

# **Title Page**

**Sue Cleveland Elementary School**

375 Woodmont School Road Ext.

Piedmont, SC 29673

**Virginia K. Chambers – Principal**

**School District of Greenville County**

**W. Burke Royster– Superintendent**

**Action Plan 2013 – 2014 through 2017 - 2018**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Sue Cleveland 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. Saylor		
PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jessica Garza		
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

V. Karen Chambers		
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS:** 375 Woodmont School Rd. Ext. Piedmont, SC 29673

**SCHOOL'S TELEPHONE:** (864) 355-4200

**PRINCIPAL'S E-MAIL ADDRESS:** kchamber@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><b>POSITION</b></u>	<u><b>NAME</b></u>
1. PRINCIPAL:	V. Karen Chambers
2. TEACHER:	Lori Chapman
3. PARENT/GUARDIAN:	Beth Oliver
4. COMMUNITY MEMBER:	Freida Woods
5. SCHOOL IMPROVEMENT COUNCIL:	Jessica Garza
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
Michelin Volunteer	Sue Hooper
Michelin Volunteer	Michele Hernandez
Community and Schools	Shayna Wooten
Public Education Partner	Dr. Susan Shi
PTA Secretary	Tina Clark
PTA Treasure	Amy Tate
PTA Vice President	Mandi Sousa
SIC Member	Meika Gary
SIC Elected Member	John O'Connell
SIC Appointed Member	Dorothy Tesnear
SIC Ex-officio Member	Lara Fernicola
Parent	Christi Cox
Parent	Jessica Garza

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

## ASSURANCES FOR SCHOOL PLAN

### Act 135 Assurances

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

**X** **Academic Assistance, PreK–3**

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

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

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

**X** **Parent Involvement**

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

**X** **Staff Development**

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

**X** **Technology**

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

**X** **Recruitment**

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

**X** **Collaboration**

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

**X** **Developmental Screening**

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

**X**    **Half-Day Child Development**

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

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

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

**X**    **Parenting and Family Literacy**

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

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

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

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## Introduction

Sue Cleveland Elementary has implemented a systematic plan for self-improvement throughout the school year. At the beginning of each school term in the fall, the principal and the instructional coach meet to analyze PASS data for students in grades 3-5. Strengths and weaknesses are identified for students and class profile sheets are created in an individual student data notebook and a teacher summary file. Students are provided instructional support as based on their learning needs through differentiation, a Response to Intervention program and daily drill. Mid-year results are based on teacher observation and test performance. At mid-year, recommendations are made after a meeting with the instructional coach and administration. The school psychologist may intervene to assist intermediate students who may require more intensive services. In the primary grades, students are administered a universal screening from Aims Web. The results are analyzed by the teacher, instructional coach, and principal. A plan of action to address academic needs is implemented through a Response to Intervention program: entitled Fast ForWord, SRA Number Worlds, or Early Reading Literacy. Results are viewed after midwinter universal screenings and in the spring. Groups are kept fluid to achieve the maximum results for all students. At the mid-winter intervention conferences, the school psychologist is in attendance to assist SCE in making the best decisions for students who may require more intensive services.

The process for the 2013-2014 school portfolio: committees were assigned by the instructional coach and administration to assure balance. A representative from each grade level is appointed to be on one of the eight committees. A committee chairperson is assigned to schedule the meetings and gather the required information. Each committee prepares their findings and emails the information to the instructional coach. The instructional coach reviews the information and embeds it into the final document. The completed project is presented to the faculty for questions and revisions. The changes are made and the final documents are sent to the district office.

## School Portfolio Team

- Tammy Boggs, Instructional Coach – School Leader
- Virginia K. Chambers – School Principal
- Renee McCall – School Assistant Administrator
- Paula McCallister – Title I Facilitator
- Wanda Dunn – Guidance Counselor

## Portfolio Committees

<p><i>School Profile – School Community</i></p> <p>Ms. Altman - Chairperson  Mrs. Chapman  Ms. Carlisle  Mrs. Karen Hughes  Ms. Allenspach  Mrs. Riddle  Mr. Baker</p>	<p><i>School Profile – School Personnel</i></p> <p>Mrs. Turner – Chairperson  Mrs. Bayne  Mrs. Morton  Mrs. Hurt  Mrs. Aldridge  Mrs. Wooldridge  Mrs. Coury</p>
<p><i>School Profile – Student Population (45<sup>th</sup> day)</i></p> <p>Mrs. Thompson - Chairperson  Mrs. Powell  Mrs. Hall  Ms. Clark  Mr. Stewart  Ms. Hill  Ms. Long</p>	<p><i>School Profile – Academic and behavioral features/programs/initiatives</i></p> <p>Mrs. Hendrich – Chairperson  Mrs. Candler  Mrs. Smith  Mrs. Standridge  Ms. Maynard  Mrs. Dunn</p>
<p><i>Student Achievement needs assessment</i></p> <p>Ms. Boggs - Chairperson  Mrs. Chambers  Mrs. McCall  Ms. McCallister</p>	<p><i>Teacher/Administrator Quality needs assessment</i></p> <p>Mrs. Kerry Hughes – Chairperson  Ms. Chasteen  Mrs. Adams  Mrs. Hastings  Mrs. Culbertson  Mrs. Luker  Mr. Steverson</p>
<p><i>School Climate needs assessment</i></p> <p>Ms. Grinstead - Chairperson  Mrs. Landreth  Ms. Bailey  Mrs. Childress  Mrs. Walters  Ms. Dodd  Mrs. Luna  Mrs. Standish</p>	



# **Executive Summary**

## **School Profile**

Overall, the staff of Sue Cleveland Elementary is a highly-qualified group, with 31.6% of teachers having advanced degrees. Teachers are not very diverse in regards to their culture or gender; the vast majority are Caucasian females. Almost all teachers are considered technologically proficient. On average teacher attendance rate was 94.8%. Teachers' returning from the previous year was 92.4% higher than the mean for elementary schools that was at 88.3%.

## **Mission, Vision, Beliefs**

Leaders shine all the time.

At Sue Cleveland Elementary, we cultivate respectful and responsible leaders who are ready, willing, and able to succeed.

In our school, we are responsible for what we say and do, we recognize the value of planning ahead, we work before we play, we seek fair solution, we listen before we speak, we work together as a team, and we celebrate success.

## **Student Achievement**

Student achievement continues to be our number one priority at Sue Cleveland. This is the third consecutive year that our school has made AYP. Writing and math scores were above acceptance, however, reading scores fell short of our projection.

## **Teacher and Administrator Quality**

Upon analysis of Sue Cleveland Elementary School's 2013 Annual School Report Card and survey results from teachers, there are many strengths in teacher/administrator quality highlighted within the documents as well as several areas needing increased evaluation. Sue Cleveland continues to offer instruction from a faculty of teachers who are all highly qualified. What's more, teachers look favorably upon the school's administration and their responses to goal setting, instruction, assessment, and evaluation. The teachers at Sue Cleveland are satisfied with their colleagues' dedication to positive goal setting, effective instruction, and applicable assessment. On the other hand, teachers are less favorable regarding materials and supplies available in the school, computer accessibility and usage, and teacher morale. Therefore, several needs have been assessed to address these issues including surveys for teachers regarding supplies, informative staff development on matters relating to computers, and continued practice of vertical and horizontal teaming scenarios among teachers.

## **School Climate**

The School Climate Needs committee analyzed the evaluation results from the 2013 Annual School Report card. Examination revealed several areas with less than 100% results; with the percentage of parents, students and teachers satisfied with school-home relations needing the most direct attention.

## Performance Goals

### *Goal Area 1:*

Performance Goal 1: The percentage of all students scoring Met and above on the PASS Writing Test will increase 3% annually from 63.4 % in 2011-2012 to 78.4% in 2017–2018.

Performance Goal 2: The percentage of all students scoring Met and above on the PASS ELA Test will increase 1% annually from 79.9% in 2011-2012 to 84.9% in 2017-2018

Performance Goal 3: The percentage of students scoring Met and above on the PASS Math Test will increase 1% annually from 78.1% in 2011-2012 to 83.1% in 2017-2018.

### *Goal Area 2:*

Performance Goal 1: Ensure quality personnel in all positions.

### *Goal Area 3:*

Performance Goal 1: Provide a school environment supportive of learning- 95% student attendance annually from 2011-2012 to 2017-18.

Performance Goal 2: The percentage of students satisfied with the learning environment, as measured by the school report card survey, will increase from 88.4% in 2011-2012 to 90.9 in 2017-2018.

Performance Goal 3: The percentage of parents satisfied with learning environment, as measured by the school report card survey will increase from 83.6% in 2011-2012 to 86.6% in 2017-2018.

## Significant Challenges from the past 4 years

### 2010-2011

- African American boys in ELA subgroup on state test
- Girls in math subgroup on state test
- Disabled subgroups ability to meet the moving AYP benchmark
- High student mobility
- Many students entering K5 are 18 months to 24 months behind where they should be developmentally

### 2011-2012

- Maintaining academic growth and continual growth to meet the moving AYP benchmark
- Disabled subgroups ability to meet the moving AYP benchmark
- High student mobility
- Many students entering K5 are 18 months to 24 months behind where they should be developmentally

### 2012-2013

- Maintaining academic growth and continual growth to meet the moving AYP benchmark
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### 2013-2014

- Maintaining academic growth and continual growth to meet the moving AYP benchmark
- Disabled subgroups ability to meet the moving AYP benchmark
- High student mobility
- Many students entering K5 are 18 months to 24 months behind where they should be developmentally

## Significant Awards, Results, or Accomplishments from the past 4 years

### 2010-2011

- Title I Distinguished School Award from the State Department of Education
- Safe Kids Awards
- Participated in Michelin Challenge for Education Film
- Michelin Monetary Award (\$5000.00)
- Came out of school improvement status, after making AYP for 2 consecutive years

### 2011-2012

- SC Palmetto Silver Award based on achievement
- PASS Assessment Results above the state average in ELA, Math, Science, Social Studies, and Writing in the Exemplary and Met categories

- Safe Kids Award
- PTA Silver Leaf Award
- More students qualify for Challenge testing than in any other year

### **2012 – 2013**

- Public Education Partners Early Grades Reading initiative Grant
- African Drums Grant

### **2013-2014**

- Public Education Partners Early Grades Reading Initiative Grant
- Teacher Grant – 7 Portable CD players \$197.00
- Teacher Grant – 1 Apple iPad mini - \$443.46
- Teacher Grant – 13 Scholastic Children’s Dictionaries - \$278.00
- Teacher Grant – 1 Floor Rug - \$500.00
- Second Grade Grant from Target - \$500.00
- Science Lab Grant from Michelin – Lego Engineer Unit - \$1900.00
- Professional Development Grant from Michelin – Ron Clark Training - \$1800.00
- Health Grant - \$1000.00

## **School Profile**

### **School Community**

Leadership Team-This team follows through and facilitates support, increases team building with the whole faculty, improves communication and establishes definite timelines to complete projects, and plans vertical team meetings. They coordinate the committees and inform the faculty council of all agenda items and discussions. Then, grade level chairs share with their teams. The leadership team then brings back discussions from the grade levels to address their concerns.

- Principal- Karen Chambers
- Assistant Principal- Renee McCall
- Guidance Counselor- Wanda Dunn
- Instructional Coach- Tammy Boggs
- Title I Facilitator- Paula McCallister

Committee Structure- The role of the committee structure is to investigate different approaches in achieving our goals for the given focus areas. They recommend strategies and the staff professional development that are needed to implement a high quality instructional program aligned with our district’s emerging standards.

- Math Committee Chairperson-Alison Standridge
- Reading Committee Chairperson-Kristin Adams
- Writing Committee Chairperson-Kristie Bayne
- Social Studies Committee Chairperson-Maria Wooldridge
- Science Committee Chairperson- Kerry Hughes
- Faculty Council-Each grade level represented

#### **Support Staff Leadership**

- Title I Liaison- Judy Graham
- Positive Behavior Intervention System Liaison- Sheri Farrington

- Speech Pathologist-Ashleigh Maynard
- School Improvement Council Chairperson- Jessica Garza
- Parent Teacher Association Chairperson-Beth Oliver
- Special Education Department Chairperson- Gloria Clark

#### Local Leaders

- School Board Members
- Roger D. Meek,, Area 26
- Debi C. Bush, Area 19
- Glenda Morrison-Fair, Area 23
- Megan Hickerson, Area 24
- Lynda Leventis-Wells, Secretary, Area 22
- Dr. Crystal Ball O'Connor, Area 27
- Joy Grayson, Area 17
- Kenneth Baxter, Area 25
- Danna Rohleder, Area 21
- Charles J. "Chuck" Saylor, President Area 20
- Pat Sudduth, Area 18
- Lisa Wells, Area 28
- Kiwanis Club- Terrific Kid Sponsor

## Historical Facts

Sue Cleveland Elementary was originally built in the 1940s and was located at the intersection of Highways 20 and 86. At that time, it primarily served students and their families who resided in the rural communities of Piedmont and Pelzer, South Carolina. A vast majority of these students' parents were employed at the nearby J. P. Stevens Piedmont Plant which was at that time a vibrant and prosperous textile mill in southern Greenville County.

Textile manufacturing continued to be the economic driving force surrounding the Sue Cleveland community for roughly the next three decades. Therefore, the population it served remained fairly steady. However, during the late 1970s and early 1980s, the textile industry faced a significant downturn not only locally, but more importantly nationally.

As the majority of the textile business left the area so did many of the families whose children attended the school. The school's attendance area became more of a commuter neighborhood which included several small businesses along with just a couple of scaled back manufacturing plants. It was also during this time that the school received a major renovation. This improvement occurred in 1983.

Despite the modifications of the school; the complexity of the population it served continuously ebbed and flowed over the next twenty or so years. It was indeed a reflection of the ups and downs of the local and national economy. Also, Sue Cleveland began to experience the trend of a transient student population which exists to this present day.

Another significant and major blow to the local economy occurred in 2004. The Delta Mills Estes Spinning and Weaving Plant in Piedmont shut its doors in October of 2004. A few months before this event occurred, the school had just begun to receive funds for Title I targeted assistance.

Sue Cleveland's Title I status expanded school-wide during the school year of 2004-2005. It remains as such to this day. The school also moved its location during the spring of 2005. It is presently housed at a state of the art facility on Woodmont School Road Extension which is approximately four and a half miles from the original school. However, even with the move to a brand new facility, the number of students who receive free/reduced lunch assistance continues to climb, as the overall economy has faltered over the last few years.

## **Facilities**

Sue Cleveland Elementary School is located in rural southern Greenville County. It is located within the small town of Piedmont, which has early textile mill history. Sue Cleveland is a relatively new school having been completed in the spring of 2005. The campus is complete with asphalt play areas, such as tennis and basketball courts. The interior of the building is air-conditioned and equipped with an automated library, computer lab, science lab, and cafetorium. There are playground areas for all grade levels and there are currently two portable units on site. Three additional K5 classrooms were added in 2010.

## **Parent Involvement**

Sue Cleveland Elementary is a Title I school. One of our main priorities is School/Parent Involvement. As a result, there are numerous ways parents can be involved. In addition to volunteer opportunities through the PTA (such as being room parents or helping out with fundraisers), Sue Cleveland Elementary also offers parents numerous involvement activities throughout the school year. These activities include Meet Your Teacher Night and PTA Health Fair, Sip and Sob for New Parents, Title I Planning Meetings (2), Awards Days (4), Curriculum Night, Breakfast with Grandparents, Donuts with Dad, Muffins with Mom, Coffee with the Principal: Parent Involvement and Volunteerism, How Homework Helps Students Achieve, PIP Meeting, Parent's Rights Under Title I, Bullying (with Greenville Family Partnership), Fall Conferences, Math for Mom's and Dad's: How to Help Your Child Succeed, Drop Everything and Read with Your Child/Book Fair, MAP Reporting, Test Taking Strategies to Help Students Achieve, Gang Awareness, Writing Strategies to Use with Your Child, Fast ForWord for Parents, Science Night, Guided Reading Night, Family Math (Game) Night, How Does MAP Data Drive Student Achievement, Soar to Success for Parents, PASS Writing, Social Media and Internet Safety for Parents, Extreme Math for the Whole Family, Transition to Middle School, Poetry Coffee House, PASS Prep for Parents: Helping Your Child Achieve, Kindergarten Transition (2), Sue Cleveland Film Festival, and Title I Spring Meeting.

## **Parent Teacher Association and School Improvement Council**

The PTA and active members provide services and funding for school-wide goals and implementation. The SIC group analyzes current programs and their effectiveness in regards to student achievement. The SIC writes and implements the school renewal plan regarding goals and objectives each year.

## **Partnerships**

Sue Cleveland Elementary has many business partnerships. Through these partnerships we are better prepared to meet the needs of our students. Many of them provide achievement rewards, reading tutoring, organization for student's data, counseling, book bags filled with food on the weekend, Math curriculum, and Christian fellowship after school. Without these partnerships we would not be able to meet all these needs for our students. Below is a list of partnerships:

- Michelin Prime
- Michelin US6
- Michelin USO
- Augusta Road Methodist
- Bessie Road Baptist Church
- Oak Pointe Baptist
- Freedom Fellowship Baptist
- Valley Brook Baptist
- Little Ceaser's Pizza
- Chik-fil-A
- Applebees
- Joe's Crab Shack Wendy's
- Clemson University
- Carolina Center for Excellence
- Greenville Chamber
- Public Education Partners
- Piedmont Mental Health
- South Greenville Fire Department
- SCE PTA
- Kiwanis Club

## School Personnel

### Teaching Experience for Instructional Staff-

- 1-5 years: 13 teachers
- 6-10 years: 10 teachers
- 11-15 years: 6 teachers
- 16-20 years: 1 teacher
- 21-25 years: 3 teachers
- 26-30 years: 1 teacher
- 31-35 years: 3 teachers

Of the 36 teachers who were surveyed, 33.3% of them received advanced degrees. Eighty-nine percent of teachers were considered technologically proficient. During the 2012-2013 school year, only 3% of teachers were male, while 97% are female. Similarly, 3% of the instructional staff were African-American and 97% were white. The attendance rate for teachers was 94.9%.

## Student Population

The Student Population of Sue Cleveland Elementary was taken from the 45<sup>th</sup> day report from PowerSchool. Our school enrollment on the 45<sup>th</sup> day was 571 students (308 males, 263 females). The following are the NCLB subgroups that are accountable for AYP:

- Asian or Pacific Islander - 0 students
- Black or African American - 199 students
- Hispanic/Latino - 23 students
- American Indian or Alaska Native - 2 students

- Two or More Races - 42 students
- White -303 students
- Unclassified -2 students
- Free/Reduced Lunch - 79.5%
- IEP (special education) – 74 students
- LEP (Limited English Proficiency) - 14

According to our School Report Card from 2013, 4.5% of Sue Cleveland students participate in the Gifted/Talented program. Sue Cleveland's retention rate was at 0.9% and the attendance rate was at 95.5%.



## Academic and Behavioral Features/Programs/Initiatives

Sue Cleveland Elementary has many effective and valuable academic features programs, and initiatives that encourage and increase student achievement across all grade levels including:

- FastForWord and SOAR to Success (Response to Intervention)
- SRA Corrective Reading and Connecting with Math Concepts (Special Education)
- Sounds in Motion and Expanding Expression Tool (Speech and Language)
- Compass Learning Odyssey and Larson Math
- Continuous Improvement Process and Data Notebooks (Malcolm Baldrige Model)
- Standards Based, Differentiated, and Integrated Units of Instruction
- Project Read (Phonics, Written Expression, and Reading Comprehension)
- Math Out of the Box
- Everyday Counts Calendar Math
- Mountain Math
- Team Teaching (Grades 3, 4 and 5)
- Vertical Meetings – 5<sup>th</sup> teachers meet with 6<sup>th</sup> teachers
- A-Team
- Honor Roll and BUG Club (Awards Day Ceremonies each nine weeks)
- Beta Club
- Morning Computer Lab Program
- Reading Counts
- K5 Transition Program
- Michelin Volunteers (First Grade Reading and Math Tutors)
- Wee Deliver

In addition, Sue Cleveland Elementary utilizes several character development and behavior-related programs and initiatives that focus on developing our students into the leaders of tomorrow including:

- Mission, Vision, and Core Beliefs
- Positive Behavior Interventions and Supports (School wide Behavior System)
- CHAMPS (Classroom Behavior System)
- Character Education based on Stephen R. Covey's *The Seven Habits of Highly Effective People*
- Terrific Kid Program
- B-Team (Behavior-related interventions for students needing additional support)
- Anger Management Groups/Lessons
- Conflict Resolution groups/lessons
- Grade Watchers Groups/Lessons
- Study Skills Groups/ Lessons
- Safety Patrols
- Monthly Related Arts Awards

- “Take Pride in the Ride” (Bus Behavior Incentive Program)
- Positive Office Referrals and Book of Honor
- School wide Bullying Promise and Bullying Box
- Student Handbook
- Bus Behavior Contracts (signed by students and parents each year)

## **Mission, Vision, and Beliefs**

### **Our Mission Statement**

**Leaders shine all the time.**

### **Our Core Beliefs**

**In our school,  
we are responsible for what we say and do,  
we recognize the value of planning ahead,  
we work before we play,  
we seek fair solutions,  
we listen before we speak,  
we work together as a team, and  
we celebrate success.**

### **Our Vision**

**At Sue Cleveland Elementary, we cultivate  
respectful and responsible leaders  
who are ready, willing, and able to succeed.**

### **School Theme**

**Inspiring leadership. . . one child at a time.**

### **Mascot**

**Koala Bear, “Starsky”**



### **School Colors**

**Blue and White**

## Data Analysis and Needs Assessment

### Student Achievement outcomes

- ESEA/Federal Accountability Rating - B
- Report Card Summary –
  - Absolute Rating – Average
  - Growth Rating – At-Risk
    - English/Language Arts  
83.3% SCE – Met and above  
80.2% State Wide – Met and above
    - Math  
77.5% SCE – Met and above  
74.0% State Wide – Met and above
    - Writing  
73.1% SCE – Met and above  
72.1% State Wide – Mat and above

### Needs Assessment

Continue training in the following areas: Fountas and Pinnell guided reading, Soar to Success, Number Worlds, 6 Traits Writing, and Early Reading Literacy

Continue the following programs: Fast ForWord, Early Intervention in reading and math, Response to Intervention, Compass, Starfall, Intervention Groups,

### Teacher and Administrator Quality

After reviewing Sue Cleveland Elementary School's 2013 Annual School Report Card and survey results from teachers, several areas are significant strengths for the school. One primary factor in teacher quality remains that 100% of the educators are highly qualified. This statistic continues to support the school's efforts to provide high quality education for students. In regards to executive decision making, one hundred percent of teachers feel as if school administration sets high standards for students and that student assessments are used to set goals and plan programs. Furthermore, 97% of teachers feel as if the school administration communicates clear instructional goals for the school, has high expectations for teacher performance, and provides effective instructional leadership. One hundred percent of teachers agree that school administrators visit classrooms to observe instruction and 97% concur that teacher evaluation focuses on instructional improvement. These facts illustrate the commitment that teachers and administrators have for ensuring best practices in goal setting, instruction, assessment, and evaluation.

In addition to a favorable outlook on school administration, teachers also largely agree that the school provides challenging instructional programs for all students. One hundred percent of teachers believe that effective instructional strategies are used to meet the needs of low achieving students, and 94% of teachers feel as if instructional strategies are used to meet the needs of academically gifted students. Ninety-seven

percent of Sue Cleveland's teachers believe that they effectively implement the State Curriculum Standards and that student assessment information is efficiently used to plan instruction. Along those same lines, ninety-four percent of teachers agree that all educators at Sue Cleveland have high expectations for students' learning and that they focus instruction on understanding the material taught rather than on simply memorizing facts. Overall, teachers feel as if their peers are dedicated to constructive goal setting, instruction, and assessment.

The survey from teachers not only highlights several strengths related to the school's leadership as well as its best practices among the faculty but also reveals a few areas where improvements in teacher and administrator quality are necessary to continue positive growth. These areas include materials and supplies, computer availability and usage, and teacher morale. Only 53% of teachers agree that there are sufficient materials and supplies available for classroom and instructional use. Within this statistic, 42% mostly agree, 3% disagree, and 2% do not know if there are sufficient materials and supplies available. Moreover, 11% of teachers feel as if there are not enough computers for instructional use in the school. Seventy-two percent agree there are sufficient computers and fourteen percent mostly agree. Likewise, 80% agree that computers are used effectually for instruction, 14% mostly agree, and 3% disagree. In conclusion, teacher morale in the school is considered high by 61% of the faculty. Thirty-six percent mostly agree that morale is high, and 3% disagree. Similarly, 75% of teachers feel as if teachers respect their colleagues, whereas 22% mostly agree with this and 3% disagree. Since each of these areas are important aspects to the growth and development of any successful school, there are several steps that Sue Cleveland should undertake to ensure that school administrators and teachers are maintaining high expectations in all facets of teacher/administrator quality.

## Needs Assessment

- Teachers will meet in grade-level teams three times a year (beginning of the school year, mid-way through the year, and at the end of the school year) to discuss needs regarding materials and supplies for each of the surveys.
- Administration will follow-up with surveys to determine if teachers' needs are able to be met through available supplies in the school.
- Administration will strive to place a minimum of 3 student computers in each classroom.
- Laptop carts will be upgraded with 60 new laptops.
- Proper maintenance and care of laptop carts will be addressed in a faculty meeting or staff development opportunity.
- One professional staff development hour will be devoted to computer programs available to teachers for instructional purposes. Individual programs may require additional staff development.
- Teachers will continue meeting in grade-level and vertical teaming scenarios to discuss best practices in classrooms in order to continue fostering respect among colleagues.

## School Climate

The evaluation results using surveys from teachers, students and parents are as follows:

- Number of surveys returned: Teachers 38, Students 74, Parents 39.

- Percent satisfied with the learning environment: Teachers 100%, Students 89.2%, Parents 82.0%.
- Percent satisfied with social and physical environment: Teachers 97.3%, Students 95.9% Parents 83.3%.
- Percent satisfied with school/home relations: Teachers 84.2%, Students 86.3%, Parents 85.7%.

## Needs Assessment

1. To increase number of *parent surveys returned*:
  - Offer an incentive such as a coupon or a drawing for those turned in by a certain date.
  - Ensure understanding/ explain “wordage”
  - Distribute to parents on a high volume parent involvement occasion such as Fall Conference day etc.
2. To increase satisfaction with the *learning environment* and *social and physical environment*:
  - Ensure understanding of survey vocabulary for both students and parents
  - Offer more opportunities for parent involvement with the assistance of the Parent Involvement Coordinator.
  - Brainstorm with other schools/administrators as to how to involve parents more.
3. To increase satisfaction with school/home relations:
  - Host more “make and take” nights
  - Set a standard ratio of positive communication as opposed to negative types of communication, much like the 4 to 1 ratio in the classroom suggested by PBIS.

Other notes:

The potential for increasing all areas listed above is higher if teachers are allowed to analyze the questions and responses and then address areas of concern and make needed adjustments for the following year.

## 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 63.4% in 2012 to 88.1% in 2018.

**ANNUAL OBJECTIVE:** Annually **increase** by 3% percentage points 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	x	76.1	79.1	82.1	85.1	88.1
School Actual	63.4	73.1					
District Projected	X	X	81.8	84.8	87.8	90.8	93.8
District Actual	77.8	78.8					

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

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

## PASS % ELA

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 79.9% in 2012 to 84.9% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	84.3	85.3	86.3	87.3	88.3
School Actual	79.9	83.3					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5	81.5	82.5	83.5	86.5	87.5

\*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

<b>ELA – Sue Cleveland Elementary School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	659	659.4					
Male	654.6	659.7					
Female	663.5	659.1					
White	666.7	664.3					
African-American	648.9	651.1					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	624.8					
Limited English Proficient	N/A	N/A					
Subsidized Meals	655.1	653.3					

<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672.0					
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:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 78.1% in 2012 to 83.1% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	78.5	79.5	80.5	81.5	82.5
School Actual	78.1	77.5					
District Projected	X	X	78.3	79.3	80.3	81.3	82.2
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

<b>Math – Sue Cleveland Elementary School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	653.9	650.1					
Male	650.3	653.0					
Female	657.5	647.4					
White	662.2	656.3					
African-American	645.1	640.9					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	616.0					
Limited English Proficient	N/A	N/A					
Subsidized Meals	649.5	647.0					

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

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

## 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	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100	100					

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

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



<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.3					
Male	99.9	100.0					
Female	100.0	98.1					
White	100.0	98.5					
African-American	99.9	100.0					
Asian/Pacific Islander	100.0	N/A					
Hispanic	99.9	N/A					
American Indian/Alaskan	100.0	N/A					
Disabled	99.8	100.0					
Limited English Proficient	99.9	N/A					
Subsidized Meals	99.9	100.0					

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

## PASS % SCIENCE

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 71.2% in 2012 to 76.2% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	73.4	74.4	75.4	76.4	77.4
School Actual	71.2	72.4					
District Projected	X	X	78.0	79.0	80.0	81.0	82.0
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 – Sue Cleveland Elementary 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	622.2	820.3					
Male	620.8	621.7					
Female	623.5	619.1					
White	628.8	626.4					
African-American	614.7	611.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	581.4					
Limited English Proficient	N/A	N/A					
Subsidized Meals	618.3	616.2					

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

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

## PASS % SOCIAL STUDIES

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 78% in 2012 to 83.0% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	80.3	81.3	82.3	83.3	84.3
School Actual	78.0	79.3					
District Projected	X	X	80.6	81.6	82.6	83.6	84.6
District Actual	78.9	79.6					

\*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.\*

## 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 – Sue Cleveland Elementary 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	635.2	638.0					
Male	642.6	641.4					
Female	627.2	635.0					
White	644.0	641.8					
African-American	624.9	631.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	615.7					
Limited English Proficient	N/A	N/A					
Subsidized Meals	628.2	632.5					

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

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

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

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

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

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



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

<b>School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	48%tile	45%tile					
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	40%tile	36%tile					
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	40%tile	37%tile					

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

<b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Sources</u></b>	<b><u>Indicators of</u></b> <b><u>Implementation</u></b>
1. Create a clearly defined, standards-based, articulated curriculum for all students, grades PreK-12  a. Integrate Common Core State Standards b. Continue to develop integrated curriculum across all core content and related arts areas c. Provide curriculum that utilizes multiple delivery models d. Integrate literacy skills across content areas e. Ensure standards-based curriculum is implemented in resource, self-contained	2013 - 2018	Associate Superintendent for Academics  Director of Academic Support Services  Director of Academic Innovation and Technology  Assistant Superintendent for Special Academic Programs		<u>General Fund and Title I</u>	Written Documentation

<p>2. Focus on the intentional and ongoing alignment of a standards-based curriculum to meet the needs of students with disabilities</p> <p>a. Use curriculum alignment resources on the portal for all teachers</p> <p>b. Ensure standards-based curriculum is implemented in all models: Resource, self-contained</p>	<p>2013 - 2018</p>	<p>Director of Academic Support Services</p> <p>Special Education Curriculum Specialist</p> <p>Assistant Superintendent for Special Education Services</p> <p>Director of Special Education Services</p> <p>Response to Intervention Specialist</p> <p>Coordinator of Gifted and Talented Program</p> <p>Coordinator of ESOL Program</p>	<p>\$15,000</p> <p>Per year</p>	<p>IDEA</p>	<p>Written Documentation</p>
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<p>4. Continue to implement research-based instructional delivery models</p> <ul style="list-style-type: none"> <li>a. Learning Focused</li> <li>b. Balanced Literacy</li> <li>c. Project-Based Learning</li> </ul>	<p>2013 - 2018</p>	<p>Director of Academic Support Services</p> <p>Director of Academic Innovation and Technology</p> <p>Director of Special Education Services</p>		<p>Title I</p>	<p>Written Documentation</p>
<p>5. Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including the following:</p> <ul style="list-style-type: none"> <li>a. Project-based learning</li> <li>b. Flexible grouping structures (multi-age)</li> <li>c. Coordinated Approach To Child Health (C.A.T.C.H)</li> <li>d. Fitness Gram</li> <li>e. Academic vocabulary</li> <li>f. Creative and targeted classroom accommodations and modifications for diverse learners</li> </ul>	<p>2013 - 2018</p>	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support Services</p> <p>Director of Academic Innovation and Technology</p> <p>Assistant Superintendent for Special Academic Programs</p> <p>Assistant Superintendent for Special Education Services</p> <p>Director of Special Education Services</p>		<p>Title I</p>	<p>Written Documentation</p>

<p>6. Implement a comprehensive, balanced literacy model in grades PreK-12</p> <p>a. Monitor standards-based, rigorous instructional strategies in K5 – 5th grade</p> <p>b. Implement the Fountas and Pinnell framework in all elementary schools</p>	2013 - 2018	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support Services</p>		Title I and General Fund	Written Documentation
<p>7. Integrate instructional strategies to support the implementation of the Common Core State Standards to prepare students for critical thinking required for the Smarter Balanced Assessment System</p> <p>a. technology enhanced</p> <p>b. constructed response</p> <p>c. selected response</p> <p>d. performance tasks</p>	2013 - 2018	<p>Director of Academic Support Services</p> <p>Director of Academic Innovation and Technology</p> <p>Director of Special Education</p> <p>Special Education Curriculum Specialist</p>		District, Title I, and General Fund	Written Documentation

<p>8. Increase communication with all parents and students to make them aware of educational opportunities.</p> <p>a. Develop strategies to effectively include historically underrepresented populations</p> <p>b. Develop workshops for parents on various topics (reading in the home, behavior management)</p>	<p>2013 - 2018</p>	<p>Director of Academic Innovation and Technology</p> <p>Director of Academic Support Services</p> <p>Director of Accountability and Quality Assurance</p> <p>Director of Communications</p> <p>Director of School Counseling Services and Sirrine Scholarship</p>		<p>Title I</p>	<p>Written Documentation</p>
<p>9. Develop a plan to communicate requirements of Common Core State Standards and the Smarter Balanced Assessment System to parents and community stakeholders</p>	<p>2013 - 2018</p>	<p>Director of Academic Support Services</p> <p>Director of Communications</p>		<p>Title I</p>	<p>Written Documentation</p>



<p>10. Develop and support a plan for seamless transition across grade levels (5th to 6<sup>th</sup>) for parents and students, with consideration to the following aspects:</p> <ul style="list-style-type: none"> <li>a. Academic</li> <li>b. Emotional</li> <li>c. Social</li> </ul>	2013 - 2018	<p>Director of School Counseling</p> <p>Director of Academic Support</p> <p>Director of Academic Innovation and Technology</p> <p>Director of Student Support Services</p>			Written Documentation
<p>11. Continue to support the social and emotional development of all students</p> <ul style="list-style-type: none"> <li>a. Encourage participation in extra-curricular activities</li> <li>b. Continue promoting character education programs (Character Counts, Schools of Character, Overcoming Obstacles, Coaches 4 Character)</li> </ul>	2013 - 2018	<p>Director of School Counseling Services</p>			Written Documentation
<p>12. Utilize all available resources to monitor discipline issues to increase student achievement</p> <ul style="list-style-type: none"> <li>a. Decrease incidences of discipline-related absences</li> <li>b. Increase engagement and participation</li> </ul>	2013-2018	<p>Director of Special Education Services</p> <p>Director of Accountability and Quality Assurance</p> <p>Director of Student Support Services</p> <p>PBIS Plan</p>		Local	Written Documentation

## PROFESSIONAL DEVELOPMENT

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

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

**FIVE YEAR PERFORMANCE GOAL:** Train 100% of employees on the online Professional Development tool.

**ANNUAL OBJECTIVE:** Annually train newly hired employees on the Professional Development tool.

**DATA SOURCE(S):** Professional Development Portal

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

<b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Sources</u></b>	<b><u>Indicators of</u></b> <b><u>Implementation</u></b>
1. Achieve and maintain 100% Highly Qualified status for all contracted teachers.	2013-2014	Teacher Quality Specialist/Mentoring Coordinator  Recruitment Specialist			
2. Research and procure the best screening and selection tool for teachers that enhance our ability to hire the candidate with the best fit for a specific school location.	2014-2015	Executive Director of HR  Director of Professional Employment  Recruitment Specialist  Principal Committee	No cost for research  Selection Tool cost TBD	Investigate use of grant funding	
3. Implement a behavior-based interview approach for the hourly work groups.	2014-2015	Manager of Personnel-Operations  Employee Relations Representative	\$1,000	General Fund	

4. Benchmark our teacher induction program, including the mentoring component, to similar districts to determine the most effective program to improve retention in the first five years of employment	2014-2015	Teacher Quality Specialist/Mentoring Coordinator  Director of Evaluation and Development			
5. Implement an improved induction program, including the mentoring component	2015-2016	Teacher Quality Specialist/Mentoring Coordinator  Director of Evaluation and Development	TBD	Title II	

## STUDENT ATTENDANCE

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

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

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

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.8	95.5					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

## PARENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 83.6% in 2012 to 84.5% by 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	82.5	83.0	83.5	84.0	84.5
School Actual	83.6	82.0					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	*					

\*SDE has not yet provided GCS with the District's Parent Survey results for 2012-2013. Info is from 2010-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 88.4% in 2012 to 90.9% by 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	89.7	90.2	90.7	91.2	91.7
School Actual	88.4	89.2					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8						

## 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 from 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain percentage point(s) annually teachers who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100	100					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						



## PARENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 88.5% in 2012 to 90.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .4 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	83.7	84.1	84.4	84.7	85.1
School Actual	88.5	83.3					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

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

## STUDENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 92.9% in 2012 to 93.4% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .1 percentage point(s) annually students who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	96.0	96.1	96.2	96.3	96.4
School Actual	92.9	95.9					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

## TEACHER SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day from 94.6% in 2012 to 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	97.3	97.3	97.3	97.3	97.3
School Actual	94.6	97.3					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
<p>1. Research and identify successful strategies to improve attendance, including decreasing student tardies, at each school level (such as attendance rewards, school attendance competitions at each level, etc.)</p> <p>a. Pilot new strategies</p> <p>b. Implement successful pilot strategies</p>		<p>Director of Student Personnel Services</p> <p>Director of Attendance and Social Work Services</p> <p>Director of School Guidance</p> <p>School Principals</p>		PTA, Local	Written Documentation
<p>2. Expand training of school clerks and guidance clerks, along with school administrators, to increase their abilities to identify and report potential student attendance problems and/or potential dropouts for earlier intervention.</p>	2013-14 & Ongoing	<p>Director of Student Personnel Services</p> <p>Director of Attendance and Social Work Services</p> <p>Director of School Guidance</p> <p>Exec. Director of Technology Services</p> <p>Asst. Super. For Principal Supervision</p>			Written Documentation

3. Continue to communicate school district behavior code to parents, students and school personnel through district website, parent newsletters and student handbooks.	Ongoing	Director of Communications Webmaster Principals Director of Student Services			<u>Written Documentation</u>
4. Reduce student incidents of being bullied as measured by reports of bullying.	Ongoing	Director of Student Services Staff Attorney Assistant Superintendents for Principal Supervision Principals			<u>Written Documentation</u>



# **SC Annual School Report Card Summary**

Sue Cleveland Elementary  
Greenville County  
Grades: K-5 Enrollment: 605  
Principal: Karen Chambers  
Superintendent: Mr. Burke Royster  
Board Chair: Mr. Chuck Saylor

Comprehensive data, including definitions of ratings, performance levels, and explanations of status, is available on [www.scdoe.gov](http://www.scdoe.gov) and [www.scdoe.org](http://www.scdoe.org) as well as school and school district websites. Printed versions are available from school districts upon request.

## **PERFORMANCE**

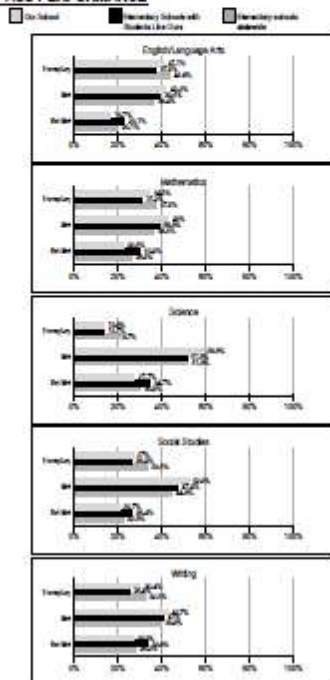
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESSEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESSEA Grade	Accountability Indicator
2013	Average	At-Risk	TBD	TBD	B	Forward
2012	Average	Average	N/A	N/A	A	Forward
2011	Average	Average	Silver	N/A	Met	N/A

## **ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
10	21	62	8	1

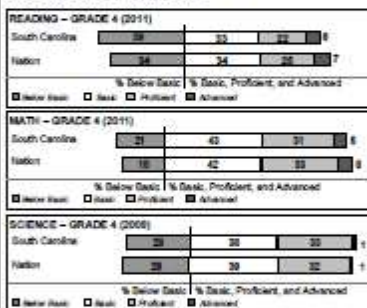
\* Ratings are calculated with data available by 11/03/2013. Schools with Students Like Ours are Elementary Schools with Poverty Index of 40 or more than 20% above or below the index for the school.

## **PASS PERFORMANCE**



## **NAEP PERFORMANCE<sup>1</sup>**

<sup>1</sup> Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## **SC PERFORMANCE VISION**

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key  
N/A Not Applicable; N/M Not Measured; N/C Not Calculated; N/R Not Reported; N/S Insufficient Sample; TBD To be Determined