a gap of 31.3% in 2012.

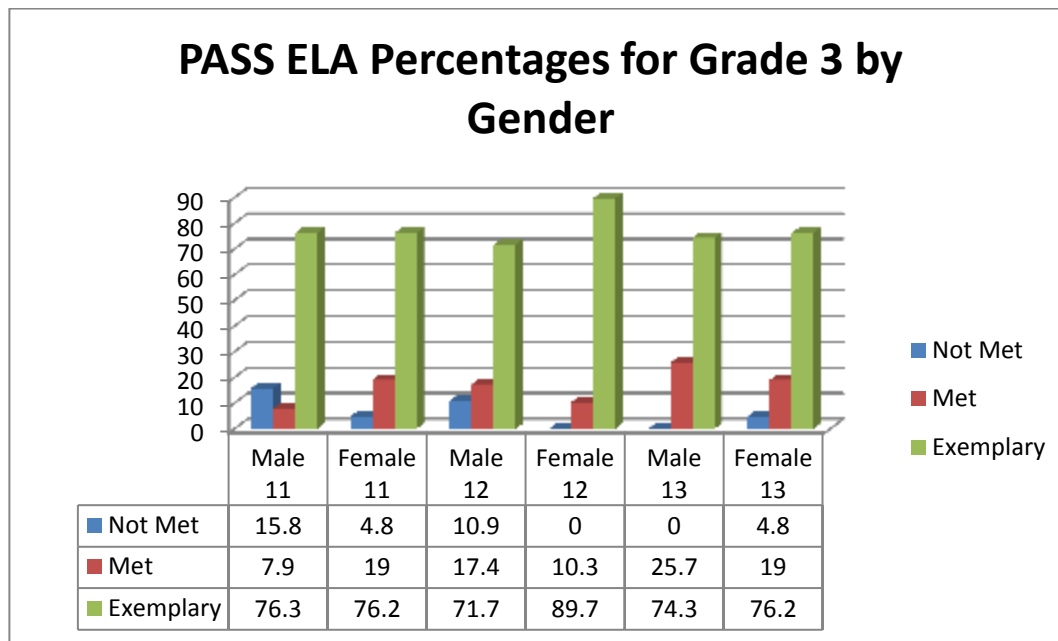
Since 2009, there has been an increase in AA and white students who scored Exemplary. There has been a decrease in the percent of white and AA students who scored Not Met.

PASS ELA Percentages for Grade 3 by Ethnicity



PASS ELA – BY GENDER

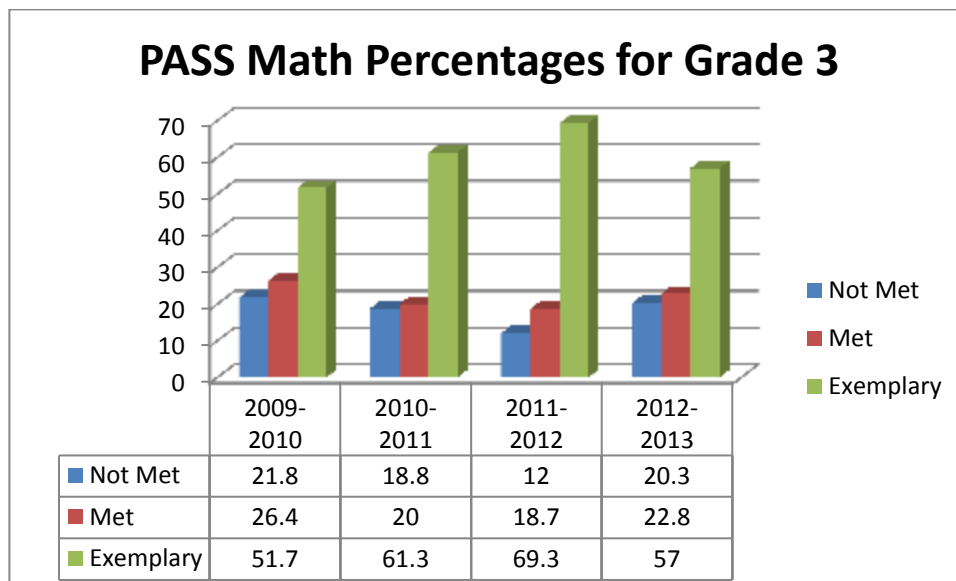
PASS test data shows there remains an achievement gap in ELA between Male and Female students. For 2010, the percent of Males scoring Not Met and Exemplary increased. For 2011, there was a decrease in the percent of males in Not Met but an increase in the percent of males in Exemplary. In 2012, there was further decrease in Not Met for males, but there was also a decrease in Exemplary for males. In 2013, there was a decrease of males in Not Met and an increase in the percent of males in Exemplary. For females, the percent scoring Not Met decreased in 2010, but it increased a little in 2011. In 2012, the percent of males decreased in Not Met and Exemplary. The percent of females scoring Exemplary increased in 2010, decreased in 2011, and increased again in 2012. The percent of females in Not Met was zero. In 2013, there was an increase in the percent of females in Not Met and a decrease in the percent of females in Exemplary.



PASS MATH - PERCENTAGES FOR GRADE 3

Scores for 2008-2009 are the base data, since this is the first time period in which data was available. The percentage of students achieving Exemplary status was 45.3%. The percentage of students achieving Met status is 31.3%, and the percentage of students achieving Not Met status was 23.4%. Overall, 76.6% of students met the state Math standard.

For 2010, there was a decrease in Not Met and an increase in Exemplary. In 2011 and 2012, there was a continued decrease in Not Met and a continued increase in Exemplary. In 2013, however, there was an increase in Not Met and a decrease in Exemplary.



PASS MATH - BY MEAL STATUS

PASS test data shows there remains a significant achievement gap in Math in grade three between Subsidized and Full Pay students. At the Exemplary level, the achievement gap between Subsidized and Full Pay students was 43.7%; 9.1% of Subsidized students achieved Exemplary status, and 52.8% of Full Pay students achieved Exemplary status. At the Met level, the achievement gap between Subsidized and Full Pay students was 6.2%, with 36.4% of Subsidized students achieving Met status, and 30.2% of Full Pay students. At the Not Met level, the achievement gap between Subsidized and Full Pay students was 37.5%. While 54.5% of Subsidized students did not meet the standard, 17% of Full Pay students did not meet the standard.

83% of Full Pay students achieved either Exemplary or Met status, while 45.5% of Subsidized students achieved either Exemplary or Met status.

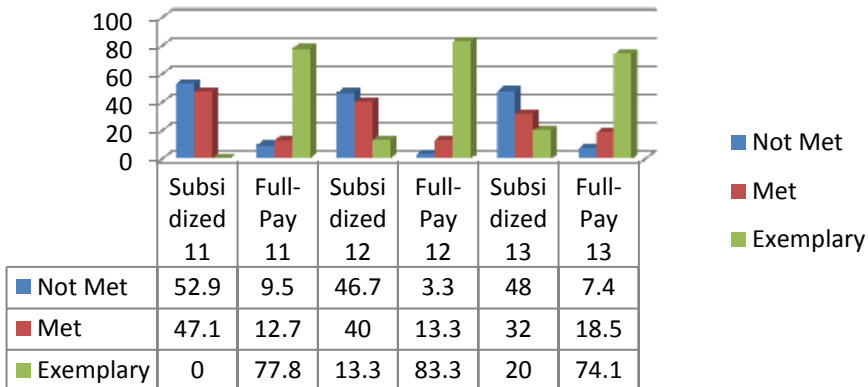
For 2010, subsidized meal students decreased in Not Met and increased in Exemplary. The same holds true for full-pay students.

For 2011, subsidized meal students increased slightly in Not Met and decreased in Exemplary. The same is true for full-pay students.

For 2012, subsidized meal students decreased in Not Met and increased in Exemplary. The same is true for full-pay students.

For 2013, subsidized meal students increased in Not Met and increased in Exemplary. Full-pay students increased in the percent scoring Not Met and decreased in the percent of students scoring Exemplary.

PASS Math Percentages for Grade 3 by Meal Status



PASS MATH – BY ETHNICITY

PASS test data shows there remains a significant achievement gap in Math between White and African American students. At the Exemplary level, the achievement gap between White and African American students was 47.2%; 54.9% of White students achieved Exemplary status, and 7.7% of African American students achieved Exemplary status. At the Met level, the achievement gap between White and African American students was 0.6%, with 31.4% of White students achieving Met status, and 30.8% of African American students. At the Not Met level, the achievement gap between White and African American students was 47.8%. While 13.7% of White students did not meet the standard, 61.5% of African American students did not meet the standard.

Over 86% (86.3%) of White students achieved either Exemplary or Met status in 2009, while only 38.5% of African American students achieved either Exemplary or Met status.

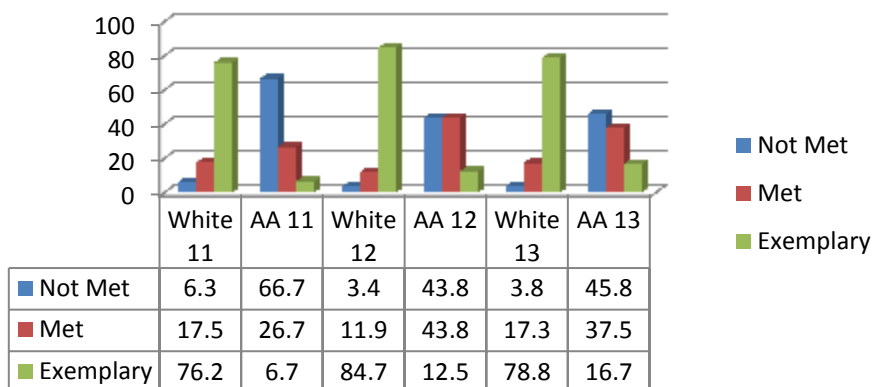
In 2010, there was a decrease in the percentage of both groups of students scoring Not Met and an increase in the percentage of both groups of students scoring Exemplary.

In 2011, there was a decrease in the percent of white students scoring Not Met, but there was an increase in the percent of AA students who scored Not Met. There was an increase in the percent of white students who scored Exemplary, but a decrease in the percent of AA students who scored Exemplary.

In 2012, there was a continued decrease in AA students who scored Not Met and an increase in the percent of AA students who scored Exemplary.

In 2013, there was a slight increase in the percent of white students scoring Not Met, and there was a decrease in the percent of students scoring Exemplary. In 2013, there was an increase in both Not Met and Exemplary for AA students.

PASS Math Percentages for Grade 3 by Ethnicity



PASS MATH – BY GENDER

PASS test data shows there remains an achievement gap in Math between Male and Female students. At the Exemplary level, the achievement gap between Male and Female students was 5.4%; 42.9% of Male students achieved Exemplary status, and 48.3% of Female students achieved Exemplary status. At the Met level, the achievement gap between Male and Female students was 5.9%, with 28.6% of Male students achieving Met status, and 34.5% of Female students. At the Not Met level, the achievement gap between Male and Female students was 11.4%. While 28.6% of Male students did not meet the standard, 17.2% of Female students did not meet the standard.

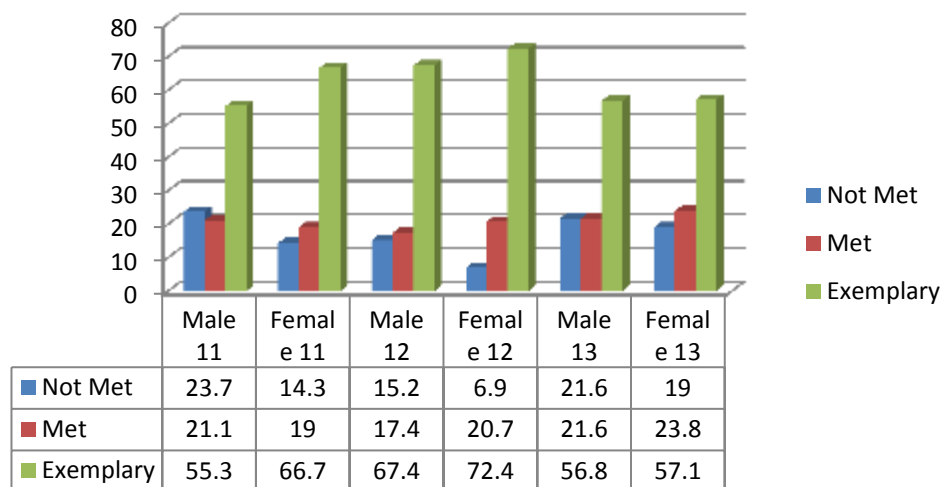
Over 71% (71.5%) of Male students achieved either Exemplary or Met status, while 82.8% of Female students achieved either Exemplary or Met status.

For 2010, for males, there was an increase in the percent scoring Not Met and Exemplary. For females, there was a decrease in the percent scoring Not Met and an increase in the percent scoring Exemplary. In 2011, there was a decrease in the percent of males who scored Not Met and an increase in the percent of males who scored Exemplary. For females, there was an increase in the percent of students scoring Not Met and Exemplary.

In 2012, there was a decrease in the percent of males and females who scored Not Met and an increase in the percent of male and female students who scored exemplary.

In 2013, there was an increase in Not Met for males and females, and a decrease in Exemplary for both males and females.

PASS Math Percentages for Grade 3 by Gender



PASS SCIENCE PERCENTAGES

With 2009 being the first year that the state used PASS, this was our baseline data. Only about half of our third graders took the science PASS.

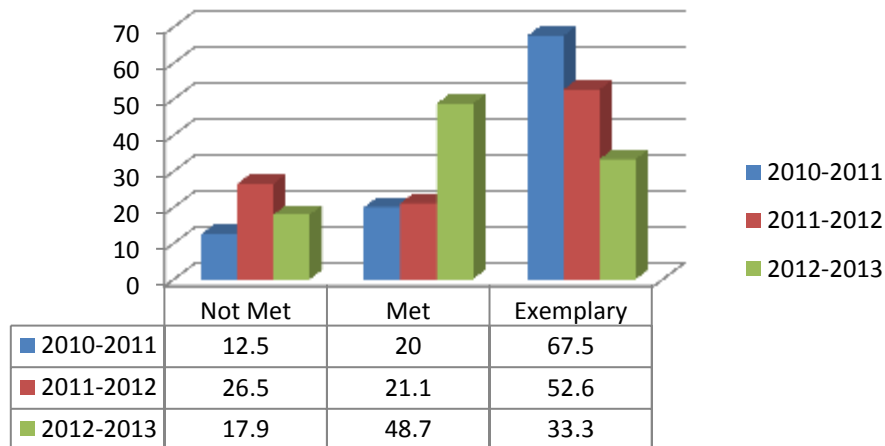
For 2010, there was a decrease in the percent who scored Not Met and an increase in the percent who scored Exemplary.

For 2011, there was a further decrease in the percent of students who scored Not Met and a further increase in the percent of students who scored Exemplary.

For 2012, there was an increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary.

For 2013, there was a decrease in the percent of students who scored Not Met and Exemplary. The trend is that fewer students are scoring Exemplary.

PASS Science Percentages for Grade 3



PASS SOCIAL STUDIES PERCENTAGES

With 2009 being our first year to use PASS, there is not comparison over time. Only half of our third graders took the Social Studies PASS.

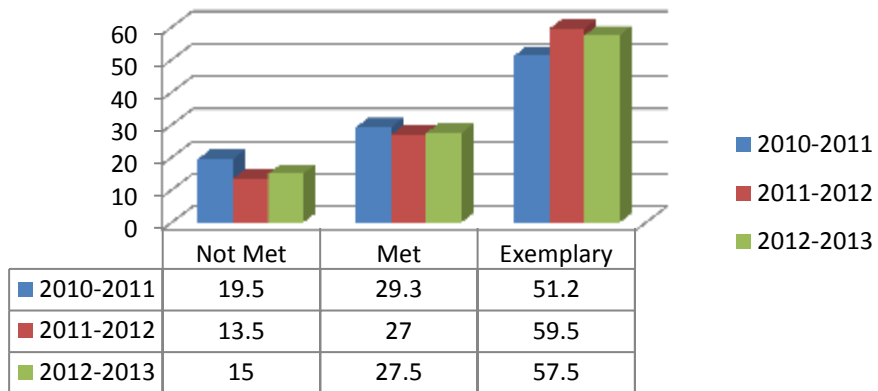
In 2010, there was an increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary.

For 2011, there was a decrease in the percent of students who scored Not Met, and percent of students in Exemplary remained the same.

For 2012, there was a decrease in the percent of students who scored Not Met, and there was an increase in the percent of students who scored Exemplary. We continued to test about half of our third graders in social studies.

For 2013, there was an increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary. There are no trends.

PASS Social Studies Percentages for Grade 3



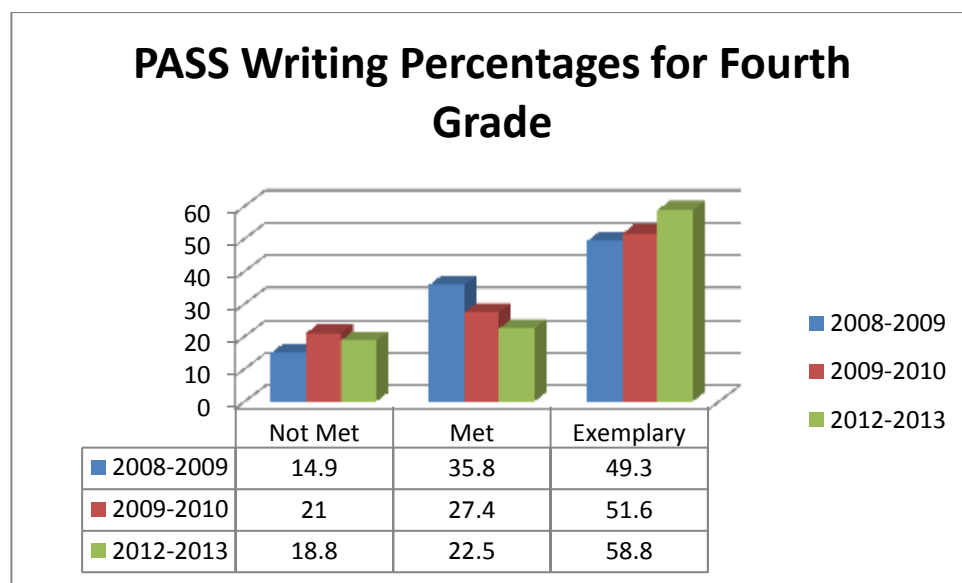
FOURTH GRADE PASS RESULTS

PASS WRITING PERCENTAGES OVERALL

In 2008-2009, 49.3% of the students in fourth grade scored Exemplary on the Writing test. 35.8% of the students Met or passed and 14.9% scored Not Met.

In 2009-2010, we had an increase in the percentage of students scoring Not Met and Exemplary.

Fourth graders were not tested in writing in 2011 or 2012. We started testing fourth graders again in 2013. Our Not Met percentages decreased and our Exemplary percentages increased.



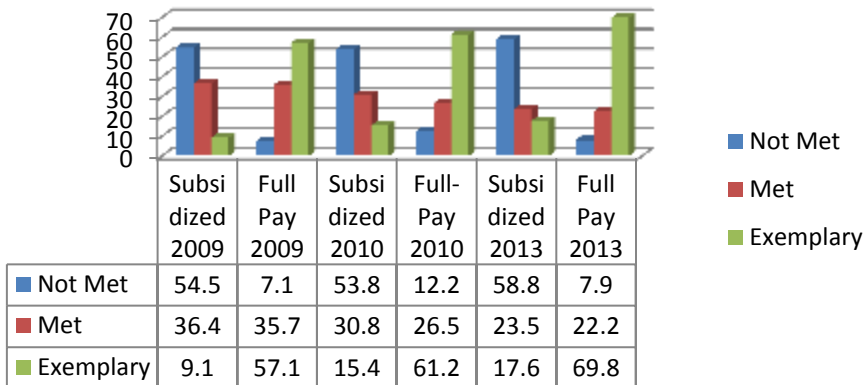
PASS WRITING PERCENTAGES BY MEAL STATUS

Out of the students that scored Not Met, 47.4% more of the students were students on subsidized meal plans than students that pay full price. .7% more of the students who scored Met were students on subsidized meal plans. For the students who scored Exemplary, 48% more of them were students who pay full price for lunch than those on subsidized plans.

For 2010, there was a decrease in the percentage of students who were subsidized in the Not Met category, and there was an increase in the percentage of students who were Exemplary. For full-pay students, there was an increase in Not Met and Exemplary.

Fourth graders were not tested in 2011 or 2012. In 2013 we started testing fourth graders again. For subsidized students, there was an increase in Not Met and Exemplary percentages. For full pay students, there was an increase in Exemplary and a decrease in Not Met.

PASS Writing for Grade 4 by Meal Status



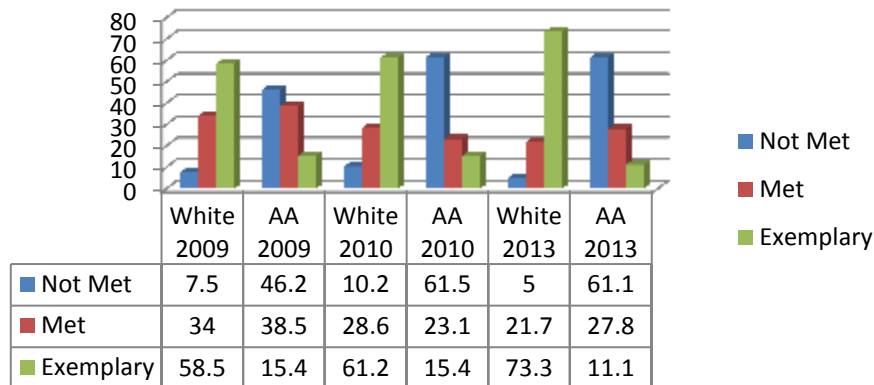
PASS WRITING PERCENTAGES BY ETHNICITY

Out of the students that scored Not Met, 40.7% more were African American than White. 3.5% more of the students that scored Met were African American. 43.1% more of the students that scored Exemplary were White.

For 2010, there was an increase in the percent of white students scoring Not Met and Exemplary. For African American students, there was an increase in the percent of students scoring Not Met, but the Exemplary stayed the same.

Fourth graders did not take the writing portion of PASS in 2011 or 2012. For 2013, there was a decrease in percentages of Not Met and Exemplary for African American students. For white students, there was a decrease in Not Met percentages and an increase in Exemplary percentages.

PASS Writing Percentages for Grade 4 by Ethnicity



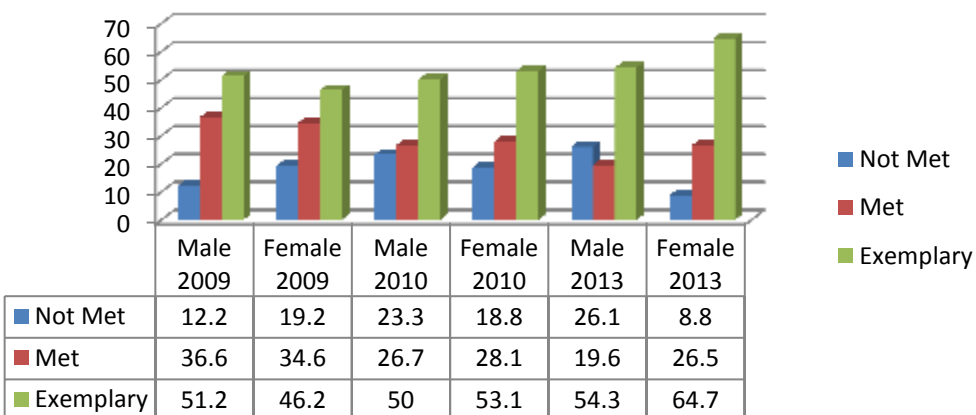
PASS WRITING PERCENTAGES BY GENDER

Out of the students that scored Not Met, 7% more were female. Out of the students that scored Met, 2% more were male. Out of the students that scored Exemplary, 5% more were male.

For 2010, there was an increase in the percent of males scoring Not Met and a decrease in the percent of males scoring Exemplary. There was a decrease in the percent of females who scored Not Met and an increase in the percent of females who scored Exemplary.

Fourth graders were not tested in 2011 or 2012 in writing. In 2013, Male percentages increased in Not Met and Exemplary. In 2013, Female percentages decreased in Not Met and increased in Exemplary.

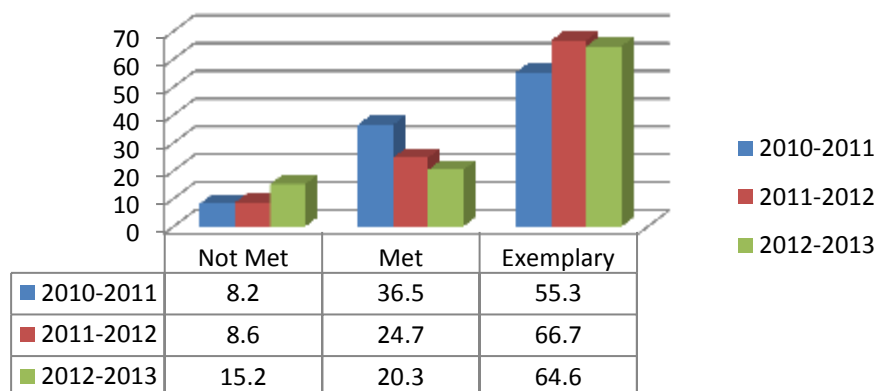
PASS Writing Percentages for Grade 4 by Gender



PASS ELA PERCENTAGES OVERALL

Out of all of the fourth grade students, 12.1 % scored Not Met, 19.7% scored Met, and 68.2% scored Exemplary on the PASS ELA section. For 2010, there was a decrease in the percent of students who scored Not Met and Exemplary. This trend continued for 2011. In 2012, there was a slight increase in the percent of students scoring Not Met, but there was a significant increase in the percent of students scoring Exemplary. In 2013, there was an increase in the percent of students scoring Not Met and a decrease in the percent of students scoring Exemplary.

PASS ELA Percentages for Fourth Grade



PASS ELA PERCENTAGES BY MEAL STATUS

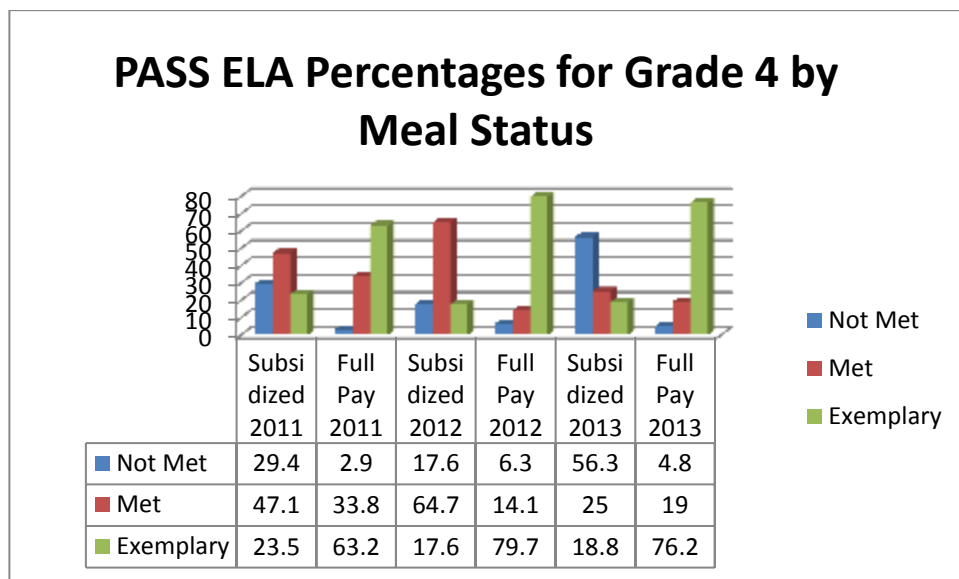
Less than 10 subsidized students tested, so there is no data for students who have subsidized meals for 2009.

In 2010, it was the first year to have enough students in the subsidized meals category. The full-pay students had a decrease in Not Met and Exemplary.

For 2011, there was a decrease in the percent of students with subsidized meals and full-pay meals who scored Not Met. There was a decrease in full-pay students who scored Exemplary, but an increase in subsidized students who scored Exemplary.

In 2012, there was a further decrease in the percent of subsidized meal students scoring Not Met, but an increase in the percent of full pay students in Not Met. There was a decrease in the percent of subsidized meal students in Exemplary and an increase in the percent of full pay students who scored Exemplary.

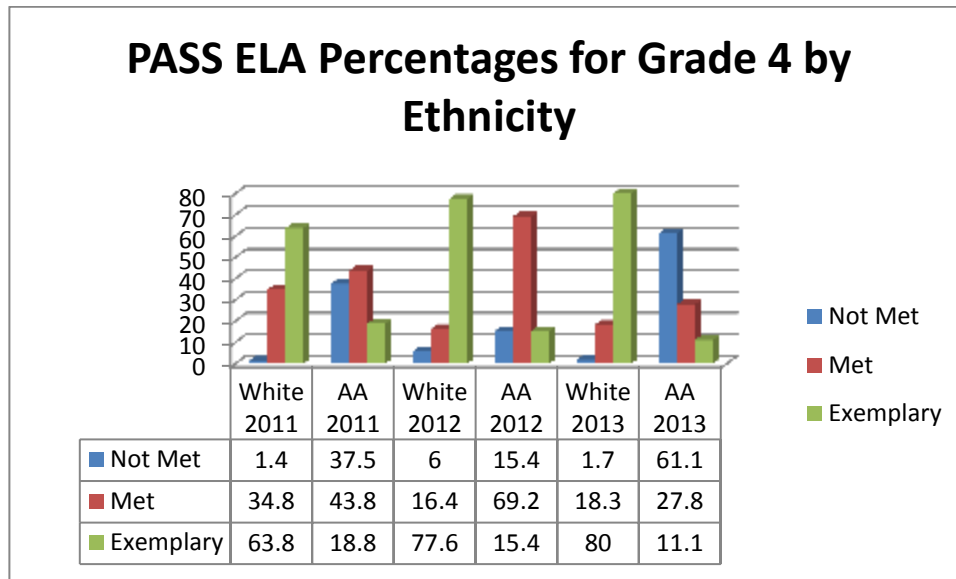
In 2013, there was a large increase in subsidized students who scored Not Met and Exemplary. There was a decrease in full pay students who scored Not Met and Exemplary.



PASS ELA PERCENTAGES BY ETHNICITY

For 2010, there was a decrease in white students who scored Not Met and Exemplary. For African American students, there was an increase in students who scored Not Met and Exemplary.

In 2011, there was a decrease in AA students who scored Not Met and an increase in those who scored Exemplary. For white students, there was a decrease in Not Met and Exemplary. In 2012, there was a significant decrease in the percent of AA students who scored Not Met and Exemplary. There was an increase in the percent of white students who scored Not Met and Exemplary. In 2013, there was a decrease in white students who scored Not Met and an increase in students who scored Exemplary. For African American students, there was a large increase in students who scored Not Met and a decrease in students who scored Exemplary. There seem to be no trends.



PASS ELA PERCENTAGES BY GENDER

For 2010, there was an increase of males who scored Not Met and a decrease in the percent of males who scored Exemplary. For females, there was a decrease in the percent scoring Not Met and an increase in the percent scoring Exemplary.

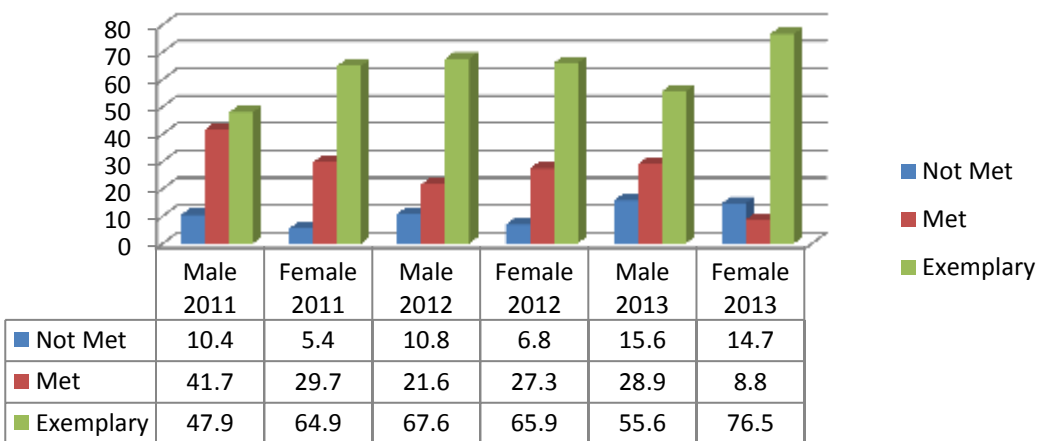
For 2011, males had a decrease in Not Met and Exemplary. Females had a decrease in Not Met but an increase in Exemplary.

In 2012, males had an increase in the percent of students who scored Not Met and a significant increase in the percent of students who scored Exemplary. For females, there was an increase in Not Met and Exemplary.

In 2013, there was an increase in males who scored Not Met and a decrease in the males who scored Exemplary. For females, there was an increase in the percent who scored Not Met and Exemplary.

Females continue to increase annually in the percent who score Exemplary. Males and females continue to increase annually in the percent of students who score Not Met.

PASS ELA Percentages for Fourth Grade by Gender



PASS MATH OVERALL PERCENTAGES

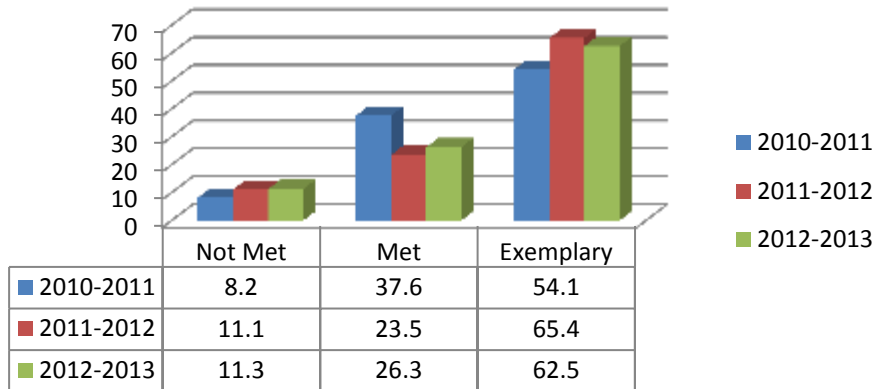
For 2010, there was an increase in the percent of students who scored Not Met and a slight increase in the percent of students who scored Exemplary.

For 2011, there was a decrease in Not Met and Exemplary.

In 2012, there was an increase in Not Met and Exemplary.

In 2013, there was a slight increase in Not Met and a decrease in Exemplary. There are no trends.

PASS Math Percentages for Fourth Grade



PASS MATH PERCENTAGES BY MEAL STATUS

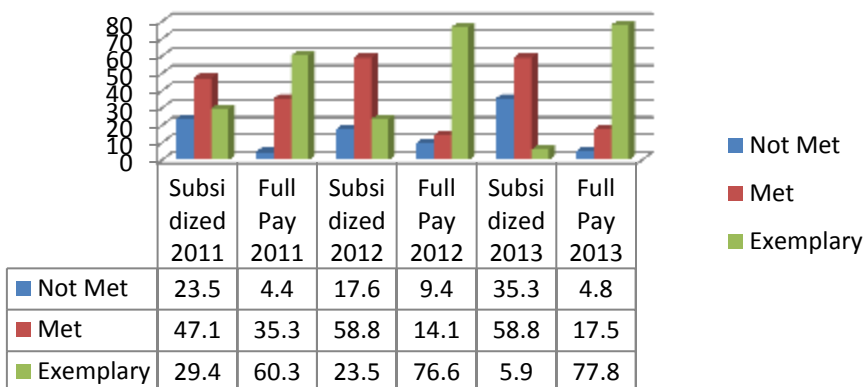
For 2010, the percent of subsidized students stayed the same for Not Met, but there was an increase in the percent of students who scored Exemplary. For full pay students, there was an increase in Not Met and Exemplary.

In 2011, students of subsidized meals had a decrease in Not Met and an increase in Exemplary. Students of full-pay meals had a decrease in Not Met and Exemplary.

In 2012, the percent of students on subsidized meals who scored Not Met and Exemplary decreased. The percent of students on full pay meals who scored Not Met and Exemplary increased.

In 2013, students on subsidized meals who scored Not Met increased significantly, and those students who scored Exemplary decreased. For students on full pay meal plans, the percent of students scoring Not Met decreased and the percent of students scoring Exemplary increased. There seem to be no trends.

PASS Math Percentages for Grade 4 by Meal Status



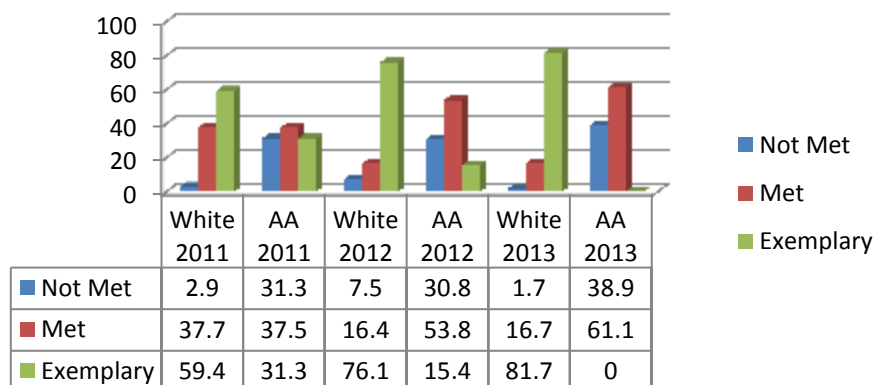
PASS MATH PERCENTAGES BY ETHNICITY

In 2011, white and AA students had a decrease in Not Met. White students had a decrease in Exemplary, but AA students had an increase in Exemplary.

In 2012, white students had an increase in the percent of students who scored Not Met and Exemplary. AA students had a decrease in the percent of students who scored Not Met and Exemplary.

In 2013, white students had a decrease in the percent of students who scored Not Met and an increase in the percent of students scoring Exemplary. AA students had an increase in Not Met and a decrease in Exemplary. There are no trends.

PASS Math Percentages for Grade 4 by Ethnicity



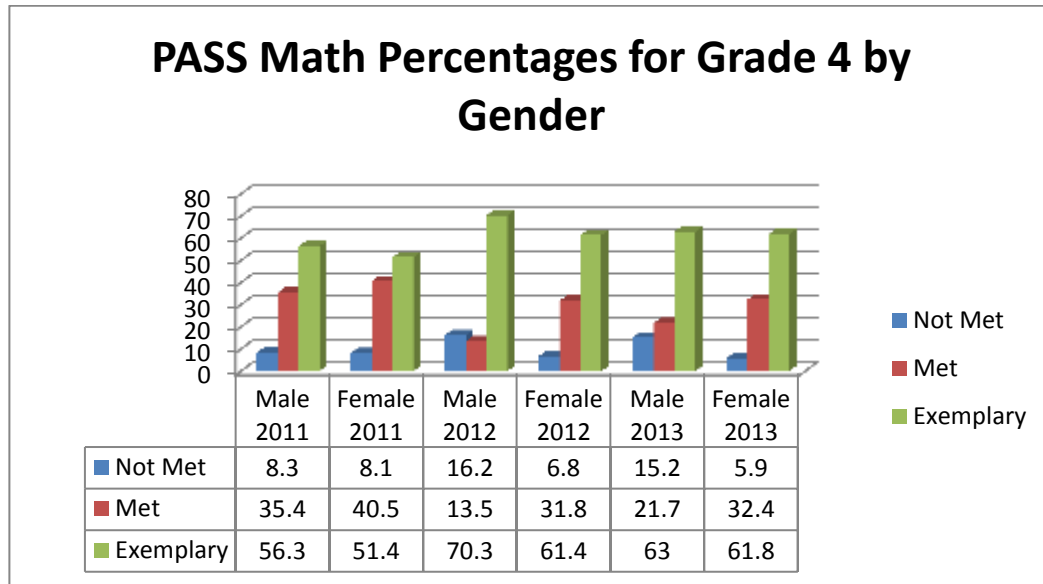
PASS MATH PERCENTAGES BY GENDER

For 2010, there was a large increase in the percent of males who scored Not Met and a decrease in the percent who scored Exemplary. For females, there was a decrease in the percent of students who scored Not Met and an increase in the percent of students who scored Exemplary.

For 2011, males and females had a decrease in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary.

For 2012, females had a decrease in the percent of students who scored Not Met and an increase in the percent of students who scored Exemplary. Males had an increase in both Not Met and Exemplary.

In 2013, females continued the decrease of students who scored Not Met. Females also continued the increase of students who scored Exemplary. Males had a decrease in the percent of students who scored Not Met and Exemplary. The trends are with the female students. They continue to move in the right direction in the last three years.



PASS SCIENCE OVERALL FOR GRADE 4

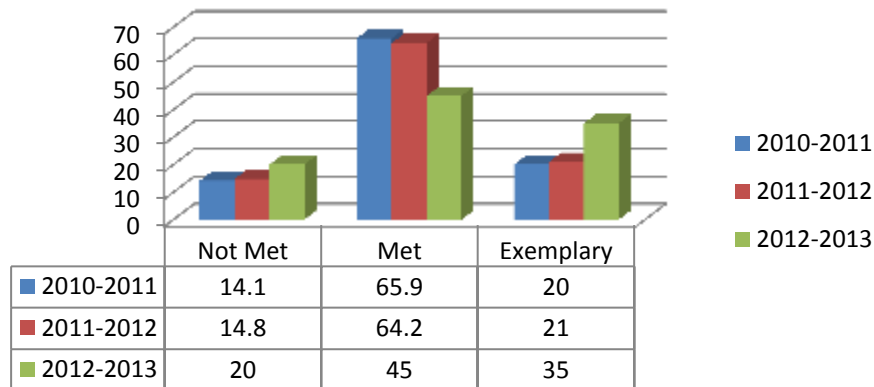
In 2010, there was a large increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary.

In 2011, there was a decrease in Not Met and Exemplary.

In 2012, there was an increase in Not Met and Exemplary.

In 2013, there was a continued increase in Not Met and Exemplary.

PASS Science Percentages for Fourth Grade



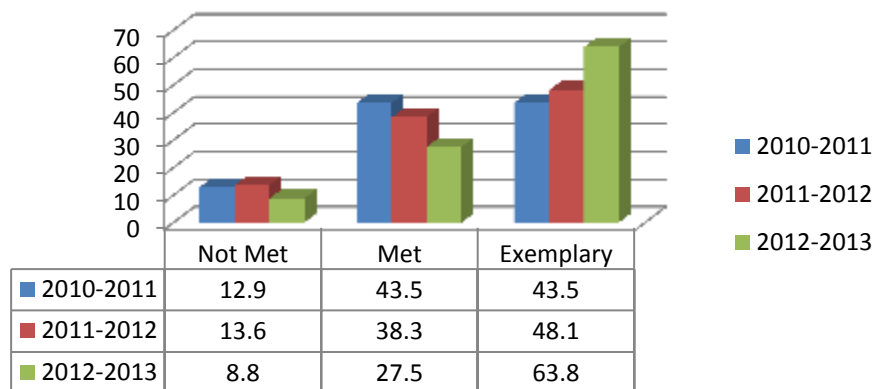
PASS SOCIAL STUDIES OVERALL FOR GRADE 4

For 2011, there was a decrease in Not Met and Exemplary from 2010.

In 2012, there was an increase in Not Met and Exemplary.

In 2013, there was a decrease in Not Met and an increase in Exemplary. The trend is that our fourth graders continue to increase in the percent of students who score Exemplary.

PASS Social Studies Percentages for Fourth Grade



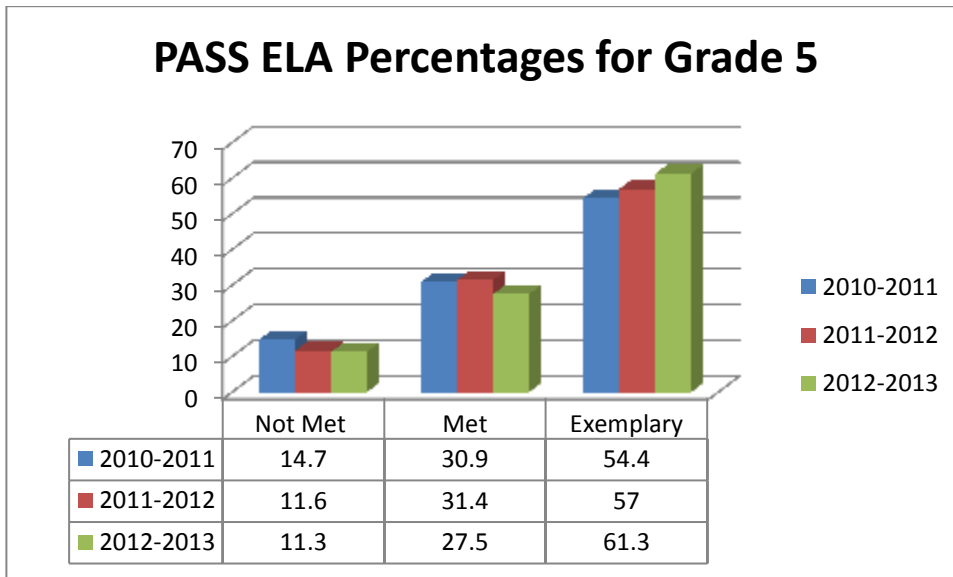
FIFTH GRADE PASS RESULTS

PASS ELA – PERCENTAGES FOR GRADE 5

For 2010-2011, there was an increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary from 2010.

In 2012, there was a decrease in the percent of fifth graders who scored Not Met and an increase in the percent of 5th graders who scored Exemplary.

In 2013, there was a decrease in the percent of fifth grade students who scored Not Met and an increase in the percent of fifth grade students who scored Exemplary. For the last two years, there has been a decrease in Not Met students and an increase in Exemplary students.



PASS ELA – BY MEAL STATUS

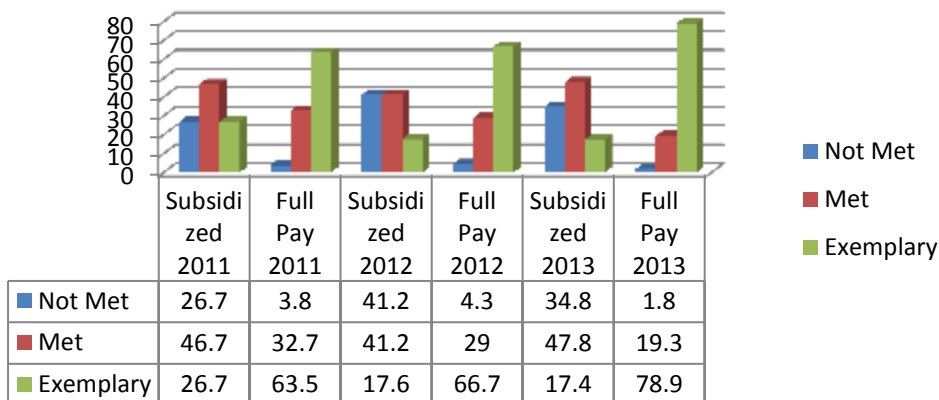
For 2010, there was an increase in the percent of subsidized students in the Not Met category and a decrease in the percent of students in the Exemplary category from 2009. For full pay students, there was a decrease in the percent of students who scored Not Met and an increase in the percent of students who scored Exemplary.

In 2011, there was a decrease in subsidized meal students scoring Not Met and an increase scoring Exemplary. For full pay students, there was an increase in the percent scoring Not Met and a decrease in the percent scoring Exemplary.

For 2012, the percent of subsidized meal students who scored Not Met increased, and the percent who scored Exemplary decreased. For our full pay students, the percent rose in Not Met and Exemplary.

In 2013, the percent of subsidized meal students who scored Not Met and Exemplary decreased. The percent of full pay students who scored Not Met decreased while the percent who scored Exemplary improved. Full pay students continue to increase the percent of students who score Exemplary, while subsidized meal students continue to decrease the percent of students who score Exemplary.

PASS ELA Percentages for Grade 5 by Meal Status



PASS ELA – BY ETHNICITY

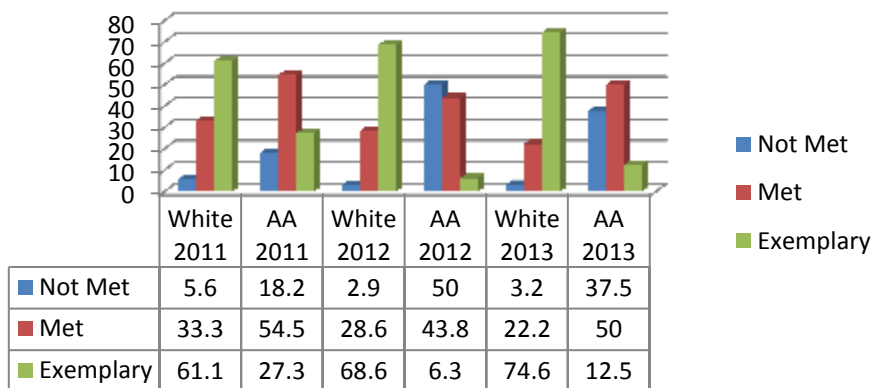
For 2009-2010, there was a decrease in the percent of white students who scored Not Met and an increase in the percent of white students who scored Exemplary from results from 2009. For African American students, there was a decrease in the percent of students who scored Not Met and Exemplary.

For 2010-2011, there was an increase in the percent of white students who scored Not Met and a decrease in the percent of students who scored Exemplary. There was a decrease in the percent of AA students who scored Not Met and an increase in the percent of students who scored Exemplary.

In 2012, there was a decrease in the percent of white students who scored Not Met and an increase in the percent who scored Exemplary. There was a large increase in the percent of AA students who scored Not Met and a decrease in the percent who scored Exemplary.

In 2013, there was a decrease in the percent of AA students who scored Not Met and an increase in the percent of students who scored Exemplary. For white students, there was an increase in both the percent of Not Met and Exemplary.

PASS ELA Percentages for Grade 5 by Ethnicity



PASS ELA – BY GENDER

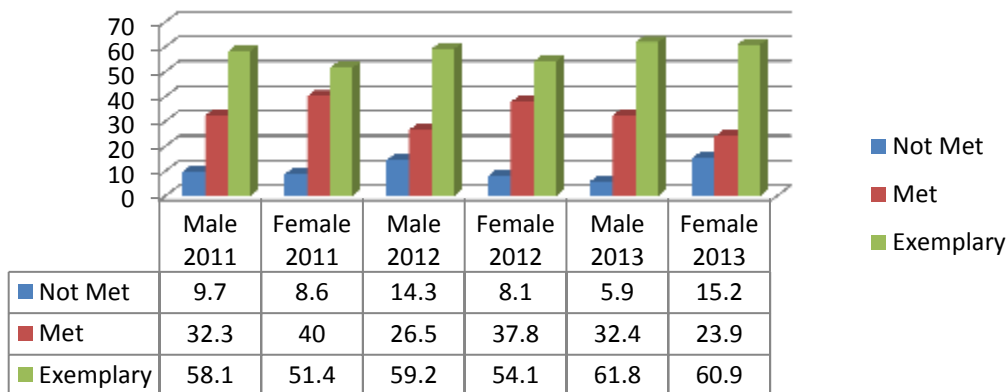
For the 2009-2010 school year, there was a decrease in the percent of males who scored Not Met and an increase in the percent of males who scored Exemplary. For females, there was an increase in the percent which scored Not Met and a decrease in the percent who scored Exemplary.

In 2011, there was an increase in the percent of males scoring Not Met and a decrease in the percent of males scoring Exemplary. There was a decrease in the percent of females scoring Not Met and Exemplary.

For 2012, males increased in percentages for Not Met and Exemplary. Females decreased in the percent who scored Not Met, but increased in the percent who scored Exemplary.

For 2013, males had a decrease in the percent of boys who scored Not Met and an increase in the percent who scored Exemplary. Females had an increase in Not Met and Exemplary. There is a trend of females and males increasing in the percent of students scoring Exemplary.

PASS ELA Percentages for Grade 5 by Gender



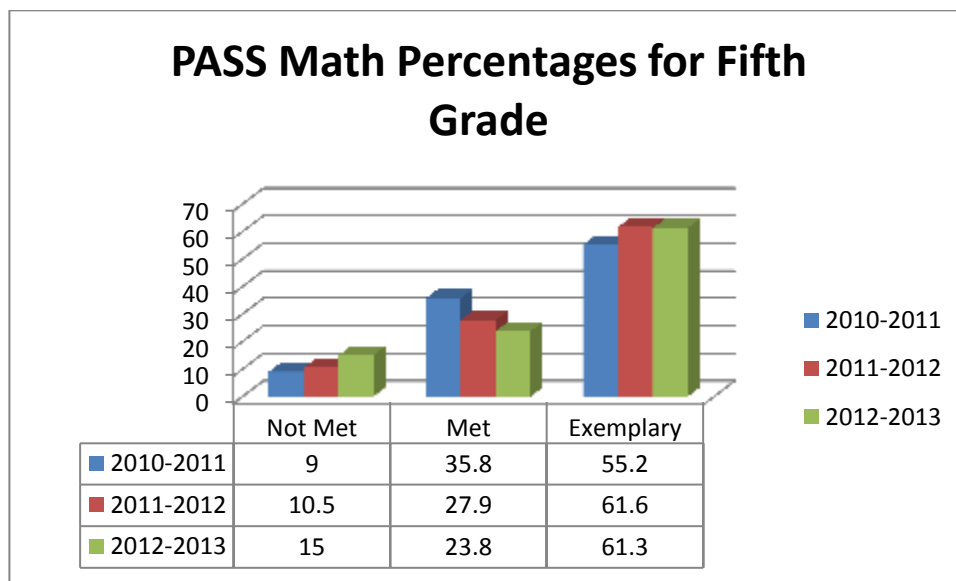
PASS MATH - PERCENTAGES FOR GRADE 5

For 2010, there was a decrease in the percent of students who scored Not Met and an increase in the percent of students who scored Exemplary.

In 2011, the percent of students scoring Not Met remained the same, and the percent of students scoring Exemplary decreased.

For 2012, the percent of students scoring Not Met and Exemplary increased.

In 2013, the percent of students scoring Not Met increased and Exemplary decreased slightly. The trend here is that our fifth grade students continue to increase each year in the percent of those scoring Not Met.



PASS MATH - BY MEAL STATUS

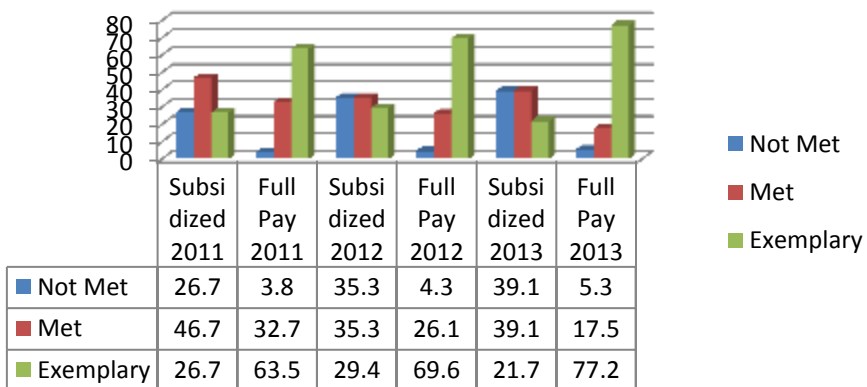
For 2010, there was a decrease in the percent of subsidized students who scored Not Met and Exemplary. For full pay students, there was a decrease in the percent of students who scored Not Met and an increase in the percent of students who scored Exemplary.

In 2011, the percent of subsidized students who scored Not Met decreased and the percent who scored Exemplary increased. For full pay students, the percent of students who scored Not Met increased and the percent of students who scored Exemplary decreased.

For 2012, percentages of subsidized meal students who scored Not Met and Exemplary increased, and the same goes for full pay students.

In 2013, percentages of subsidized meal students who scored Not Met increased and the percent of students scoring Exemplary decreased. The percent of full pay students who scored Not Met and Exemplary increased. The trend is that subsidized meal students continue to increase in percentages each year for students who score Not Met.

**PASS Math Percentages for Grade 5
by Meal Status**



PASS MATH – BY ETHNICITY

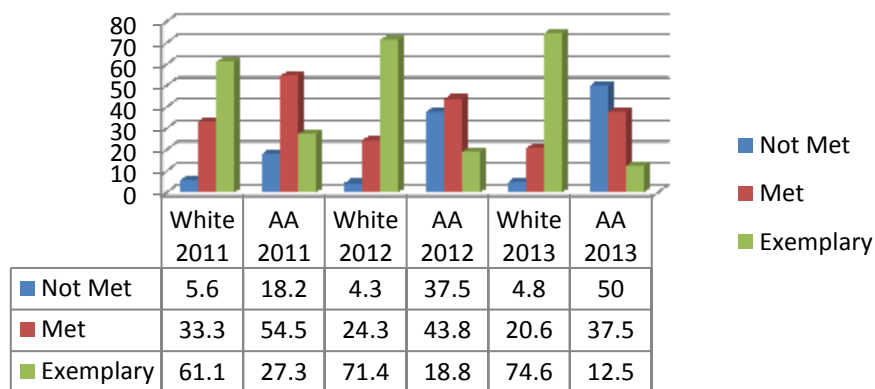
For 2010, there was a decrease in the percent of white and African American students who scored Not Met and an increase in the percent in both groups who scored Exemplary.

In 2011, the percent of AA students who scored Not Met decreased and the percent that scored Exemplary increased. For white students, the percent scoring Not Met increased and the percent scoring Exemplary decreased.

For 2012, the percent of AA students who scored Not Met increased, but the percent of AA students who scored Exemplary decreased. The percent of white students who scored Not Met decreased and the percent that scored Exemplary increased.

In 2013, the percent of AA students who scored Not Met increased and the percent of AA students who scored Exemplary decreased. These are both trends among AA students. For white students, students who scored Not Met increased slightly. The percent of white students who scored Exemplary increased, and this is a trend.

**PASS Math Percentages for Grade 5
by Ethnicity**



PASS MATH – BY GENDER

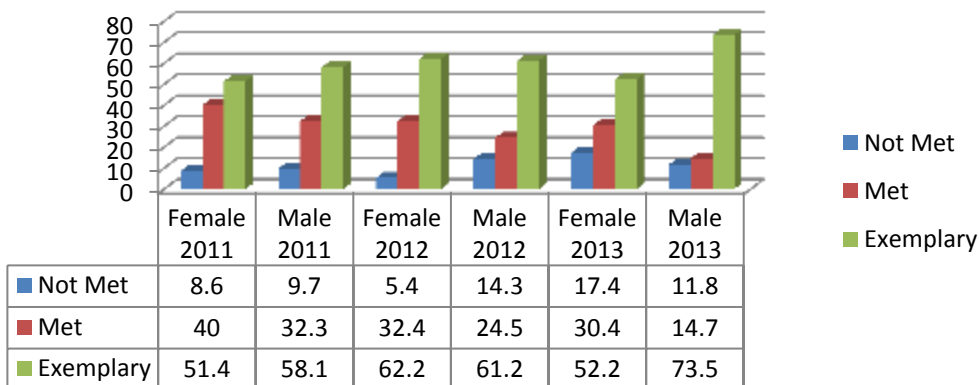
For 2010, there was a decrease in the percent of males who scored Not Met and an increase in the percent of males who scored Exemplary. For females, there was an increase in the percent that scored Not Met and a decrease in the percent that scored Exemplary.

In 2011, males and females decreased in the percent of students who scored Exemplary, but increased in the percent that scored Not Met.

For 2012, males increased percentages in Not Met and Exemplary. Females decreased in Not Met and increased in Exemplary.

In 2013, males decreased percentages in Not Met and increased percentages in Exemplary. Females increased in Not Met and decreased in Exemplary. The trend is that fifth grade males continue to improve in the percent of students who score Exemplary.

PASS Math Percentages for Grade 5 by Gender



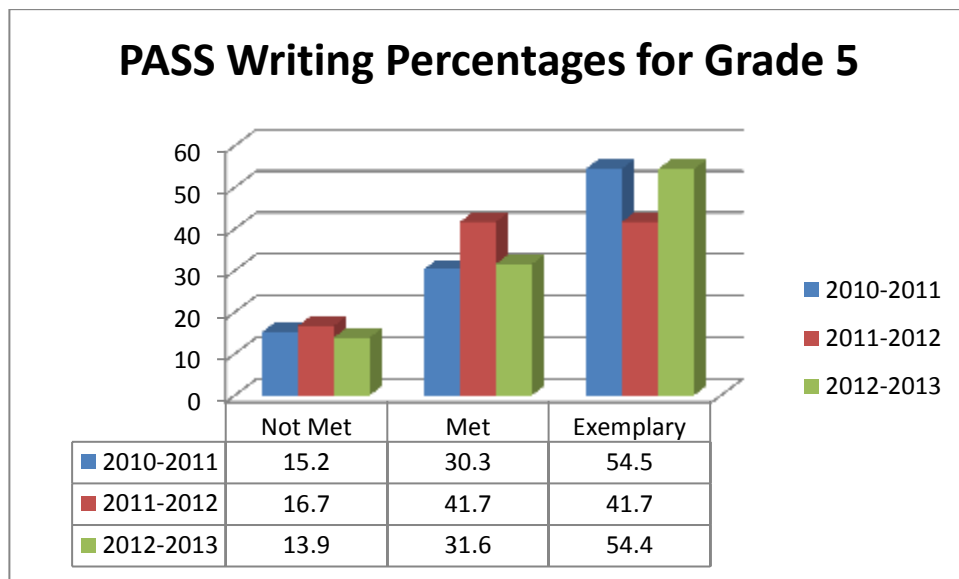
PASS WRITING - PERCENTAGES FOR GRADE 5

In 2010, there was a decrease in the percent of students who scored Not Met and Exemplary.

For 2011, there was an increase in the percent of students who scored Not Met and Exemplary.

In 2012, there was an increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary.

In 2013, there was a decrease in fifth graders who scored Not Met and Exemplary. There are no trends.



PASS WRITING - BY MEAL STATUS

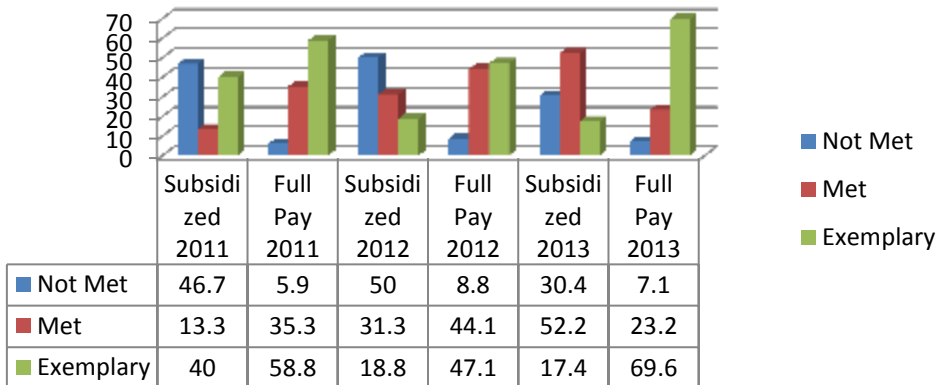
For 2010, there was a decrease in the percent of subsidized meal students who scored Not Met and an increase in the percent which scored Exemplary. For full pay students, there was a decrease in both the Not Met and Exemplary categories.

In 2011, the percent of subsidized students who scored in Not Met and Exemplary increased. For full pay students, the percent scoring Not Met increased but the percent which scored Exemplary decreased.

In 2012, the percent of subsidized students who scored Not Met increased and the percent who scored Exemplary decreased significantly. The same is true for our full pay students.

In 2013, the percentages of subsidized meal students who scored Not Met and Exemplary decreased. The percentage of full pay students who scored Not Met decreased and the percent of those scoring Exemplary increased. The only trend is that the percent of subsidized meal students who scored Exemplary continues to decrease.

PASS Writing Percentages for Grade 5 by Meal Status



PASS WRITING – BY ETHNICITY

For 2010, there was a decrease in the percent of white students who scored Not Met and Exemplary. For African American students, there was a decrease in the percent of students who scored Not Met and Exemplary.

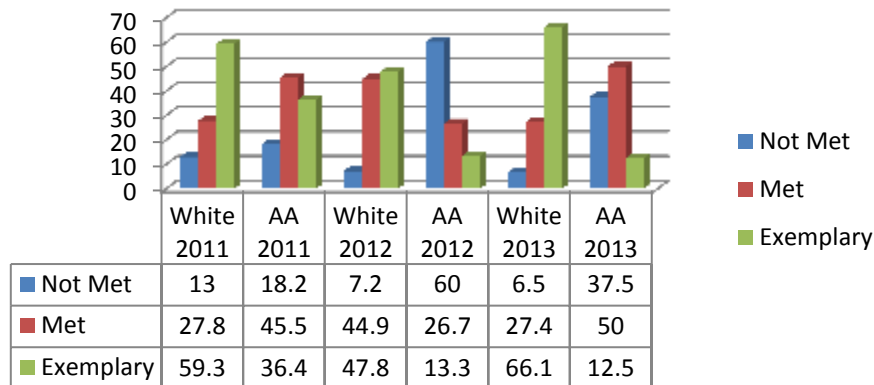
In 2011, the percent of African American students who scored Not Met decreased while the percent which scored Exemplary increased. For white students, the percent which scored Not Met increased while the percent which scored Exemplary decreased.

For 2012, the percent of AA students who scored Not Met increased a lot, and the percent that scored Exemplary decreased. For white students, the percent that scored Not Met and Exemplary decreased.

In 2013, the percent of AA students who scored Not Met and Exemplary decreased. For white students, the percent of students who scored Not Met decreased and the percent of students who scored Exemplary increased. The trend is that white students who scored Not Met has decreased the last three years.

Another trend is that the percent of AA students who scored Exemplary has decreased.

PASS Writing Percentages for Grade 5 by Ethnicity



PASS WRITING – BY GENDER

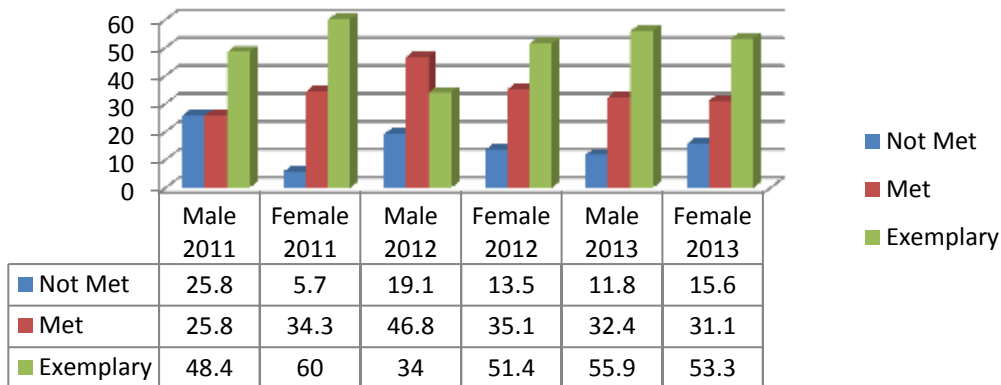
In 2010, the percent of males scoring Not Met decreased significantly and the percent of males who scored Exemplary stayed the same. The percent of females who scored Not Met increased and the percent of females who scored Exemplary decreased.

In 2011, the percentage of female students who scored Not Met decreased while the percentage which scored Exemplary remained the same. For male students, the percentage of students who scored Not Met increased while the percentage which scored Exemplary decreased.

For 2012, the percent of females who scored Not Met increased, but the percent of females who scored Exemplary decreased. For males, both areas decreased.

In 2013, the percent of females who scored Not Met and Exemplary increased. For males, the percent of students who scored Not Met decreased and the percent of students scoring Exemplary increased. The trends are that males and females who scored Not Met continues to decrease.

PASS Writing Percentages for Grade 5 by Gender



PASS SCIENCE-OVERALL

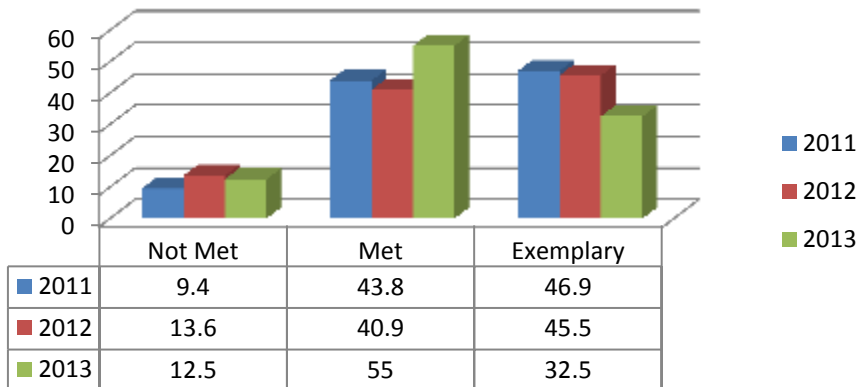
In 2010, there was a decrease in the percent of students who scored Not Met and an increase in the percent of students who scored Exemplary.

In 2011, there was a decrease in the percentage of students who scored Not Met and an increase in the percentage of students who scored Exemplary.

For 2012, there was an increase in students who scored Not Met and a decrease in the percent of students who scored Exemplary.

In 2013, there was a decrease in the percent of students who scored Not Met and Exemplary. The trend is that fifth graders who scored Exemplary has decreased since 2011.

PASS Science Percentages in Fifth Grade



PASS SOCIAL STUDIES-OVERALL

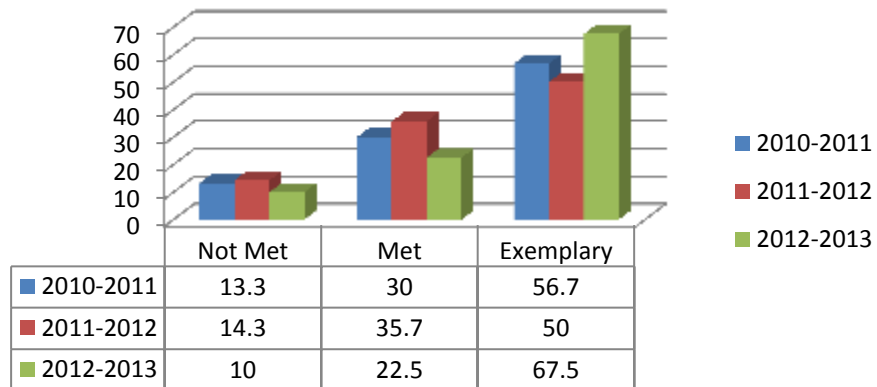
In 2010, there was a decrease in the percent of students who scored Not Met and Exemplary.

In 2011, there was an increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary.

For 2012, there was an increase in the students who scored Not Met and a decrease in the students who scored Exemplary.

In 2013, the percentage of fifth graders who scored Not Met decreased and the percent of students who scored Exemplary increased. There are no trends.

PASS Social Studies Percentages for Fifth Grade



MAP Results for 2009-2010, 2010-2011, 2011-2012, 2012-2013

Reading: In looking at our 2009-2010 results, the percentage of students who met target growth, by grade level, we had 65% for our second graders, 50.6% of our third graders, 70.2% of our fourth graders, and 72.7% of our fifth graders.

For 2010-2011, the percentage of students who met target growth, by grade level, was 59.2% in second grade, 55.8% in third grade, 53.7% in fourth grade, and 61.3% in fifth grade.

In 2011-2012, the percentage of students who met target growth, by grade level, was 65.4 % in second grade, 45.1% in third grade, 48.7% in fourth grade, and 57.6% in fifth grade.

In 2012-2013, the percentage of students who met target growth, by grade level, was 47.6% in second grade, 41.9% in third grade, 50.6% in fourth grade, 57.1% in fifth grade.

Math: For these 2009-2010 results, 68.8% of second graders met growth target, 55.7% of third graders met growth target, 73.7% of fourth graders, and 77.3% of fifth graders met growth target.

For 2010-2011, the percentage of students who met target growth, by grade level, was 56.4% in second grade, 45.5% in third grade, 54.9% in fourth grade, and 59.7% in fifth grade.

In 2011-2012, the percentage of students who met target growth, by grade level, was 51.9% in second grade, 32.4% in third grade, 50.0% in fourth grade, and 55.3% in fifth grade.

In 2012-2013, the percentage of students who met target growth, by grade level, was 53.6% in second grade, 73.0% in third grade, 70.7% in fourth grade, and 75.3% in fifth grade.

Student Achievement Needs Assessment

After analyzing our achievement data, we realize that we must continue to strive for excellence. We must continue to monitor and adjust our techniques for instruction, as well as our strategies. We must work with each individual student in order to help that student grow in achievement as much as possible. We will:

- Work to further narrow the differences in ELA PASS and Math PASS between our FARM and non-FARM students
- Continue to further implement the use of quality tools and technology (including Promethean Boards and Compass Learning) to improve student achievement
- Continue to integrate the portfolio plan into all elements of the school environment
- Implement the Common Core Standards in our curriculum
- Implement Balanced Literacy as our English Language Arts delivery system

Teacher and Administrator Quality

We at Augusta Circle attempt to steer our professional development each year toward our goals and any new initiatives that the district implements from year to year. Our calendar for professional development this year is on the next page.

In studying our teacher and administrator quality assessment, we find that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our teacher retention rate was 89.3% in 2013, 90.3% in 2012, 89.5% in 2011, 84.7% in 2010, and 87.7% in 2009. Our teacher attendance rate was 94.7% in 2013, 95.4% in 2012, 95.8% in 2011, 97.3% in 2010, and 95.2% in 2009. 68% of our teachers had advanced degrees in 2013, 63% in 2012, 65.4% in 2011, 57.1% in 2010, and 69% in 2009. We had 73.3% of our teachers with continuing contracts in 2013, 88.9% in 2012, 88.5% in 2011, 85.7% in 2010, and 69% in 2009. All of our teachers are proficient in technology.

Our professional development is designed and correlated to reflect student needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.



PROFESSIONAL DEVELOPMENT 2013-2014

Date	Professional Development
June 12, 13	Overview to Balanced Literacy (6 points)
August 16	Transition to Balanced Literacy (2 points at Mitchell Road)
September 17	Balanced Literacy (3 points) can do exchange
September 25 - refreshments	Where Do Grades Come From in Balanced Literacy? (2 points)
October 8	Balanced Literacy (3 points) can do exchange
November 6	Balanced Literacy (3 points) can do exchange
November 13 - refreshments	Paving the Way for Common Core: Opinion Writing and Formative Assessment
November 20	Enrich Data Management
December 11	C. Hale Rubicon Atlas
December 18	Energy Conservation – Tim Berklich
January 14	Balanced Literacy Observations
January 22	Autism and Strategies – Amanda Howayeck
January 29 - refreshments	Paving the Way for Common Core: Informational Writing and Performance Assessment
February 11	Balanced Literacy Team Meetings or Observations
February 26 - refreshments	Paving the Way for Common Core: Narrative Writing and Performance Assessment
March 12	Constructing Performance Assessments in Math – Cathy Hale
April 30	Compass Learning – Karen Holt
May 21 or 28	

Our 2014-2015 professional development calendar will be developed this spring and next fall.

School Climate Needs Assessment

In evaluating our school climate, we study the results of our surveys. Teachers, students, and parents are very complimentary of our school. The questions ask about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2013, teachers were satisfied in all three areas by 97% or 100%. Students were 91.9% satisfied with learning environment, 90.6% satisfied with social and physical environment, and 95.9% satisfied with school-home relations. Parents were 89.7% satisfied with learning environment, 94.7% satisfied with social and physical environment, and 88.2% satisfied with school-home relations. We are pleased with these results, although there is always room for improvement.

Our percentages are lowest in the parent surveys. We will strive to improve the perception of the learning environment and school-home relations with our parents. We will strive to improve our communication with parents and encourage parents to come into the school so they see that we have a wonderful learning environment.

ACTION PLAN

A well-defined and well-executed school improvement effort begins with a comprehensive school wide strategic action plan that provides a logical framework for clarifying and achieving the vision. The school plan includes: an assessment of where the school is today and what factors can be expected to influence it in the future; a mission statement describing the school's purpose and function; a vision statement that reflects the values and beliefs of the individuals who make up the organization; long range goals that make the intents of the mission and vision tangible; an identification of outcomes; a plan for evaluation and continuous improvement; an action plan that identifies the procedural steps needed to implement the goals including time lines, responsibility, accountability, and an estimation of budget needs based on the action plan.

Our staff developed a vision that is shared by all. From this vision, we developed goals, objectives, and strategies for our students that are summarized in our comprehensive school-wide improvement plan. Our objectives and strategies are adjusted annually to our needs. Our goals focus on increasing student achievement, improving teacher quality, and providing a safe, orderly and inviting learning environment.

- Goal 1: From 2008-2009 through 2012-2013, the percent of students in grades 3-5 scoring Met or Exemplary on PASS Reading/Research and PASS Writing will increase by 2% each year.
- Goal 2: Students in grades 3-5 meeting a score of Met or Exemplary on PASS Math will increase from 82.4% in 2008-2009 to 90.4% in 2012-2013.
- Goal 3: Teachers attaining the performance level of Proficient in Performance Assessment System for Teachers (PAS-T) Cycle 3 will continue to be 100% from 2008-2009 to 2012-2013.
- Goal 4: A safe, orderly, and inviting learning environment will be provided for students, staff, and the community.

Planning Time

Each grade level has a designated time each week when the teaching team meets as a group for planning lessons. This structure encourages the team approach. Most school meetings are held after school. These meetings include approximately three faculty/Leadership Committee meetings per month with one additional grade-level meeting. Participation in district meetings or serving on district committees is an additional commitment. Ten professional development days

are provided throughout the year. Opportunities for curriculum enrichment and/or professional development are often an addition to the above. Since most of the time spent in meetings is beyond the normal workday, there is constant conflict between using time to deal with problems versus using time for quality planning.

School Improvement Plan

State and district requirements mandate an annual school plan. Each spring, a small committee is formed to create a school plan for the upcoming school year. Due to numerous commitments at the end of each year, committee members may meet on their own time in the summer. The plan is approved by the staff each fall and by the School Improvement Council.

The Title 1 Plan

The percentage of our FARM (Free and Reduced Meals) Students is 23%. We do not qualify for any Title 1 services or funding; therefore, we are limited in providing additional instructional materials or staff to serve our students.

English Language Development Plan

Our total enrollment is about 500 students. One student lists another language as her primary language on the Primary/Home Language Identification Form. English as a Second Language Program (ESL) is offered on an as needed basis.

Technology Plan

The technology committee of Augusta Circle Elementary School revises our technology plan annually to assist and guide our teachers in the utilization of technology as an instructional tool. It is the result of combining teacher input with the District Educational Plan and the Technology and Curriculum Standards. It is our goal that this plan will lead to consistency within each grade level and provide logical, sequential, developmental steps for students as they progress from one

grade level to the next. This plan is designed to make expectations clear for all involved in its implementation and address the training needs required for those people to succeed. In addition, this plan provides a focus and direction that helps us build knowledge in future years. During the fall of 2012, we were “Refreshed” by the district.

District Plan to Upgrade Facilities

The school district renovated the existing building and added an additional building that was ready in August, 2002. This construction project brought our facilities up to date. Our school is now handicap-accessible and is totally wired for technology. We just installed wireless in our building. Due to the additional classroom space, two special education self-contained classes are housed at our school.

Budget

Working under district guidelines of the General Fund, our specific budget is based upon the number of students enrolled each year. Our plan includes a detailed budget outlining specific needs. Our school is allotted approximately \$30.00 per student for instructional materials.

Summary of Progress for 2012-2013

The portfolio plan was strongly encouraged to all faculty members. The entire staff was involved in our annual self-study and in implementing the plan. We worked to further improve our school-wide plan for student achievement, teacher/administrative quality, and school climate to create excellence throughout the school. We also concentrated on professional development to assist in the transition to Common Core Standards, and we began our training for Balanced Literacy.

Needs Assessment for 2013-2014

The plan for improvement consists of four goals with supporting objectives. Time lines and funding measures are allocated to implement our goals. The plan includes a measurable assessment for each strategy or action. Support structures for executing the plan are set in place. Results from working toward the quality improvement goals will be evident throughout the school. Success of the plan depends on the commitment of all stakeholders.

- Work to further narrow the differences in ELA PASS and Math PASS between our FARM and non-FARM students
- Continue to further implement the use of quality tools and technology (including Promethean Boards and Compass Learning) to improve student achievement
- Continue to integrate the portfolio plan into all elements of the school environment
- Implement the Common Core Standards in our curriculum
- Implement Balanced Literacy as our English Language Arts delivery system

EVALUATION OF ACTION PLAN 2012-2013

Goals and Strategies for 2012-2013	Effectiveness of Strategies and Next Steps
GOAL 1: From 2008-2009 through 2012-2013, the percent of students in grades 3-5 scoring Met or Exemplary on PASS Reading/Research and PASS Writing will increase by 2% each year.	
OBJECTIVE 1: To improve student performance in PASS Reading/Research and PASS Writing by increasing by two percentage points each year students who meet their target growth.	
STRATEGIES <ul style="list-style-type: none"> • Provide students with opportunities to use higher-level thinking skills to solve problems, demonstrate knowledge in a variety of ways, and use technology to support learning • Identify and provide reading interventions for at-risk students during school hours • Use state standards for instruction for all students • Follow the district curriculum pacing guide for instruction • Provide students with opportunities to communicate orally and in writing for different audiences and purposes • Provide professional development opportunities for faculty members pertaining to Best Practices and strategies to improve student academic performance • Continue to use Compass Learning techniques into grades 1-5. • Use grade level meetings to review and support the understanding of the standards • Provide students and parents with a grade-level syllabus which reflects the ELA standards • Correlate district-adopted texts with state standards • Update the school web site to support implementation of the standards • Provide extra reading support for grades 2-4 through volunteer tutors. • Provide early intervention and enrichment activities for kindergarten and first graders in Reading. 	<ul style="list-style-type: none"> • All lesson plans use state standards • Writing has a high importance • Professional Development was held for technology, behavior, vertical teaming for writing • Continue to use Compass Learning and Accelerated Reader in grades 1-5. <p>Next Steps:</p> <ol style="list-style-type: none"> 1. We will continue the strategies we have in place and will continue to teach Best Practices and Quality Tools with Continuous Quality Improvement 2. We will implement Common Core Standards 3. We will implement Balanced Literacy <ul style="list-style-type: none"> • Grade level teachers meet a minimum of once a week for planning • Syllabus is available on teacher's web sites and discussed with parents at the beginning of the year at our Meet the Teacher function <p>2. We will continue to align instruction to the state standards</p>

GOAL 2: Students in grades 2-5 meeting a score of Met or Exemplary on PASS Math will increase from 82.4% in 2008-2009 to 90.4% in 2012-2013.	
OBJECTIVE 1: To improve student performance in PASS Math by increasing by two percentage points each year students who score Met or Exemplary.	
STRATEGIES <ul style="list-style-type: none"> • Use Math review at least three times each week in grades 1-5 • Use Every Day Math Counts or Daily Math Review in all classrooms • Use Fantastic Five in grade 5 classes each day • Provide students with opportunities to use higher-level thinking skills to solve problems, demonstrate knowledge in a variety of ways, and use technology to support learning • Use state standards for instruction for all students • Provide morning Compass Learning for all students in the classrooms 	<ul style="list-style-type: none"> • Teachers guide instruction from the state standards • Continue to use Compass Learning in the classrooms and for homework activities • Continue to use our Promethean Boards to assist in instruction <p>Next Steps:</p> <ol style="list-style-type: none"> 1. We will continue the best practices strategies we have in place and use our Quality Tools that we are learning about now 2. We will implement the Common Core Standards
GOAL 3: Teachers attaining the performance level of Proficient in Performance Assessment System for Teachers (PAS-T) Cycle 3 will continue to be 100% from 2007-2008 to 2012-2013	
OBJECTIVE 1: To assist teachers, through training and support, so they have a successful evaluation experience	
STRATEGIES <ul style="list-style-type: none"> • Every new teacher will attend PAS-T informational workshop • Teachers will maintain portfolio and be observed three times per year • Support will be provided by administrative staff during the academic year • Every new teacher will complete ten hours of Promethean Board training (provided by Augusta Circle staff) between September and May 	<ul style="list-style-type: none"> • Every new teacher was trained in PAS-T • Instructional Coach helped teachers with the portfolio process and setting goals • Principal and administrative assistant were supportive in the process <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Continue to make sure all teachers are trained in the PAS-T process 2. Continue our support for teachers 3. Continue to provide Promethean Board training for new teachers.
GOAL 4: A safe, orderly, and inviting learning environment will be provided for students, staff, and the community	
OBJECTIVE 1: The number of students who have behavioral interventions in grades K-5 will decrease 3% each year from 69 students in 2008-2009 to 47 students in 2012-2013	In 2008-2009, there were 69 behavioral interventions

STRATEGIES <ul style="list-style-type: none"> • Have school-wide expectations • Have character education curriculum by providing bi-monthly character lessons • Provide educational resource materials for parents 	<ul style="list-style-type: none"> • Continue the emphasis on character education • Continue our Parent Educator's work • Continue our resources <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Continue to emphasize character education 2. Continue to add to our resource library
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We will first share the Action Plan ending in 2013. We want to show the growth in the years leading up to 2013.

We will then follow up with the Action Plan from 2013 through 2018. Our School Renewal Plan from 2013-2018 has three goal areas: student achievement, teacher/administrator quality, and school climate.

SCHOOL RENEWAL PLAN FOR Augusta Circle
DATE: 2012-2013, in the span of 2008-2013
Performance Goal Area: PASS Reading/Research

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ District Priority

PERFORMANCE GOAL: (desired result of student learning)	From 2008-2009 through 2012-2013, the percent of students in grades 3-5 scoring Met or Exemplary on PASS Reading/Research will increase by 2% each year.						
INTERIM PERFORMANCE GOAL:	The percentage of students in grades 3-5 who score Met or Exemplary on PASS Reading/Research will increase by 2% annually, beginning with a baseline of 85.5% in 2008-2009.						
DATA SOURCE(S):	PASS results annually						
OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance			87.5%	89.5%	91.5%	93.5%
	Actual Performance	85.5%	85.5%	87.7%	91.9%	93.4%	90.7%

ACTION PLAN					EVALUATION
<u>STRATEGY:</u> Use a multi-faceted approach to support teachers and students in order to improve student achievement in reading <u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of</u> Implementation
Provide professional development opportunities for staff members pertaining	August 2012-May 2013	Instructional Coach	0		Documentation of workshops
Implement the Aimsweb program for at-risk kindergarten and first grade students in reading	August 2012-May 2013	Kindergarten aides and contract teacher	\$14,000	After-school program	Documentation of student progress
Use MAP testing results in Reading of students in grades 2-5 to drive instruction	September 2012-March 2013	Instructional Coach/Proctor	0		Documentation of meeting concerning results and weaknesses
Provide Compass Learning in Reading to all students	September 2012-May 2013	Teachers and Computer Lab Teacher			Documentation in Lesson Plans and Observations

SCHOOL RENEWAL PLAN FOR Augusta Circle Elementary**DATE: 2012-2013****Performance Goal Area: PASS Writing**

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ District Priority

PERFORMANCE GOAL: (desired result of student learning)	From 2008-2009 through 2012-2013, the percent of students in grades 3-5 (only grade 5 in 2010-2011) scoring Met or Exemplary on PASS Writing will increase by 2% each year.						
INTERIM PERFORMANCE GOAL:	From 2009-2010 to 2010-2011, the percent of students in grade 5 who score Met or Exemplary on PASS Writing will increase from 84.8% to 86.8%.						
DATA SOURCE(S):	PASS Writing Results						
OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance			85.2%	87.2%	89.2%	91.2%
	Actual Performance	83.2%	83.2%	84.8%	87.1%	84.4%	87.1%

ACTION PLAN					EVALUATION
<u>STRATEGY:</u> Use proven writing opportunities and approaches for students to write across the curriculum	<u>Timeline</u> <u>Start/End</u> <u>Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Indicators of</u> <u>Implementation</u>
<p style="text-align: center;"><u>Activity</u></p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</p>				(academic assistance, innovation, retraining, categorical funding, etc.)	
Provide professional development for staff members pertaining to research-based strategies to improve student writing	August 2012-May 2013	Instructional Coach	0		Documentation of workshops
Use Microsoft Word with students in the Computer Lab to better their writing skills	August 2012-May 2013	Computer Lab Teacher	0		Lesson Plans
Implement the Writing Process and Writing Centers in classrooms	August 2012-May 2013	Teachers	0		Observations

SCHOOL RENEWAL PLAN FOR Augusta Circle Elementary**DATE: 2012-2013 of 2008-2013 span****Performance Goal Area: Math**

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ District Priority

PERFORMANCE GOAL: (desired result of student learning)	From 2008-2009 until 2012-2013, the percentage of students in grades 3-5 scoring Met or Exemplary on PASS Math will increase by 2% each year.						
INTERIM PERFORMANCE GOAL:	In the year 2010-2011, the percent of students in grades 3-5 who score Met or Exemplary in PASS Math will increase to 86.4%.						
DATA SOURCE(S):	PASS Math test results						
OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance			84.4%	86.4%	88.4%	90.4%
	Actual Performance	82.4%	82.4%	84.8%	89.2%	92.6%	88.4%

ACTION PLAN					EVALUATION
<u>STRATEGY:</u> Math instruction will be made more relative and higher level problems will be used. <u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
Use math review at least three times each week in grades K-5	August 2012-May 2013	Teachers	0		Observations and lesson plans
Use MAP math results to drive math instruction	September 2012-March 2013	Instructional Coach/ Teachers	0		Documentation of meetings to plan according to weaknesses
Provide extra math support for students with Larson's Math and Compass Learning	August 2012-May 2013	Computer Lab Teacher and Classroom Teachers	0		Class reports from Compass and Lesson Plans

SCHOOL RENEWAL PLAN FOR Augusta Circle Elementary**DATE: 2012-2013 span of 2008-2013 plan****Performance Goal Area: Teacher/Administrator Quality**

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ District Priority

PERFORMANCE GOAL:
(desired result of student learning)

Teachers attaining the performance level of Proficient in Performance Assessment System for Teachers (PAS-T) Formal Cycle will continue to be 100% from 2008-2009 to 2012-2013.

INTERIM PERFORMANCE GOAL:

Teachers participating in Formal Cycle evaluation for 2011-2012 will reach a level of Proficient.

DATA SOURCE(S):

Evaluation results

OVERALL MEASURES:

	Baseline	2009	2010	2011	2012	2013
Projected Performance		100%	100%	100%	100%	100%
Actual Performance	100%	100%	100%	100%	100%	100%

ACTION PLAN					EVALUATION
<u>STRATEGY:</u> Assist teachers through training and support so they will have successful evaluation experiences <u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
Each new teacher will attend PAS-T informational workshop	Sept.2012	Teachers	0		PAS-T meeting records
Support will be provided by administrative staff and mentor during the school year	August 2012-May 2013	Principal, administrative assistant, Instructional Coach, mentor	0		August 2012-May 2013

SCHOOL RENEWAL PLAN FOR Augusta Circle Elementary**DATE: 2012-2013 span of 2008-2013 plan****Performance Goal Area: School Climate**

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ District Priority

PERFORMANCE GOAL: (desired result of student learning)	A safe, orderly, and inviting learning environment will be provided for students, staff, and the community.						
INTERIM PERFORMANCE GOAL:	Maintain at a 94% attendance rate for all students from 2008-2009 through 2012-2013.						
DATA SOURCE(S):	Attendance electronic records						
OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance		94%	94%	94%	94%	94%
	Actual Performance	2008 97.9%	97.6%	97.4%	97.6%	98%	97.7%

ACTION PLAN					EVALUATION
<u>STRATEGY:</u> Use various methods to encourage students to come to school unless ill. <u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
Participate in the district Attendance Blitz in the Fall	Fall 2011	Action Team	0		District data
Award Perfect Attendance certificates to students who have perfect attendance for the year	August 2012-June 2013	Teachers	0		School Attendance Data
Award Perfect Attendance trophies to grade 5 students who have perfect attendance for all their years at Augusta Circle	August 2012-June 2013	5 th grade teachers	0		School Attendance Data

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 84.3% in 2012 to 86.8% in 2018.

ANNUAL OBJECTIVE: Annually increase by .5 percentage point(s) 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	84.8	85.3	85.8	86.3	86.8
School Actual	84.3	87.1					
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 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th 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: Maintain the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 93.4% or higher from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain at least 93.4 percentage point(s) 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.4	93.4	93.4	93.4	93.4
School Actual	93.4	90.7					
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.

PASS AVG. ELA

☒ 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	635	640	645	650	655	660
Actual Performance							
All Students	693.1	690.5					
Male	693.9	687.2					
Female	692.1	693.4					
White	705.2	707.3					
African-American	637.0	635.4					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	639	640.5					

ELA - District - Grades 3-5	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	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.

PASS % 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: Maintain the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) at 92.6% or higher from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain at least 92.6 percentage point(s) annually students meeting standard in mathematics 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	92.6	92.6	92.6	92.6	92.6
School Actual	92.6	88.4					
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.

PASS AVG. MATH

☒ 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	687.2	685.2					
Male	690.8	689.6					
Female	683.1	681.2					
White	699.7	704.6					
African-American	629.1	623.5					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	634.4	631.0					

Math - District – Grades 3-5	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	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.

PASS % TESTED

☒ 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	98.7					
Male	100	97.3					
Female	100	100					
White	100	99.4					
African-American	100	98.3					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	100	96.7					

% Tested ELA – District Grades 3-5	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	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	99.8					
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					

% Tested Math – 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	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	100	100					

% Tested Math – District – Grades 3-5	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	100.0	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					

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 87% in 2012 to 89.5% in 2018.

ANNUAL OBJECTIVE: Increase by .5 percentage point(s) annually students meeting standard in science 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	87.5	88	88.5	89	89.5
School Actual	87	86.5					
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	653.4	650.0					
Male	659.1	652.8					
Female	648.1	647.2					
White	664.3	663.7					
African-American	597.3	602.9					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	609.6	611.3					

Science - District – Grades 3-5	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	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 88.8% in 2012 to 91.3% in 2018.

ANNUAL OBJECTIVE: Increase by .5 percentage point(s) annually students meeting standard in social studies 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	89.3	89.8	90.3	90.8	91.3
School Actual	88.8	91.4					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	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	666.7	677.8					
Male	677.3	682.8					
Female	654.9	672.9					
White	678.5	695.4					
African-American	616.6	619.3					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	613.3	624.7					

Social Studies - District Grades 3-5	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	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 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 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 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	82%tile	81%tile	81%tile				
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	61%tile	72%tile	68%tile				
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	66%tile	79%tile	75%tile				

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Provide additional support for students who have weaknesses in Language Arts with Leveled Readers and Compass Odyssey	2013-2018	Teachers IC Parent Volunteers	NA	NA	Compass Odyssey Reports and Leveled Reader Running Records
Provide Rti intervention for students in kindergarten, grade 1, and grade 2 who are at risk in Language Arts	2013-2014	Rti teacher	\$4,000	PTA	Aimsweb reports
Provide mentor tutors for our FARM students in the morning	2013-2014	Parent volunteers	NA	NA	Record of Volunteer Attendance
Provide additional math support for students in Larson's Math	2013-2014	Teachers	NA	NA	Teacher Records and Lesson Plans
Provide scaffolding for students in math using Compass Odyssey	2013-2014	Computer Lab Teacher Teachers	NA	NA	Teacher Records

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of our instructional staff will be trained in the theory and implementation of the Balanced Literacy model using Fountas & Pinnell from 2013-2018.

ANNUAL OBJECTIVE: 100% of our instructional staff will complete Cycle 1 of the Balanced Literacy Model training in the school year 2013-2014.

DATA SOURCE(S): Portal Professional Development reports

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100	100	100	100	100
Actual	0	0	100				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Instructional staff will participate in site visits to observe Fountas & Pinnell implementation	2013-2014	Instructional Staff	NA	District	Log of School Visits
Instructional staff will participate in Cycle 1 training to implement Fountas & Pinnell Balanced Literacy	2013-2014	Instructional Staff	NA	District	Portal Professional Development Log
Instructional staff will participate in Cycle 2 training to implement Balanced Literacy	2014-2015	Instructional Staff	NA	District	Portal Professional Development Log
Instructional staff will participate in Cycle 3 training to implement Balanced Literacy	2015-2016	Instructional Staff	NA	District	Portal Professional Development Log
Instructional staff will implement ELA Common Core Standards	2013-2018	Instructional Staff	NA	District	Lesson Plans

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% or higher.

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

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	95.0	95.0	95.0	95.0	95.0
School Actual	98.0	97.7					
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: Maintain the percent of parents who are satisfied with the learning environment at 96.5% or higher through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 96.5% annually of parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.5	96.5	96.5	96.5	96.5
School Actual	96.5	89.7					
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 students who are satisfied with the learning environment at 95% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 95% annually of students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	100	91.9					
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: Maintain the percent of teachers who are satisfied with the learning environment at the level of 95% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 95% annually of teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	100	97					
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: Maintain the percent of parents who indicate that their child feels safe at school at 95.5% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain 95.5% or higher the parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.5	95.5	95.5	95.5	95.5
School Actual	100	96.5					
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: Maintain the percent of students who feel safe at school during the school day at 95% or higher from 2013-2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	98.8	91.9					
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: Maintain at least 98.5% of teachers who feel safe at school during the school day from 2013 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 98% of teachers annually who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98	98	98	98	98
School Actual	100	94					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Encourage greater parent participation in classroom enrichment programs and PTA activities	2013-2018	Staff and PTA	NA	NA	Teacher Parent communication records and PTA records
Participate in District "Attendance Blitz"	2013-2018	Teachers Administration Counselor Attendance Clerk	NA	NA	Daily percentage totals will be calculated Posters will be placed around the school
Implement our School Wide Discipline Program	2013-2018	Teachers Administrators	NA	NA	Teachers will follow the steps outlined in the Faculty Notebook
Communicate positive comments to parents	2013-2018	Teachers	NA	NA	Teachers' Parent Logs
Teach "good behavior" lessons and bully prevention lessons in classrooms	2013-2018	Counselor	NA	NA	Lesson Plans
Use Assistance Team to develop behavior	2013-2018	Teachers A-Team	NA	NA	Record of A-Team meetings

management strategies for struggling students		Administration			
Conduct Awards Day for students who have perfect attendance or perform well academically	2013-2018	Teachers Administration	NA	NA	Log of Awards given
Partner with Greenville Police Department for daily random safety visits	2013-2018	Administration District	NA	District Funds	Police route records

The following website link is to the [School Report Card](#).

The following website link is to the [2012-2013 ESEA](#) (Federal Accountability Rating System).