

Taylors Elementary School

Excellence in Achievements,
Actions and Attitudes



School Portfolio

**Guided Self-Study Report utilizing AdvancED and SC SDE Protocols
Scope of Strategic Plan: 2013-2014 through 2017-2018**

Annual Update for 2014

Kindergarten – Fifth Grade

Delaney Sutton, Principal

809 Reid School Road ~ Taylors, SC 29687 Phone: 864-355-7450 ~ Fax: 864-355-7477

Web Site: www.greenville.k12.sc.us/taylorse/

Greenville County Schools

Mr. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Taylors 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

Mark Pechin		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Delaney Sutton		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 809 Reid School Road, Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-7450

PRINCIPAL'S E-MAIL ADDRESS: dsutton@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:	Delaney Sutton
2. TEACHER:	Ashley Boland
3. PARENT/GUARDIAN:	Millisa Tillery
4. COMMUNITY MEMBER:	Jason Farr
5. SCHOOL IMPROVEMENT COUNCIL:	Mark Pechin
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

POSITION

NAME

All teachers included in process

Reviewed by SIC and PTA Board

***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.

N/A **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.



Table of Contents

*Indicates requirements for the annual update

* Introduction	7
* Executive Summary	8-16
Information and Analysis	17-27
* School Profile	
Instructional and Organizational Effectiveness	
AdvancedED Self-Assessment Results	
Student Achievement	28-43
Mission, Vision and Beliefs	
* Student Learning Needs and Desired Results	
* Quality Planning	44-66
Action Plan	
Professional Development	67-80
* Professional Development Plan (PDP)	

Introduction

PURPOSE

The purpose of the self-study is twofold:

- To **improve the effectiveness** of Taylors Elementary School
- To **provide assurance to the public regarding the educational quality of our school** by obtaining reaffirmation of our accreditation from AdvancED

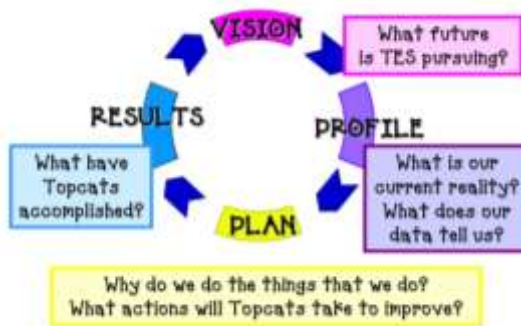
Our School Strategic Plan was developed to document changes and progress our school has made while working to continuously improve everything we do. This document provides an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our plan describes our school and includes actual evidence of our work. It describes who we are, our school vision, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. This document describes how we build and utilize our plan for the purpose of increasing student learning—our ultimate goal.

OVERVIEW OF THE SELF-STUDY PROCESS and STAKEHOLDER INVOLVEMENT

The principal and other members of the School Leadership Team remain central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process in its entirety. This committee meets monthly and serves as the decision-making authority on reports, policies and procedures. All stakeholders, including staff, PTA Executive Board and School Improvement Council (SIC) have roles and responsibilities. Representatives from this team serve as resource persons and provide support and input for all stakeholders at PTA Executive Board meetings and SIC meetings.

Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community.



Knowing how essential this process is to our continuing success, stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in a comprehensive editing process and taking part in the kinds of discussions that the self-study process is designed to facilitate. As a result of our shared experiences, we continue to learn how best to add value to the lives of our students and enrich our community. Please enjoy this comprehensive report 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 the future world!

Executive Summary

OVERVIEW OF OUR SCHOOL: Instructional and Organizational Priorities Student Learning Needs and Desired Results Significant Accomplishments



Our school is fortunate to have a wonderful blend: the knowledge and experience of seasoned teachers combined with the enthusiasm and idealism of young teachers. When the two merge, under the leadership team, and in the presence of dedicated, energetic parents, we continue to make significant improvements.



Taylor's Elementary is using a student-centered educational approach designed to create an environment where all students are excited about learning, behave responsibly, develop pride in themselves and their achievements, and strive to meet high standards. We function as a Professional Learning Community with collaborative teams, studying best practices for instruction and maintaining our commitment to continuous improvement.

Most staff has received Continuous Improvement/Baldrige Model training at the David Langford Conference, from Carolina First Center for Excellence in-services, and participated in Lee Jenkins workshops. We are learning to more effectively analyze student learning results. The collection and understanding of data on both our own teaching and our students' learning have greatly improved. As we continue to strive to improve student achievement, the staff is being trained in Balanced Literacy as a means for instruction. Along with support in Common Core Standards and Inclusion, the staff feels that we are meeting the needs of all learners.

Ultimately, our goal in continuous improvement is for children to understand what is expected and to be able to chart their own growth. Children are setting goals and reflecting on their academic improvement. We believe that, as children understand where they are headed academically, they will become empowered to work towards goals.

Raising student achievement is our primary goal and an ongoing challenge; faculty has strengthened its focus on curriculum. Utilizing current state academic learning standards, teachers have created Pacing Guides and Curriculum Maps, with the resources provided through the school district, for every grade level and made these available to families. Team planning sessions have provided teachers opportunities for blending their talents and areas of expertise to guarantee that all students experience a rigorous and uniform curriculum. Teachers are committed to seeking strategies that will be most effective for each lesson taught. We are striving to identify the learning profile of every student and to offer learning opportunities that address learning styles and preferences. Students with IEPs are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Inclusion is encouraged for all identified students that can be supported in the regular ed environment. Every teacher maximizes learning for above-average students, making sure that those who finish learning tasks early are spending their time on clearly defined, challenging objectives.

The addition of a K/1/2 Developmental Class in 2006-07, assures a formal education in a print-rich environment that enhances the development of pre-reading skills. To facilitate the

development of academic and social skills in our Hispanic population, we have a part-time ESOL teacher.

One initiative to address struggling kindergartners and first graders is the addition of Response to Intervention (RtI). We identify students at risk for poor learning outcomes, provide research-based interventions and monitor student progress. Started in the fall of 2008, this program provides services to first graders that meet criteria identified by AIMSweb Early Literacy Benchmarks. In Fall 2009, Math Soar to Success was added in order to provide services to struggling first graders. Kindergarten teachers are trained in and implement ERI for kindergarten students identified as “At Risk” by the AIMS Web Test of Early Literacy. During the 2012-2013 school year, RtI and math interventions for first grade were eliminated due to funding. We can report that allocations were arranged to provide RtI to first grade, as well as a five second grade students, for the 2013-2014 school year. We hope that funding will continue to support this initiative.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and by sharing ideas with colleagues at faculty meetings and in-services. Summer academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers are currently participating in Balanced Literacy training. The school is working with a consultant from the Heinemann organization, whose role is to provide training as well as conduct classroom observations and provide immediate feedback to individual teachers.

A strong mentoring program, the M & M's (Mentors and Mentees), inspires and encourages new teachers, as it strengthens working relationships and improves our overall program.

To further promote academic success, PTA events are curriculum-based. The guidance counselor conducts ITBS meetings with second grade parents to further parental understanding of standardized tests. Past PTA honors include SC PTA Outstanding Unit of the Year, SC PTA Principal of the Year, SC PTA Support Staff of the Year, and SC PTA Enrichment Programs of the Year. The current PTA is eager to regain the recognitions. In addition, School Improvement Council (SIC) takes an active interest in the everyday workings of the school. Parental involvement is encouraged and celebrated with many opportunities to participate in school life. The SIC is working to enhance the Watchdog Program in order to encourage positive male role model participation within the school.

To strengthen the writing program, each class chooses a “The Write Ingredient,” student whose works are selected for display during the month and they are invited to a special tea. As they sip their “tea”, munch a snack, and listen to the administration read a story, each child receives a special treat bag. “Writing Celebrations” have brought a whole new perspective to our writing program. Parents enjoy coming to celebrate student writing.

Alternative assessment techniques are evident throughout the curriculum. Teachers incorporate scoring guides for evaluation purposes. Rubrics are utilized to guide students through activities and projects, as well as to assess their work. Fountas and Pinnell Benchmarks are given to all grade levels to assess reading levels, areas of strength, and specific areas of weakness. Students are also given the opportunity to retest if they received a failing grade on an assessment.

Initiated October 2006, Measures of Academic Progress (MAP) is one tool used to target student strengths and weaknesses in Math and Reading. MAP data helps teachers to measure student

progress. DesCartes, a component of MAP, gives teachers a specific blueprint of areas where students need additional academic assistance and which skills have been mastered. Starting in the fall, MAP will be better aligned with Common Core.

Another tool designed to assess students and provide common assessments is Compass Odyssey. Students can revisit skills previously taught. ELDA Tests are administered to ESOL students in kindergarten through fifth grade.

Palmetto Assessment of State Standards (PASS) tests began in Spring 2009, for measuring students in ELA, MATH, Science and Social Studies, and Taylors' teachers have made this a priority. Strategies for addressing higher level thinking skills have been presented during in-services, so all teachers are aware of those questions and activities which provide students with practice in analytical and critical thinking, problem-solving, and evaluation.

LifeSkills, a positive character education program overseen by our guidance counselor, is implemented school-wide. Each grade level has a list of required behaviors, consequences for disregarding them, and reinforcements for good citizenship. Dedication to these plans, coupled with strong support from administration, has promoted good citizenship and a climate of mutual respect. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention.

With guidance from our PE teacher, the school nurse and cafeteria manager, we are implementing CATCH (Coordinated Approach to Child Health). Students are immersed in an environment that supports and encourages a healthy lifestyle. Our cafeteria has begun the Healthy Lunch program and this encourages a school-wide focus on healthy lifestyles. The CATCH committee has provided exercise videos using staff members and students for classes to use daily. Also, the team is providing water bottles to all students to encourage proper hydration.

Great strides have been made in technology with direction from our library media specialist. An increasing number of teachers are taking advantage of the computer training offered through the district. All teachers have a laptop. Classrooms are equipped with a SmartBoard or Promethean Board, mounted LCD Projector, and computers. Being fully networked makes WTES (morning news program), Internet research and email available to all classes. The PTA is helping to raise fund for purchasing more IPADS for classrooms. Also, After School funds are being used to purchase more technology. The district is currently working to make Taylors Elementary a wireless campus.

Taylors Elementary has a multi-award winning web site, which provides parents and community members with a comprehensive view of our school, each classroom, important news and upcoming events. Every teacher also has a class site, facilitating communication with parents, reminding students of homework assignments, and sharing exciting classroom news.

A two-time winner of the Red Carpet School Award means we do an outstanding job of creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education.

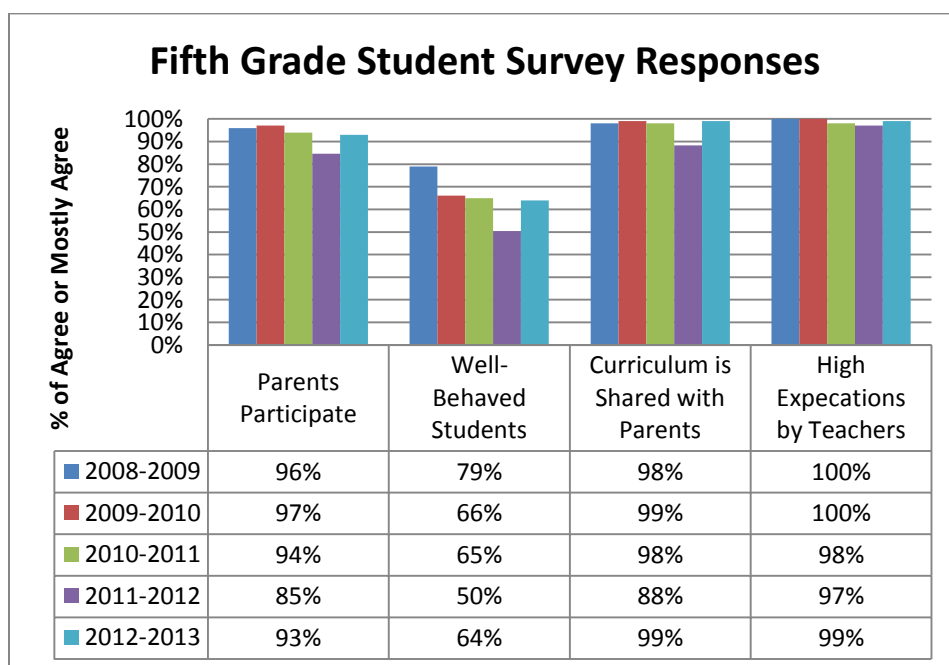
Taylors is working to become more involved in the larger community. The school participates in Jump Rope for Hear for the American Heart Association as well as the March of Dimes Read-A-Thon. Student council also collects food for needy families throughout the school year. Several PTA programs also incorporate a Community Blood Drive.

Although we are delighted with the progress we have made in recent years, we are eager to meet the challenges of the future, especially in the areas of increased student achievement and technology. Our faculty is excited about the wonderful possibilities that lie before us in the years to come.

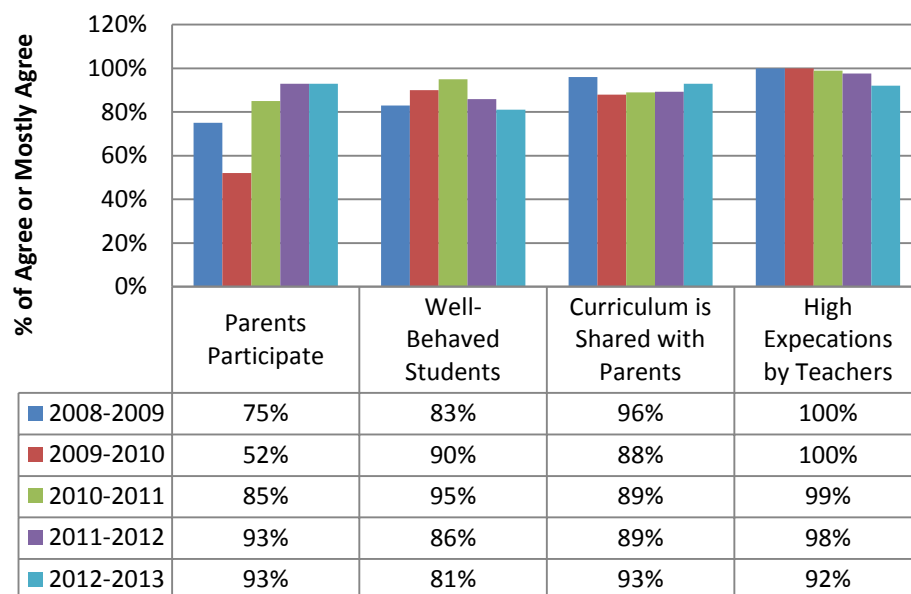
EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

South Carolina State Department of Education (SC SDE) Survey Administered Spring 2012 to TES Students, Parents and Teachers

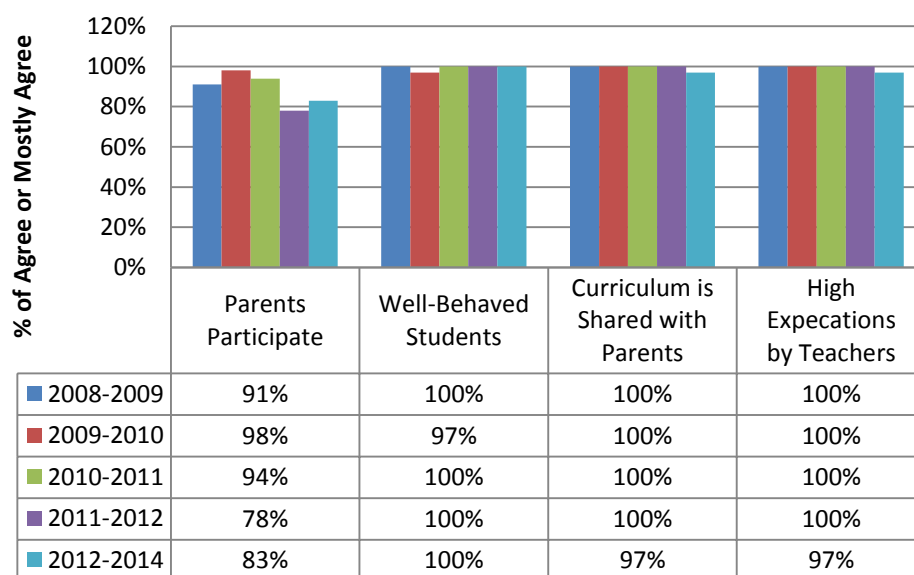
Our school utilized the SC SDE Survey to measure the perceptions of our students, parents, and teachers on the educational program provided for children and the relationships that exist between parents and the school. Per the SC SDE guidelines for survey administration, responses are from the parents of fifth grade students who also completed a SC SDE survey.



Fifth Grade Parent Survey Responses



Taylor's Elementary Teacher Responses



SDE Report Card Evaluations by Teachers, Students and Parents
Per SDE criteria, only fifth graders and their parents were surveyed.

2008 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	42	90	71
% satisfied with the learning environment	95.2%	96.7%	95.8%
% satisfied with social and physical environment	97.6%	96.7%	95.8%
% satisfied with home-school relations	97.6%	100%	95.8%

2009 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	42	108	72
% satisfied with the learning environment	97.6%	99.1%	100%
% satisfied with social and physical environment	100%	100%	98.6%
% satisfied with home-school relations	100%	99.1%	97.2%

2010 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	42	113	62
% satisfied with the learning environment	97.6%	95.5 %	100%
% satisfied with social and physical environment	100 %	95.6 %	96.7%
% satisfied with home-school relations	100%	97.3 %	93.5%

2011 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	42	106	66
% satisfied with the learning environment	95.2%	99.0 %	100%
% satisfied with social and physical environment	97.6%	95.3 %	98.4%
% satisfied with home-school relations	97.6%	98.1 %	100%

2012 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	41	137	86
% satisfied with the learning environment	100%	78.8 %	95.3%
% satisfied with social and physical environment	100%	85.3 %	95.3%
% satisfied with home-school relations	100%	85.3 %	90.7%

2013 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	40	198	52
% satisfied with the learning environment	100%	87.7%	92.3%
% satisfied with social and physical environment	100%	90.9 %	92.4%
% satisfied with home-school relations	94.9%	92.9 %	94.3%

The SC SDE Surveys are administered each spring. Responses indicate we are on the right track to continuous improvement. Although the age level of students who participated in the survey (10-11 year olds) needs to be taken into consideration when weighing responses, student responses were very positive. Certain responses can be expected from this age level.

After a careful review of this survey and other inventories the following conclusions reflect patterns and trends evident from the input of stakeholders:

- Although a high percentage of parents rated the school in a positive manner, a stronger level of parental involvement, both in the home and at the school level, needs to be targeted. *Performance Goal 6 in our Action Plan identifies steps to increase parental involvement.*
- In-school suspension and a character education initiative are two strategies we are using to address discipline concerns.

- Teacher-created Pacing Guides and Curriculum Maps have kept our school community focused on moving all students forward. Web sites provide parents with current information, but perhaps there needs to be more training on how to access that information. Also, incentives for families to attend curriculum night need to be incorporated.
- Expectations were considered at a high level by parents, teachers and students.

MISSION, VISION, VALUES AND BELIEFS

AdvancED Accreditation Standard 1: Vision and Purpose

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Mission Statement: Excellence in Achievement, Actions and Attitudes

Vision Statement: Our vision is to provide a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to society.

Statement of Beliefs:

- We believe in providing high quality teaching and a challenging curriculum where all students can be successful!
- We believe in promoting positive behaviors and good citizenship through our Life Skills recognition program.
- We believe in being a "Green School" and teaching students to use resources wisely.
- We believe in building support for the school through positive and meaningful relationships with all stakeholders.
-

AdvancED Accreditation Standard 3: Teaching and Learning A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

The following are the curriculum, instruction, assessment, and environmental factors that we value and that justify our shared vision and support effective learning for our students:

Curriculum: Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity. Students are afforded opportunities to engage in learning and assessment out of school with community members.

Curriculum must include:

- | | |
|---|--|
| • Research-based models | • Incorporating cross-curricular experiences |
| • Have relevance to everyday life experiences | • High expectations for all students |
| • Addressing the standards | • A balanced approach |

Instruction: Teaching must be varied and creative to meet the individual needs of students.

Instruction must include:

- | | |
|---|---|
| • Alignment of school vision with instructional focus | • Connections to real-life situations and prior knowledge |
| • Guided discovery/active inquiry | • Authentic tasks (i.e. solving everyday |

- Student-centered approaches
- Research-based models
- Innovative teaching and challenging programs
- problems, collecting and analyzing data, investigating patterns, keeping journals)
- Opportunities for students to decide performance criteria and methods

Assessment: Assessments are methods used to better understand the current knowledge that a student possesses. Assessments can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

Assessment must:

- Address diverse learning styles and respect multiple cultures
- Guide classroom instruction
- Be content appropriate and linked to academic learning content
- Varied and continuous
- Utilized by teachers to build new information based on student strengths
- Provide opportunities for students to engage in self-assessment
- Provide prompt feedback

Environment: Our school provides a nurturing environment committed to achieving excellence. We share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.

Environment must include:

- An exceptional staff that works and shares as a collaborative team
- A parental community that feels valued as full participants in their child's education
- Leadership that is supportive, encouraging, and fosters positive changes
- Meaningful learning experiences for all stakeholders
- An atmosphere that supports each student's academic, personal, and social growth
- A safe, healthy, stimulating, motivating learning environment

GOAL AREA 1: STUDENT LEARNING AND ACHIEVEMENT

PERFORMANCE GOAL 1: ELA (Reading and Research)

- Increase the percentage of students meeting standards in writing as measured by the Palmetto Assessment of State Standards (PASS) from 79.9% in 2012 to 83.5% in 2018.
- Increase the percentage of students meeting standards in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 81.4% in 2012 to 83.4% in 2018.
- Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).
- Meet or exceed the national norm of 50th percentile in the subtest Reading Comprehension on the Iowa Test of Basic Skills (ITBS) in grade 2.

PERFORMANCE GOAL 2: Math

- Increase the percentage of students meeting standards in math as measured by the Palmetto Assessment of State Standards (PASS) from 79.9% in 2012 to 83.5% in 2018.
- Meet the required annual measurable objectives (AMOs) in Math as measured by the Palmetto Assessment of State Standards (PASS).
- Meet or exceed the national norm of the 50th percentile in the subtests Mathematics Concepts and Mathematics Problems on the Iowa Test of Basic Skills (ITBS) in grade 2.

PERFORMANCE GOAL 3: Science

- Increase the percentage of students meeting standards in science as measured by the Palmetto Assessment of State Standards (PASS) from 78.1% in 2012 to 81.1% in 2018.
- Meet the required annual measurable objectives (AMOs) in Science as measured by the Palmetto Assessment of State Standards (PASS).

PERFORMANCE GOAL 4: Social Studies

- Increase the percentage of students meeting standards in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 79.9% in 2012 to 83.5% in 2018.
- Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

GOAL AREA 2 – QUALITY PERSONNEL**PERFORMANCE GOAL 5: Teacher Quality**

- Maintain 100% of all teachers be Highly-Qualified as defined by the state.
- Maintain 100% of all teachers participate in the electronic survey provided by the state.
- Increase attendance of teachers and staff to meet the district requirement of 96%.

GOAL AREA 3 – SCHOOL ENVIRONMENT**PERFORMANCE GOAL 6: Student Attendance**

- Meet the annual Student Attendance objective for all students by achieving an annual student attendance rate of 95% or higher.

GOAL AREA 4 – FINANCIAL RESOURCES

- Administration and the leadership team will follow all district expectations with regards to finance.

GOAL AREA 5 – COMMUNICATIONS AND COMMUNITY ENGAGEMENT**PERFORMANCE GOAL 7: Community and Parental Support**

- Maintain the percentage of 95% or better of parents satisfied with the school learning environment as measured by the Annual Report Card Survey.
- Increase the number of volunteer hours by 10% from 10,889 in the year the year 2011-2012 to 11,978 in the year 2017-2018.
- Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- Increase the use of parents utilizing the parent portal by 5% each year.

The following information that describes our school can be found following the link on our school and district site:

<http://www.greenville.k12.sc.us/gcsd/schools/profiles/taylors.pdf>

Information and Analysis

Schools committed to improvement must collect and analyze data to understand:

- the current and future needs of the school, students, parents, teachers, and community
- how well the current processes meet the needs of these clients
- the ways in which the school and community are changing
- root causes of problems
- the types of education programs and expertise that will be needed in the future

School personnel who utilize and analyze information about the school community make better decisions about what to change and how to institutionalize systemic change. Research shows that when school personnel understand the needs of their clientele, they are more successful in implementing changes and remain more focused during implementation. Information and analysis works hand in glove with a comprehensive school improvement process, and is a critical element in planning for and determining the effectiveness of change. Types of information and analyses that assist with planning for and sustaining systemic school improvement include demographics, assessment of current and desired practices, perceptions of the learning environment, student achievement data and problem analysis.



Taylors Elementary School Profile

Demographic Discussion of the School Community

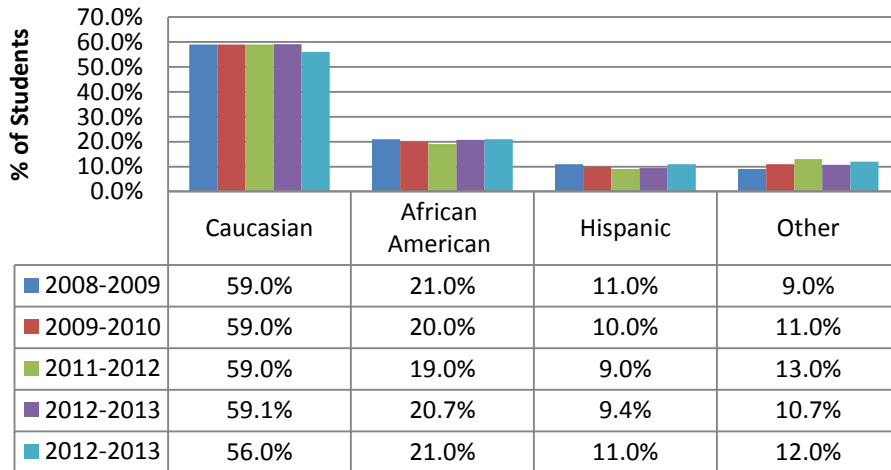
Taylors Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylors Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year. The walls are multi-faceted and windows face various directions. The architectural design is symbolic of the learning community within: a many-faceted instructional program for diverse student needs, solid academic offerings, students of many nationalities viewing the world through different windows of opportunity, and a supportive school climate.

We serve a culturally diverse population of students. Students with IEPs are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Teachers maximize learning for above-average students, making sure that those who finish learning tasks early are spending their time on clearly defined, challenging objectives. Our initiative to address struggling kindergartners and first graders is the addition of Response to Intervention (RtI).

Analysis and Narrative of Student Personnel Data

STUDENT POPULATION DATA

Taylors Elementary Distribution of Ethnicity Over Time

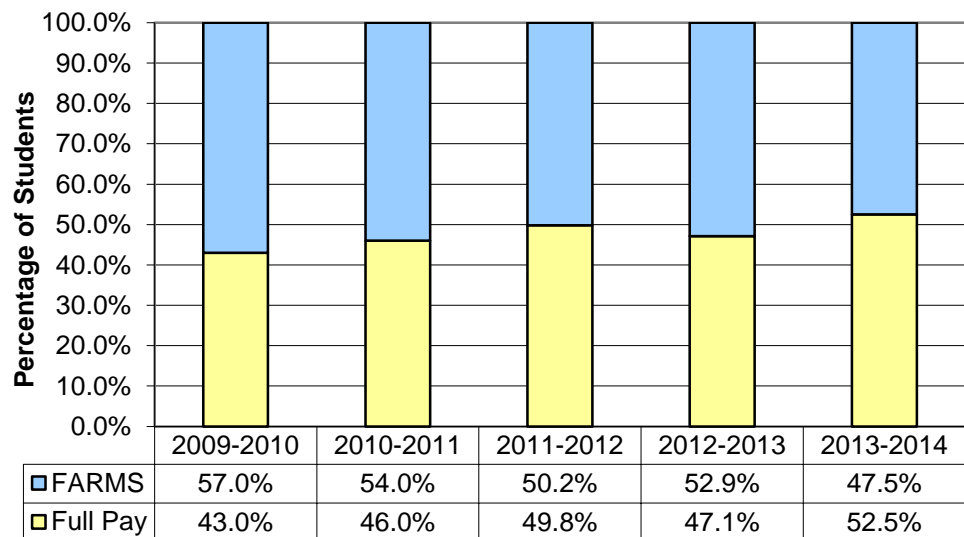


Most of our students live near the school in a section of Greenville County composed of apartment complexes, a public housing project, modest residential neighborhoods, and semi-rural areas. Our attendance area consists of many rental housing units.

The population served by ESOL (English as a Second Language) is 12%.

When tracked over a five year period, data shows our FARMS (free/reduced meal status) subgroup has steady remained close to the 50% mark.

Taylors Elementary Meal Status Over Time



Our student/teacher ratio is as follows:

*Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
25:1	23:1	21:1	21:1	25:1	27:1

*Each Kindergarten class has 1 full-time assistant.

Average Daily Teacher Attendance

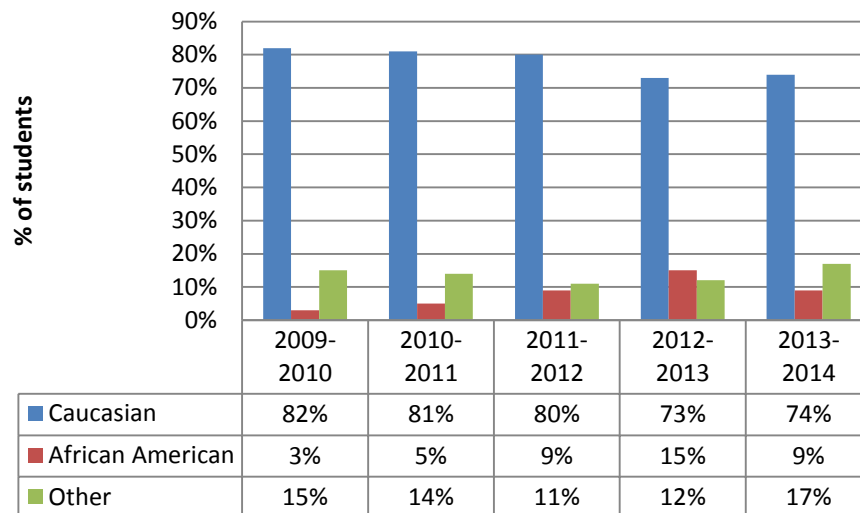
School Year	Teacher Attendance
2008-2009	96.7%
2009-2010	96.5%
2010-2011	95.4%
2011-2012	95.3%
2012-2013	94.7%

Average Daily Student Attendance

School Year	Student Attendance
2008-2009	96.6%
2009-2010	96%
2010-2011	96.6%
2011-2012	96.9%
2012-2013	96.5%

Attendance Data provided by SDE School Report Card

Gifted and Talented Ethnicity Over Time



School Year	Total # of Students
2008-2009	41
2009-2010	60
2010-2011	59
2011-2012	57
2012-2013	64
2013-2014	68

Since students are initially identified for the gifted program by Cognitive Aptitude Test (CogAT) and the Iowa Test of Basic Skills (ITBS) administered early in second grade, the faculty recognizes the need to prepare students to take standardized tests to facilitate that identification.

Summary of School Leadership, Administrative Structures and Partnerships

Administration sets high expectations for students and staff. Teachers are monitored for the implementation of state standards ensures quality education for all children. Mrs. Sutton is in her third year as principal. She has been with Greenville County Schools for many years and focuses on programs that align with the district expectations. In fall of 2008, Mr. Officer joined the Topcat Team as Assistant Principal. This is his sixth year as the Assistant Principal of Taylors Elementary.

Parents serve as volunteers and provide services to help enhance and enrich the learning environment. Programs where businesses contribute time and materials include the American Heart Association (Jump Rope for Heart), Kiwanis Club (Terrific Kids), and Crisis Response Training (Safe and Drug Free Schools).

Analysis and Narrative of School Personnel Data

Staff shares high expectations for success. Staff includes: 33 regular classroom teachers, 1 library media specialist, 3 related arts teachers, 3 part-time related arts teachers, 1 RtI teacher, 1 part-time gifted and talented teacher, 1 guidance counselor, 2 administrators, 8 paraprofessionals, 1 media clerk, 1 full-time speech pathologist, 1 part-time speech pathologist, 1 ESOL part-time teacher and

1 instructional coach. Additional personnel include the school nurse, 1 receptionist, 1 part-time attendance clerk, 1 secretary, 1 plant engineer, 4 custodians, and 1 cafeteria manager and 6 food services workers. Eight bus drivers (6 reg. and 2 SPED) provide transportation services. Three full-time resource teachers serve students in kindergarten through fifth grade through both pull out and inclusion services. IEPs determine services these students receive. A K/1/ 2 Developmental Class with one teacher and two paraprofessionals addresses the needs of a targeted population. Being an Autism Satellite School, we also have a full time ASA staff member to assist students classified. Support personnel available to assist with students needs include district psychologists, curriculum coordinators, speech and language pathologists and technology specialists.

INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

School Climate Reports

Data obtained for the School Climate Reports was compiled from the SC SDE Survey that was administered in February 2013.

Stakeholder Perspectives on the Quality of Education

The overall results from the 2013 SDE survey reveal that the school is fully functioning and at the operational level of implementation. Within that range, aspects need to be strengthened. Input from other sources indicates stakeholders identify shared-decision making and technology as areas of concern.

Specific areas rated high under the categories of most favorable agreement:

Focus

- Clarity and priorities of goals
- Continuous school improvement

Curriculum and Instruction

- Quality of educational program
- Alignment of instruction with standards

Planning

- Leadership
- Expectations
- Effectiveness

Specific areas to address under the categories of least favorable agreement:

Learning Environment

- Discipline
- Bullying
- Cleanliness of school

Parental Involvement

- Communication
- Shared decision-making

Curriculum and Instruction

- Technology
- Materials

Analyzing Instructional and Organizational Effectiveness

Introduction

In an effort to improve the quality of the school and better obtain the desired results for student learning, we participated in the AdvancedED ASSIST Self-Analysis for our school. Data is representative of all stakeholders and originates from surveys, observations, and vertical team meetings. Through an extensive analysis of instructional and organizational effectiveness, the strengths and limitations were identified and evaluated. The results of this analysis gave us direction on how to continue building on our strengths while addressing the need to focus on

improving our limitations. Consideration was also given to student academic performance. AdvancedED provides the following description:

Definition of the Standard, Indicators and Performance Levels

The five AdvancED Standards for Quality are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness. The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each standard.

Below, the standards are noted along with the stakeholder ratings of each standard. Stakeholders rated the standard on a 4 point scale. The rating was based on survey results and observation of school processes.

Standard 1

Standard: **The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.**

1.1	The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	Score 3
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	Score 3
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	Score 3

Narrative: The team reviewed the rubrics as well as survey information from students, parents and teachers. Consistencies were noted for strengths and areas of need. Strengths were noted as reviewing school data and school purpose to make improvements and showcasing student successes. The purpose is stated in many ways to all stakeholders. For example, data is reviewed with staff as well as parent groups at the beginning of the school year. The purpose is stated in many ways such as through the monthly newsletters and the school website. It is communicated to parents from the beginning of the year in the orientation meetings. Areas of need based on team discussion of survey results include more parental involvement and a more systematic way to review the purpose with all stakeholders.

In order to improve this standard, the team discussed providing more personal invitations for parents to attend parent meetings in order to increase attendance and involvement. The team also suggests better defining how our programs align with the purpose of the school.

Standard 2

Standard: The school operates under governance and leadership that promote and support student performance and school effectiveness.

2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	Score 3
2.2	The governing body operates responsibly and functions effectively.	Score 3
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	Score 3
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Score 3
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Score 3
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	Score 4

Narrative: For the purpose of analyzing the information, the “governing body” is defined as the local school board. In reviewing information for this standard, the team noted strengths and areas of need. Strengths included leadership holding themselves accountable for student learning, providing positive feedback and maintaining high expectations. This is documented through professional development opportunities, grade level meetings, evaluation documentation and *Taylor's Elementary School Strategic Plan ~March 2014*

multiple opportunities to celebrate students meeting expectations. Areas of need include communicating the school purpose and direction clearly, students showing respect to others, and school wide communication. Strategies to help enhance this standard include more focus on the LifeSkills program for students in which they are recognized for appropriate behaviors (including respect) and creating a more structured plan for communication. This is being addressed in the school's action plan. The leadership team also needs to continually document how decisions are aligned with the school's action plan.

Standard 3

Standard: The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	Score 3
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Score 4
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Score 2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Score 3
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Score 2
3.6	Teachers implement the school's instructional process in support of student learning.	Score 3

3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Score 3
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Score 3
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Score 2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Score 3
3.11	All staff members participate in a continuous program of professional learning.	Score 4
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	Score 2

Narrative: The team focused on current practices as well as survey results to find areas of strength as well as areas that the school could improve. Areas of strength included continuing to offer and identify rigorous professional development; instructional planning based on student data, communication of expectations to parents and maintaining a caring environment. Teams identifies areas of need as providing a mentor program, providing opportunities for students and teachers to interact outside the classroom setting, explanation of differentiation to parents, increased recognition for students. The team suggested opportunities to incorporate more technology such as video clips and social media links to help keep the parents and community informed. The team also suggested more recognitions for students for a variety of purposes. More opportunities to get the community involved will be a focus of the SIC and PTA for the coming year. The school is implementing the Watchdog program to help with mentoring and positive role models. Several team members agreed that the wording of the surveys needed to be clearer to get more accurate information.

Standard 4

Standard: **The school has resources and provides services that support its purpose and direction to ensure success for all students.**

4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	Score 2
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	Score 3
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	Score 3
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Score 3
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	Score 2
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	Score 3
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	Score 3

Narrative: The team reviewed school programs as well as the surveys from parents, students and teachers. The following strengths were noted in this area: A safe and clean environment for students, appropriate support systems for students, maintaining a highly qualified staff and computers for students use are provided. Areas of concern include offering small group support for behaviors, involving students more in maintaining a clean environment, providing higher interest

activities as well as supplying more information about how finances are used to better programs. The team suggested sharing via newsletter and website about grants and fundraising and how those monies are spent to improve areas of the school. They also suggested monthly guidance lessons for students and small group counseling. Overall, this standard appeared to be an overall positive standard from all groups – students, parents and teachers.

Standard 5

Standard: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	Score 3
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	Score 3
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	Score 2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	Score 3
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	Score 3

Narrative: The team evaluated the survey results as well as engaged in discussion regarding school procedures and processes. The team felt that strengths included goal setting and reflection of student progress on goals. The team felt more training should be provided for Excel and graphing of data as well as suggestion boxes for collecting information from upper grade students. This team also noted that the grade levels need to utilize more common assessments and analyzing of the data. They suggest reflecting on the effectiveness of the common assessments in a more formal way. The leadership team is in the process of developing more specific feedback guidelines for grade level meetings that focus on the use of

data for planning. The team also noted that more consistency with reading assessments will be forthcoming as the staff is being trained in Balanced Literacy for the coming school year.

Priorities for Improvement

Overall, the instructional practices and organizational conditions of our school are congruent with each other and are aligned with the school's mission and beliefs. However, based on our analysis of instructional and organizational effectiveness, priorities for improvement have been established.

Areas that need to be strengthened include the following:

- Strengthen instructional strategies and learning activities that emphasize problem-solving.
- More emphasis should be placed on effective writing and reading strategies.

We remain focused on implementing a plan that will increase student performance and address desired results for learning. Action plans with performance goals were developed to address each of the desired results for student learning standards identified as priorities. Inventories and SC SDE Surveys were used to determine the action plans. Committees reviewed the data and developed plans consistent with the school's profile, beliefs and mission, desired results for student learning, and analysis of instructional and organizational effectiveness.

Performance goal areas, performance goals, interim performance goals/annual objectives and strategies/action steps made these action plans specific. Plans are revisited yearly to update performance goal areas. Our Action Plan was used to assure alignment of instructional strategies with academic standards, develop our sequential staff development plan, and ensure the participation and support of parents, teachers, students, and community members. Evaluation procedures have also been specified for assessing student learning within the student achievement performance goals. The areas in need of improvement indicated in the SC SDE Survey as well as the AdvancedED surveys have been integrated in our action plan. Our focus areas are Student Achievement, Teacher/Administrator Quality and School Climate.



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Greenville County Schools Mission Statement: We provide educational experiences, in cooperation with the home and community that prepare students for lifelong learning and for ethical, productive participation in a democratic society and the global community.

Taylor's Elementary School Mission Statement:
Excellence in Achievement, Actions and Attitudes

Administrators, parents, teachers, and the community share the responsibility for advancing the school's mission.

Strengths of Mission, Vision and Beliefs:

Supported by research, our mission, vision and beliefs are a result of a collaborative effort of all stakeholders in our school and reflect that the chief priority is student learning. Written in clear, easy to understand language, these statements reflect our focus on providing opportunities for students to excel in our diverse society. The mission, vision and beliefs are available in Spanish translation. The mission statement and beliefs are communicated to our school community in a variety of formats: posted in classrooms, office workspace and other areas designated as multi-use, school web site and newsletters.

Due to the high expectations, hard work, and dedication, our students compare favorably with the state and district averages on standardized testing. When we disaggregated our students' standardized test scores, we implemented procedures to continue efforts to raise scores of all students. Teachers track classroom student achievement data and house this information in the PAS-T notebooks.

Staff believes that improved achievement can result from several approaches, including:

- Teach mathematics with problem-solving as the primary focus
- Increase parental involvement in curriculum-based activities
- Implement staff development on differentiated instruction and data analysis
- Examine research-based materials on how children learn mathematics
- Increase the number of teachers trained in the research-based math instructional program, *Every Day Calendar Math Counts*
- Training and implementation of Balanced Literacy
- Training and implementation of the Common Core Standards

Strategies to Increase Student Learning

Teachers work to keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered in the district and through a nearby university, in addition to attending conferences. We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of 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 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 we want our students to know and be able to do.

Using Student Achievement Data

We have systemically tried to use data to inform our decisions about instructional programs. The introduction of a new teacher evaluation instrument, PAS-T, has helped to facilitate this process.

For example:

- Data from the South Carolina State Department of Education allows us to track and disaggregate data more effectively.
- Procedures in place have allowed us to track student achievement by grade level and class.
- The strategic improvement process has helped us to realize and implement more effective methods of tracking student achievement.
- NWEA has a component to aid in tracking academic data, including target RIT growth and Lexile ranges: Dynamic Reporting Suite.

Student Support Systems

Recognizing that some students need support in addition to what is available in the classroom; Taylors Elementary School has worked with the district to provide a variety of special services. We have three full-time resource teachers who work with students with identified learning differences and gaps in achievement. These teachers work primarily in collaboration with classroom teachers, in inclusion and pull out programs. We also have one self-contained class for Developmental K/1 students. These classes address the needs of students with more pronounced identified learning differences. In the 2013-2014 school year, the LD Self-Contained class was dissolved and those students returned to regular education with resource services. When a teacher believes that a student has special needs that require attention, the student is referred to the school's Assistance Team. The purpose of the team is to determine student needs and to align them with resources that are available through the school, district, or community. Our ESOL teacher is committed to assisting parents with communication issues.

Analysis of our school data is used to **establish priorities and prioritize efforts** to focus on: a) raising student achievement levels for all students, b) the prevention of academic problems, and c) reducing the achievement gap identified on our annual report card. NWEA MAP information and SC SDE Data were the web-based tools we used to provide our school data.

STUDENT LEARNING NEEDS and DESIRED RESULTS

Expectations for student learning and teacher quality are defined by the No Child Left Behind (NCLB) Act and the South Carolina Academic Standards. At the national level, NCLB legislation significantly raises expectations for schools in that all students are expected to meet or 2014. At the state level, the South Carolina State Department of Education has standards and expectation in place that provide clear, consistent targets for students' and teachers' learning.

Students' Learning: At the school level, academic standards are used to guide curriculum, instruction and assessment. Academic Standards target excellence and equity for all students around rigorous core curriculum.

Teachers' Learning: At the state level, teacher certification requirements provide a framework of standards for teachers. At the district level, the Performance Assessment System for Teachers (PAS-T) serves as an evaluation instrument.

DISAGGREGATED ACHIEVEMENT RESULTS OF STUDENTS

2006-2007 NCLB Adequate Yearly Progress (AYP)				
Requirements:	Attendance	Percent Tested	Student Performance	17 out of 19 Objectives Met Compliance Index 96
Results:	Met	Did Not Meet	Did Not Meet	Overall: Did Not Meet AYP

2007-2008 NCLB Adequate Yearly Progress (AYP)				
Requirements:	Attendance	Percent Tested	Student Performance	19 out of 23 Objectives Met Compliance Index 82.6
Results:	Met	Met	Did Not Meet	Overall: Did Not Meet AYP

2008-2009 NCLB Adequate Yearly Progress (AYP)				
Requirements:	Attendance	Percent Tested	Student Performance	22 out of 23 Objectives Met Compliance Index 91.9
Results:	Met	Met	Did Not Meet	Overall: Did Not Meet

2009-2010 NCLB Adequate Yearly Progress (AYP)				
Requirements:	Attendance	Percent Tested	Student Performance	20 out of 21 Objectives Met Compliance Index 91.9
Results:	Met	Met	Did Not Meet	Overall: Did Not Meet AYP

2010-2011 NCLB Adequate Yearly Progress (AYP)				
Requirements:	Attendance	Percent Tested	Student Performance	19 out of 21 Objectives Met Compliance Index 90.5
Results:	Met	Met	Did Not Meet	Overall: Did Not Meet AYP

From the 2012 Report Card:

In July of 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESA).

Beginning in 2012, the school was measured using a grading scale. The chart below shows the schools' rating. The following link can be used for more information:

<http://ed.sc.gov/data/esea/>

2011-2012

TITLE	ELA Proficiency Met/Improved/ Average Mean	Math Proficiency Met/Improved/ Average Mean	Science Proficiency Met/Improved/ Average Mean	Social Studies Proficiency Met/Improved/ Average Mean	ELA % Tested	Math % Tested
ALL STUDENTS	1 / 669.3	1 / 656.9	1 / 637.0	1 / 645.6	1	1
Male	1 / 661.6	1 / 655.5	1 / 636.8	1 / 645.8	1	1

Female	1 / 677.9	1 / 658.5	1 / 637.1	1 / 645.3	1	1
White	1 / 678.0	1 / 664.6	1 / 646.0	1 / 653.5	1	1
African-American	1 / 644.9	1 / 632.7	0.9 / 612.3	0.8 / 628.8	1	1
Asian / Pacific Islander						
Hispanic					1	1
American Indian / Alaskan						
Disabled	0.5 / 621.4	0 / 601.9	0.1 / 591.3	0.6 / 605.9	1	1
LEP	1 / 672.8	1 / 667.3	1 / 642.7	1 / 636.3	1	1
Subsidized Meals	1 / 654.1	1 / 644.2	0.9 / 621.1	1 / 636.3	1	1
Total Number of Points	7.5	7	6.9	7.4	9	9
Total Number of Objectives	8	8	8	8	9	9
Percent of Objectives Met	93.75	87.5	86.25	92.5	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	32.81	30.63	4.31	4.63	10	10
Points Total	92.4 = A Rating					

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations.

2012-2013

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	0	1	1	1
Male	1	1	0	1	1	1
Female	1	1	0	1	1	1
White	1	1	0	1	1	1
African-American	1	1	0	1	1	1

Asian / Pacific Islander						
Hispanic	1	1	0	0	1	1
American Indian / Alaskan						
Disabled	0	0	0	0.9	1	1
LEP	1	1	0	1	1	1
Subsidized Meals	1	1	0	1	1	1
<hr/>						
Total Number of Points	8	8	0	7.9	9	9
Total Number of Objectives	9	9	9	9	9	9
Percent of Objectives Met	88.89	88.89	0	87.78	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	31.11	31.11	0	4.39	10	10
Points Total/ Grade	86.6 =B					

The following trends can be noted over a five year period when using meal status as a category for students meeting the benchmark:

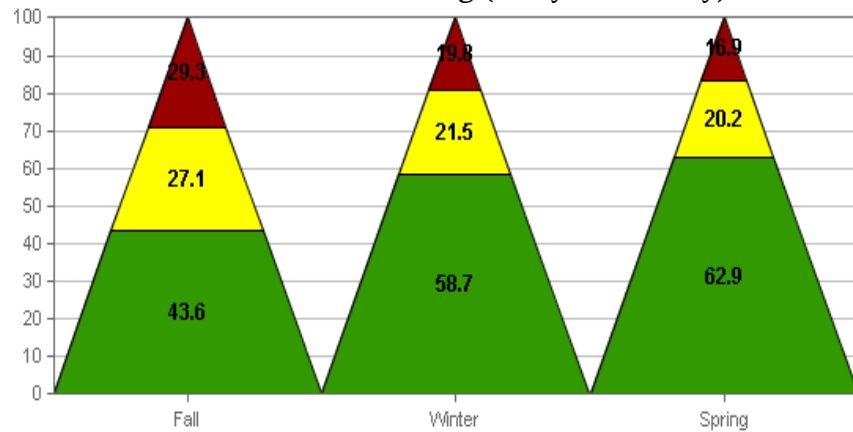
- An achievement gap exists for disabled students.
- There is a gap between African American students and Caucasian students.
- Science scores were the lowest among the four subject areas.

RTI was not offered this school year due to funding, however past data shows intervention information.

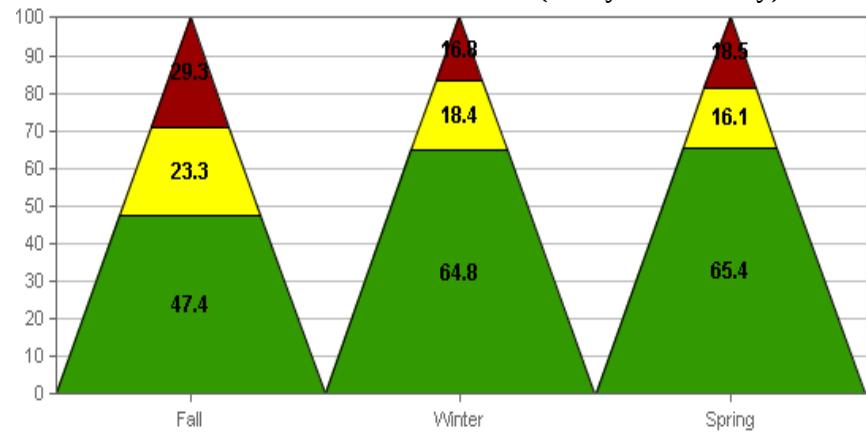
AIMSweb Tier Transition Reports
Grade 1 Early Numeracy Benchmarking Fall 2010/Winter 2010/Spring 2011

■ % Established
■ % Emerging
■ % Deficient

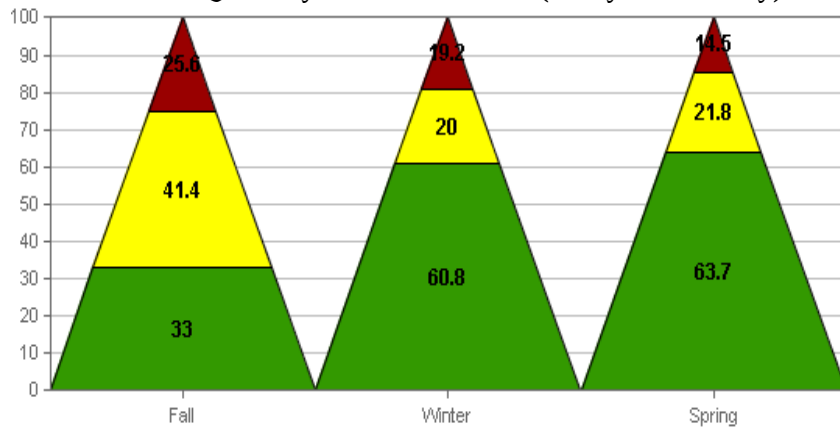
Grade 1 Oral Counting (Early Numeracy)



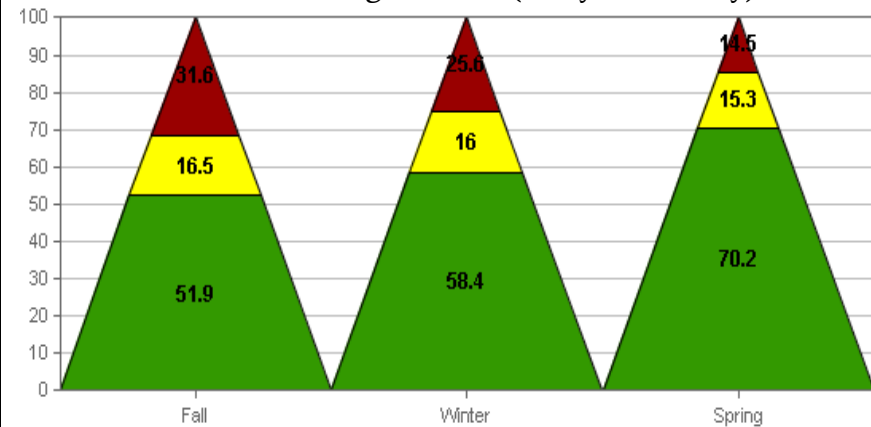
Grade 1 Number Identification (Early Numeracy)



Grade 1 Quantity Discrimination (Early Numeracy)



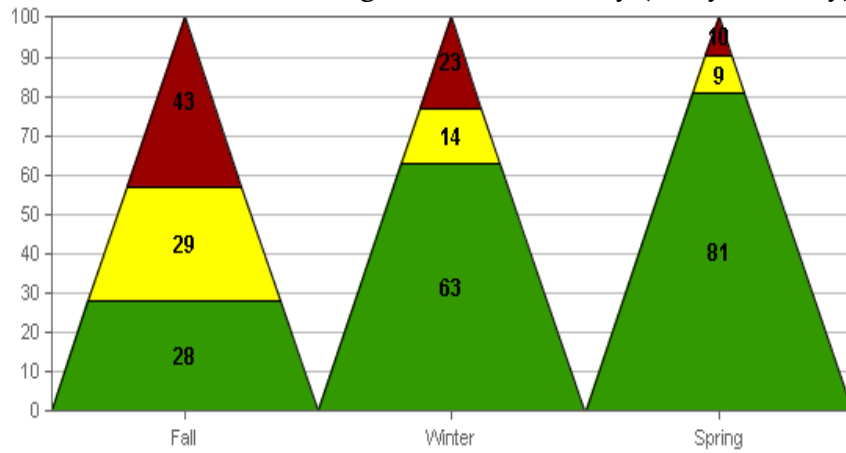
Grade 1 Missing Number (Early Numeracy)



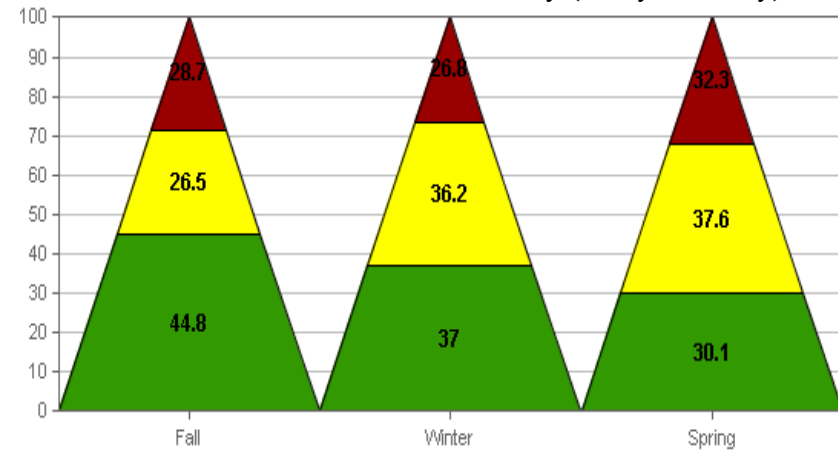
AIMSweb Tier Transition Reports
Kindergarten and Grade 1 Early Literacy Benchmarking Fall 2010/Winter 2010/Spring 2011

■ % Established
■ % Emerging
■ % Deficient

First Grade Phoneme Segmentation Fluency (Early Literacy)

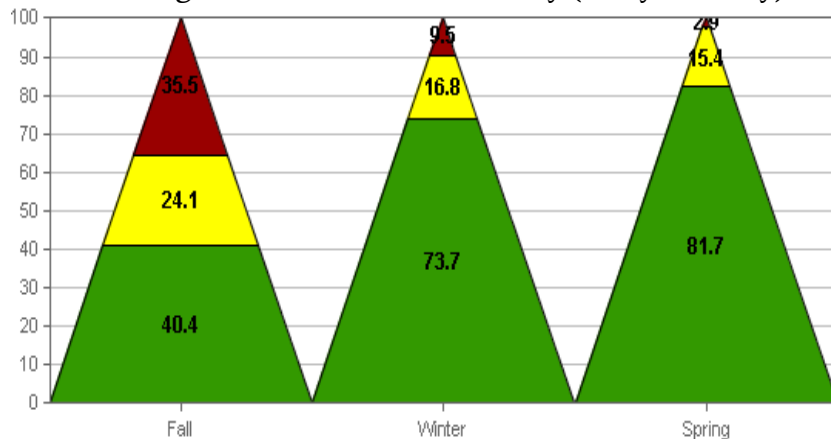


First Grade Nonsense Word Fluency (Early Literacy)

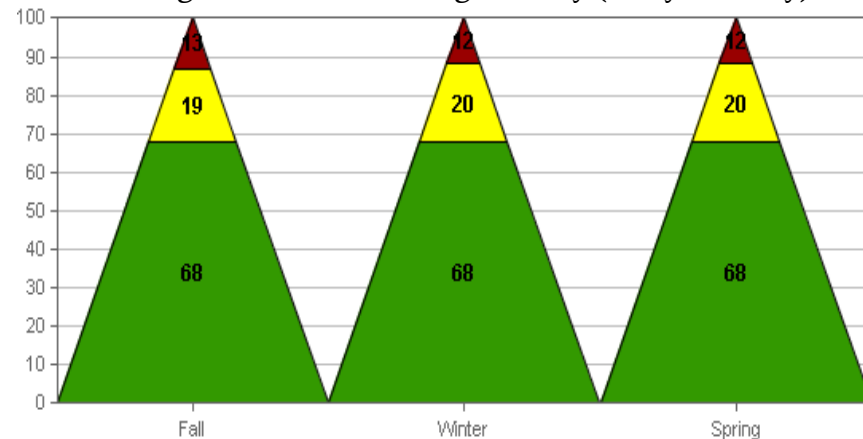


This area tends to decline as the year progress as students incorporate more high-frequency words in their reading vocabulary.

Kindergarten Letter Sound Fluency (Early Literacy)

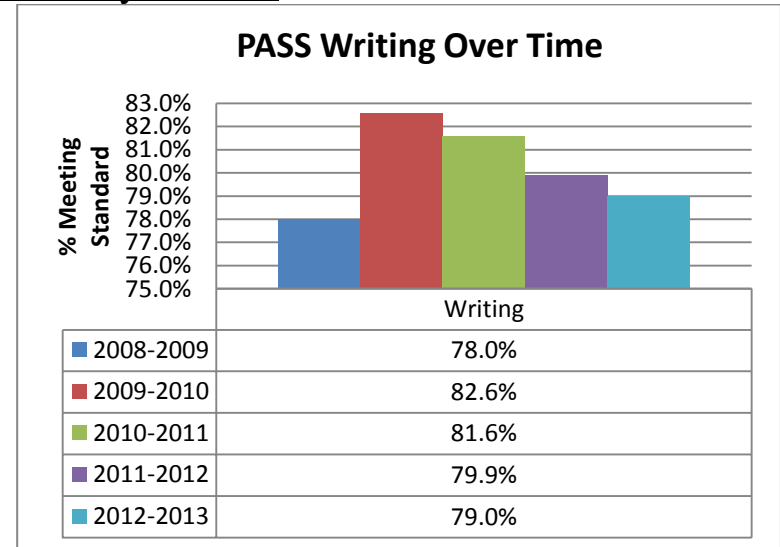
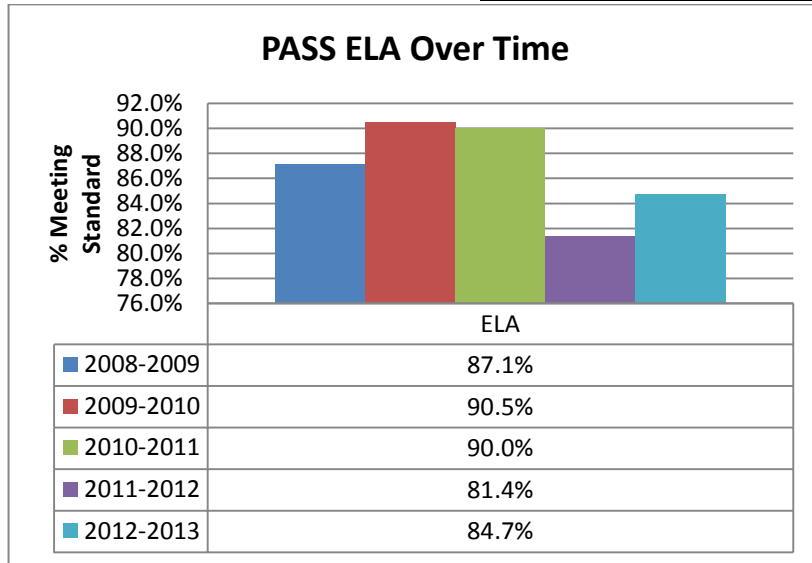


Kindergarten Letter Naming Fluency (Early Literacy)



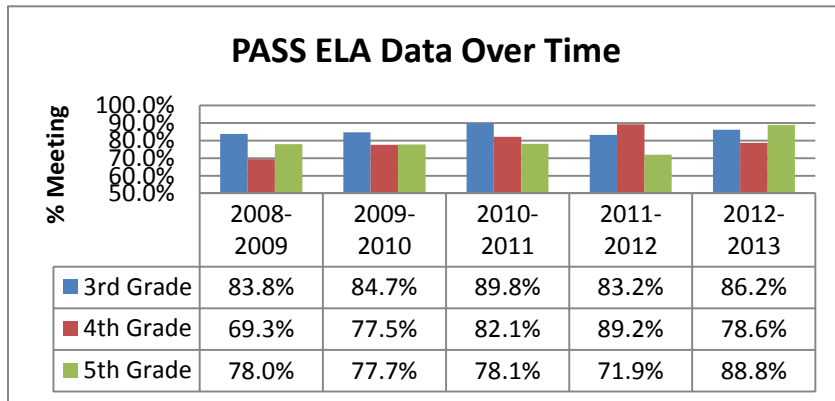
Consistent improvement is shown for the areas assessed by AIMSwebs. Updates will be available after Spring Benchmark.

PASS Data for Taylors Elementary School



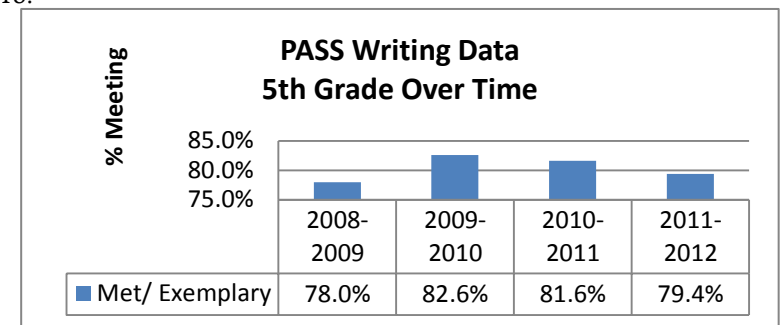
PERFORMANCE GOAL : ELA (Reading and Research)

Increase the percentage of students meeting standards in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 81.4% in 2012 to 83.4% in 2018. We are excited to be trained in Fountas and Pinell in order to improve our reading scores. Teachers are also incorporating more non-fiction text into reading lessons.



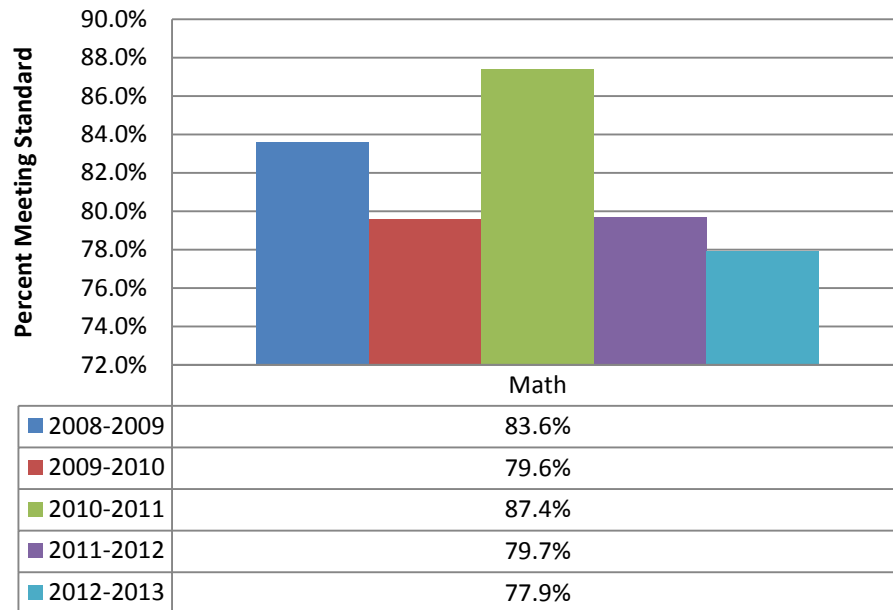
PERFORMANCE GOAL : Writing

Increase the percentage of students meeting standards in writing as measured by the Palmetto Assessment of State Standards (PASS) from 79.9% in 2012 to 83.5% in 2018.



In 2012-2013, all 3rd- 5th took the writing portion:
The following percentages met standard:
3rd – 79.7%, 4th – 71.4, and 5th - 85.7

PASS Math Over Time

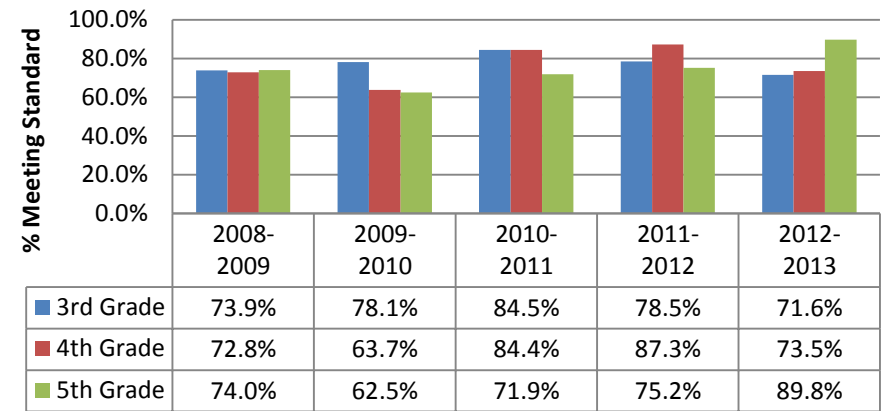


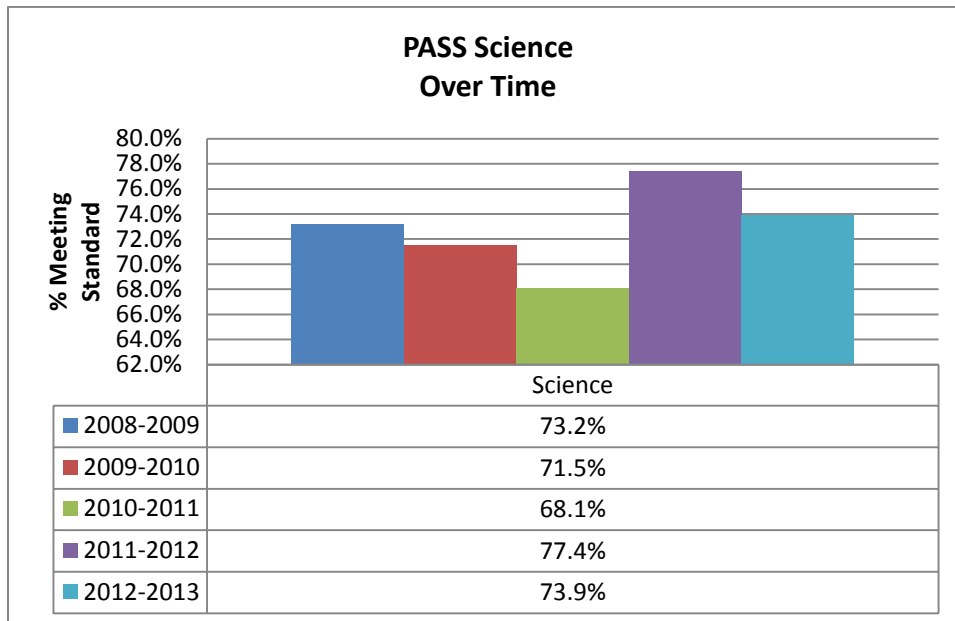
Scores dropped in 2012-2013 school wide by less than two percentage points. In further disaggregating the data, third grade scored lower than other grade levels. With the intermediate grades moving to Common Core, and more problem solving strategies, the implementation of the district curriculum map and the addition of math inclusion for special education students, we hope to see scores increase this school year. Math is an area that needs further focus.

PERFORMANCE GOAL: Math

Increase the percentage of students meeting standards in math as measured by the Palmetto Assessment of State Standards (PASS) from 79.7% in 2012 to 83.5% in 2018.

PASS MATH By Grade Level Over Time





PERFORMANCE GOAL: Science

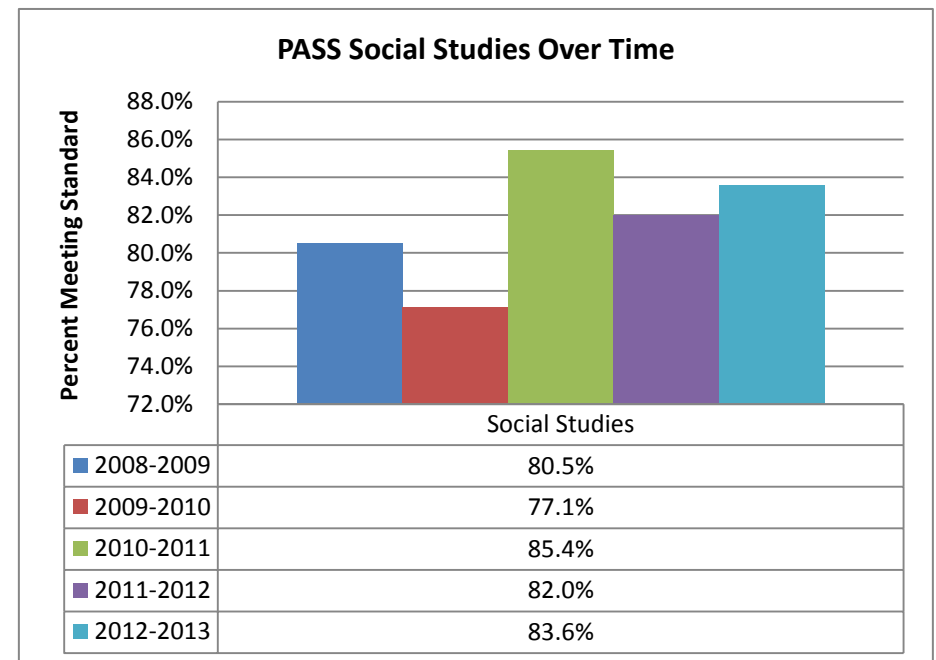
Increase the percentage of students meeting standards in science as measured by the Palmetto Assessment of State Standards (PASS) from 77.4% in 2012 to 81.1% in 2018.

PASS Science dropped significantly for students in 2012-2013. Teachers are incorporating more non-fiction text, utilizing Essential Facts to focus on science vocabulary, and providing more hands on opportunities for learning. We hope to see significant improvement in the coming years.

PERFORMANCE GOAL: Social Studies

Increase the percentage of students meeting standards in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 82.0% in 2012 to 83.5% in 2018.

Social Studies scores rose 1.6 percentage points, however we need to continue to increase. Again, teachers will continue the use of essential facts and non-fiction text within the reading block.



The new SC Rating scale was implemented for the 2012 SC School Report Card. This shows sub group performance on the PASS test.

TITLE	ELA Proficiency Met/Improved/ Average Mean	Math Proficiency Met/Improved/ Average Mean	Science Proficiency Met/Improved/ Average Mean	Social Studies Proficiency Met/Improved/ Average Mean	ELA % Tested	Math % Tested
ALL STUDENTS	1 / 669.3	1 / 656.9	1 / 637.0	1 / 645.6	1	1
Male	1 / 661.6	1 / 655.5	1 / 636.8	1 / 645.8	1	1
Female	1 / 677.9	1 / 658.5	1 / 637.1	1 / 645.3	1	1
White	1 / 678.0	1 / 664.6	1 / 646.0	1 / 653.5	1	1
African-American	1 / 644.9	1 / 632.7	0.9 / 612.3	0.8 / 628.8	1	1
Asian / Pacific Islander						
Hispanic					1	1
American Indian / Alaskan						
Disabled	0.5 / 621.4	0 / 601.9	0.1 / 591.3	0.6 / 605.9	1	1
LEP	1 / 672.8	1 / 667.3	1 / 642.7	1 / 636.3	1	1
Subsidized Meals	1 / 654.1	1 / 644.2	0.9 / 621.1	1 / 636.3	1	1
Total Number of Points	7.5	7	6.9	7.4	9	9
Total Number of Objectives	8	8	8	8	9	9
Percent of Objectives Met	93.75	87.5	86.25	92.5	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	32.81	30.63	4.31	4.63	10	10
Points Total	92.4 = A Rating					

2012-2013 School Year	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
TITLE						
ALL STUDENTS	1	1	0	1	1	1
Male	1	1	0	1	1	1
Female	1	1	0	1	1	1
White	1	1	0	1	1	1
African-American	1	1	0	1	1	1

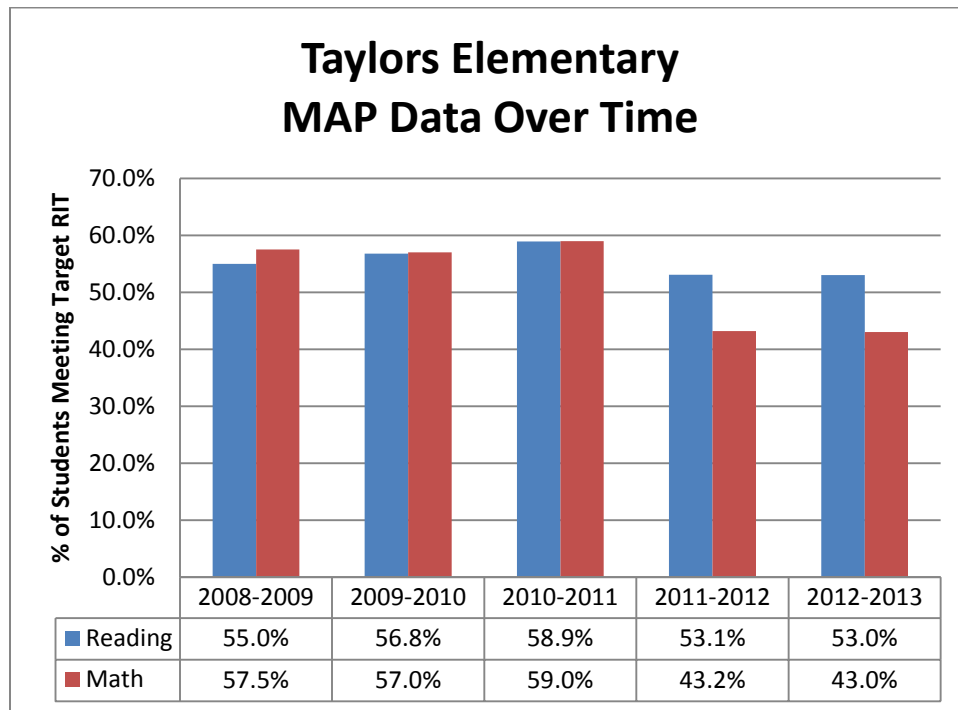
Asian / Pacific Islander						
Hispanic	1	1	0	0	1	1
American Indian / Alaskan						
Disabled	0	0	0	0.9	1	1
LEP	1	1	0	1	1	1
Subsidized Meals	1	1	0	1	1	1
Total Number of Points	8	8	0	7.9	9	9
Total Number of Objectives	9	9	9	9	9	9
Percent of Objectives Met	88.89	88.89	0	87.78	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	31.11	31.11	0	4.39	10	10
Points Total/ Grade	86.6 =B					

Although Taylors Elementary received an “A” Rating, areas of need were very evident in looking at the data. The school’s disabled population scored lower in all subject areas. In order to address this area, the special education students were served in more inclusive settings. Speech pushed in for the kindergarten classes to assist with sounds in writing as well as the use of the expressive tool “Etchy”. We hope to include more grade levels in the future

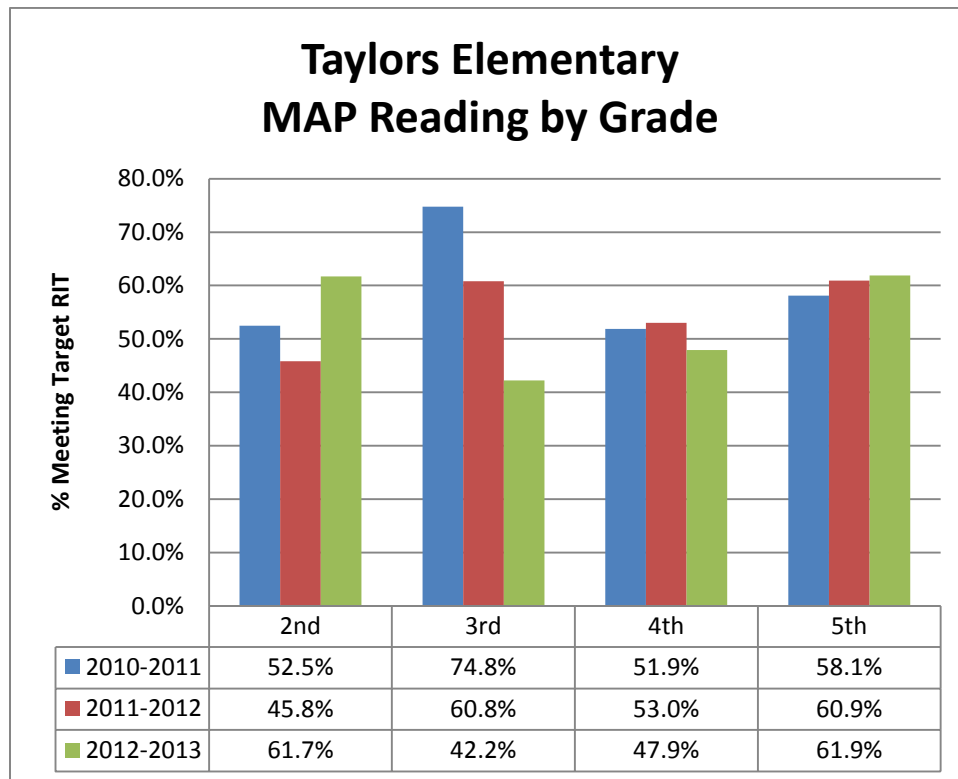
Data also showed consistent data for Science and Social Studies. In order to improve these areas, teachers are focusing on essential facts. They are also incorporating more non-fiction text into the reading block for both subject areas.

MAP

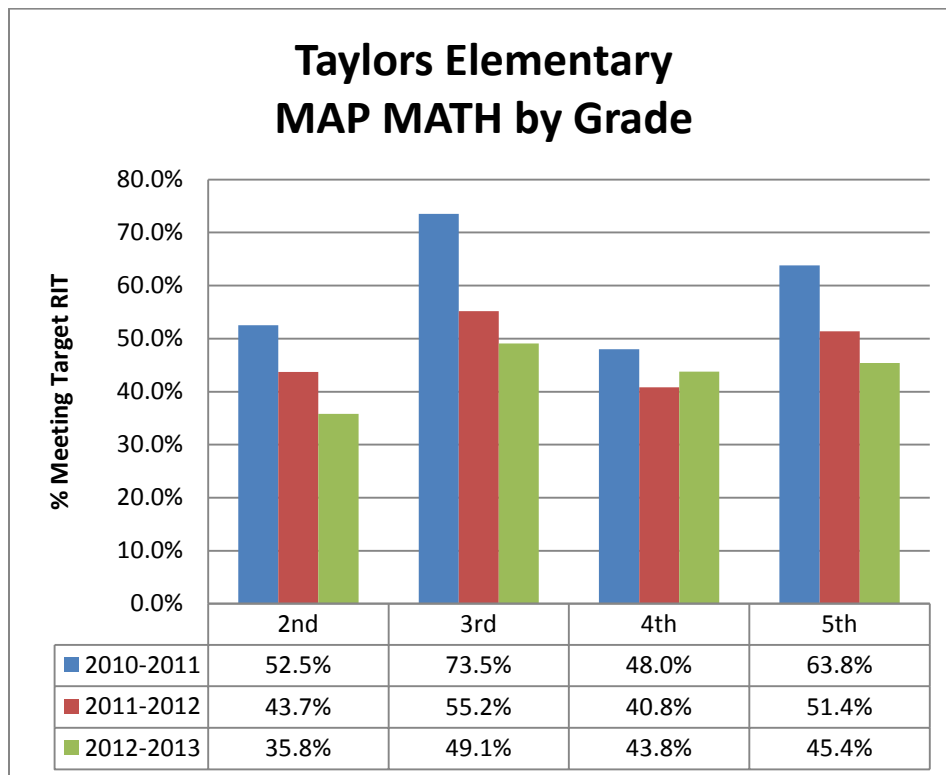
MAP data is used to monitor student in our Action Plan and in individual classrooms. This informative data identifies the percent of students meeting target RIT growth. The Student Growth Summary Report tracks Fall to Spring data for second through fifth grade in Math and Reading.



The percentage of students that met their target RIT dropped in 2011-2012 for both reading and math and remained the same in 2013-2014. The leadership team will assist teachers with goal setting for students.



When looking by grade level, second and fifth grade showed increase of percentages in 2012-2013. In third and fourth, the percentages dropped for students meeting RIT growth goals.

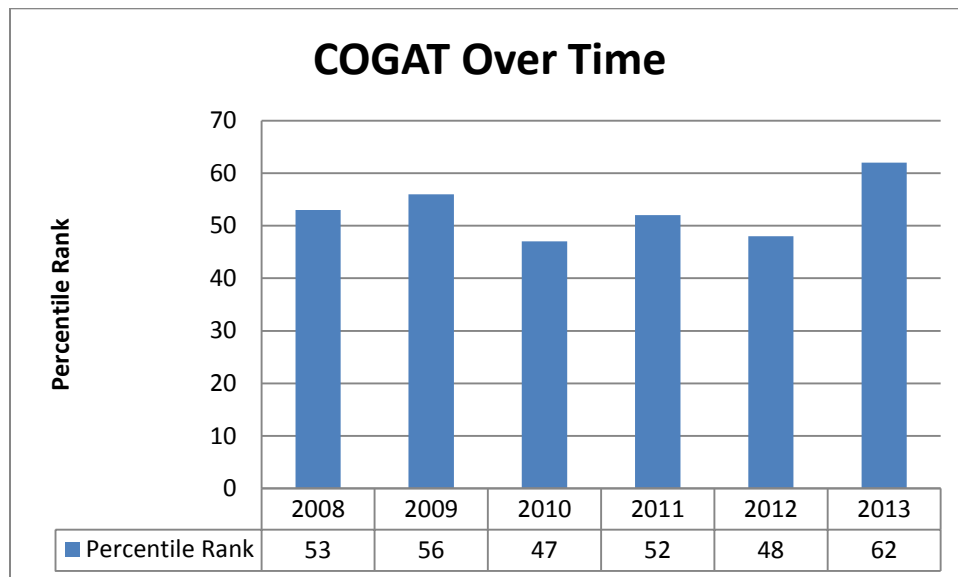
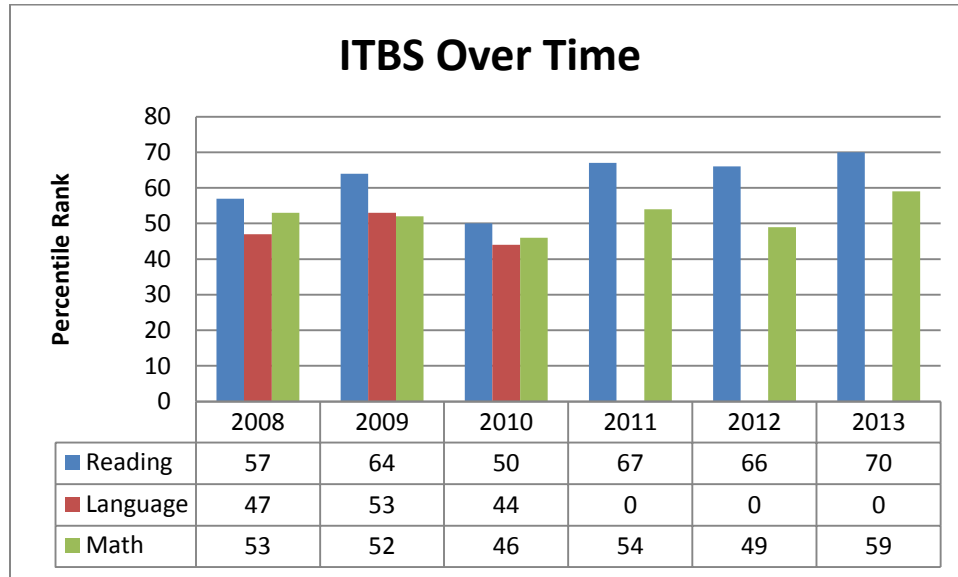


Math MAP percentages dropped in several grade levels. The team discussed that the new textbook and district portal plans impacted the math instruction. Again, the leadership team will focus on goal setting with students for MAP testing.

When looking at the strands for MAP scores, the numbers and operations strand continues to be an area of need. The teachers are utilizing Fast Facts, Compass Learning and the Xtra Math web site to help students become more fluent in math facts. There is a need to incorporate more multi-step problems and word problems into daily review. In ELA, Literary Text was a strength with Informational Text being the weakest area. To address this, we are incorporating non-fiction text in the reading as well as with the writing.

Teachers are concerned about MAP testing being utilized for goals. Although the benefits of measuring student growth are found within the assessment, teachers feel that students are tested on standards that are not part of their curricular year.

ITBS and COGAT Data Over Time



The goal is to stay at or above the 50th percentile compared nationwide on ITBS. One note is that Language testing was removed in the year 2011 and the district only assessed the state required reading and math.

Strategies to Increase Student Learning

Teachers at Taylors Elementary School keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered in the district and through a nearby university, in addition to attending conferences.

We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. Small groups have helped meet individual needs in reading and math.

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 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 we want our students to know and be able to do.

Using Student Achievement Data

We have systemically tried to use data to inform our decisions about instructional programs. The new teacher evaluation instrument, PAS-T, promotes student achievement data in the decision-making process.

For example:

- MAP allows us to track and disaggregate data more effectively.
- Procedures in place have allowed us to track student achievement by grade level and class.
- The use of the strategic plan process and the PAS-T evaluation system has helped us implement more effective methods of tracking student achievement.
- AIMSweb is being used to progress monitor kindergartners in targeted areas.
- Fountas and Pinnell reading benchmarks are being used to measure reading growth
- Math Benchmarks are being utilized to measure growth in mathematical concepts.

Student Support Systems

Recognizing that some students need support in addition to what is available in the classroom; Taylors Elementary School has worked with the district to provide a variety of special services.

- We have three full-time resource teachers who work with students with identified learning differences and gaps in achievement. We also have one self-contained class for students with more pronounced identified learning differences.
- An RtI specialist pulls small groups of students in first and second grades for reading support.
- A Gifted and Talented teacher pull students that qualify based on the required minutes of service.
- When a teacher believes that a student has special needs that require attention, the student is referred to the school's Assistance Team (A-Team). The team is to determine student needs and to align them with resources that are available through the school, district, or community.
- An ESOL teacher is committed to assisting families with school communications.
- Two speech and language pathologist serve students with identified language deficit problems.
- An extended-day program enriches and extends the school day curriculum.

Summary of Progress

We have a clear path for increasing student achievement. We know how to implement content and performance standards in our classrooms. The implementation of Learning Focused planning and strategies have assisted in improving our efforts to align instruction with standards. We are utilizing RtI in kindergarten through second grade to help students become better readers. We are providing broadened inquiry based instruction in the classrooms including balanced literacy, and created partnerships with local agencies to support student and family needs. We have also learned to disaggregate student achievement results more effectively and analyze our school processes.

Next Steps

Our work is quite focused and there is broad buy-in by our stakeholders in the school community of our vision. Our goal is to implement the vision throughout the school and in every classroom.

To accomplish this, we plan to—

- Examine student assessment data regularly, as a whole faculty and in vertical teams
- Increase teacher/student conferencing regarding student achievement; have students develop annual individual goals, two academic and one behavior
- Collect authentic assessment data for use in action research
- Share our classroom successes and Best Practices, so that every child in the school will benefit from each teacher's talents
- Consider findings from Data Analysis in lesson planning/ Use of Data Teams
- Benchmarking using the Fountas and Pinnell Assessment kits

ACHIEVEMENT GAPS AND ROOT CAUSES

Meeting AYP meant we had successfully met 21 out of 21 objectives in moving all subgroups forward. We will continue to work to move all subgroups to achieve at higher levels.

Recognizing a gap exists between disabled and non-disabled students as well as other small groups, we have restructured the scheduling of our school day to more effectively address the needs of our struggling learners. Our hope is to receive credit in all subgroups as measured on the state report card. We are looking forward to next year with scheduling and placement of students with special needs. The teachers are more familiar with inclusive practices and we hope to see gains.

Analysis of school-wide data is used to target areas in our commitment to close the achievement gap. When examining the curriculum, the need for differentiated instruction and strong curriculum alignment with standards may be factors. It is also important to note that SC has identified a large number of standards to be addressed, especially in third grade, fourth grade and fifth grade.



Explanation Statement of Quality Planning

Alignment with the Education Plan for The School District of Greenville County

The school performance goals are in alignment with the

[Education Plan for The School District of Greenville County.](#)

The School Portfolio was presented to stakeholders for input and to gain consensus. Stakeholder groups included: PTA Executive Board, School Improvement Council, faculty and staff, and our school community. The School Portfolio is posted on our school web site; goals are published in our *Annual School Report to the Community*, and *Taylors Pride*. Performance goals identified in our Action Plan drive our decision-making process and serve as a blueprint for our school. Targeted areas are Student Achievement, Teacher/ Administration Quality, School Climate and Communication.

GOAL AREA 1: STUDENT LEARNING AND ACHIEVEMENT

PERFORMANCE GOAL 1: ELA (Reading and Research)

- Increase the percentage of students meeting standards in writing as measured by the Palmetto Assessment of State Standards (PASS) from 79.9% in 2012 to 83.5% in 2018.
- Increase the percentage of students meeting standards in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 81.4% in 2012 to 83.4% in 2018.
- Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).
- Meet or exceed the national norm of 50th percentile in the subtest Reading Comprehension on the Iowa Test of Basic Skills (ITBS) in grade 2.

PERFORMANCE GOAL 2: Math

- Increase the percentage of students meeting standards in math as measured by the Palmetto Assessment of State Standards (PASS) from 79.9% in 2012 to 83.5% in 2018.
- Meet the required annual measurable objectives (AMOs) in Math as measured by the Palmetto Assessment of State Standards (PASS).
- Meet or exceed the national norm of the 50th percentile in the subtests Mathematics Concepts and Mathematics Problems on the Iowa Test of Basic Skills (ITBS) in grade 2.

PERFORMANCE GOAL 3: Science

- Increase the percentage of students meeting standards in science as measured by the Palmetto Assessment of State Standards (PASS) from 78.1% in 2012 to 81.1% in 2018.
- Meet the required annual measurable objectives (AMOs) in Science as measured by the Palmetto Assessment of State Standards (PASS).

PERFORMANCE GOAL 4: Social Studies

- Increase the percentage of students meeting standards in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 79.9% in 2012 to 83.5% in 2018.
- Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

GOAL AREA 2 – QUALITY PERSONNEL

PERFORMANCE GOAL 5: Teacher Quality

- Maintain 100% of all teachers be Highly-Qualified as defined by the state.
- Maintain 100% of all teachers participate in the electronic survey provided by the state.
- Increase attendance of teachers and staff to meet the district requirement of 96%.

GOAL AREA 3 – SCHOOL ENVIRONMENT

PERFORMANCE GOAL 6: Student Attendance

- Meet the annual Student Attendance objective for all students by achieving an annual student attendance rate of 95% or higher.

GOAL AREA 4 – FINANCIAL RESOURCES

- Administration and the leadership team will follow all district expectations with regards to finance.

GOAL AREA 5 – COMMUNICATIONS AND COMMUNITY ENGAGEMENT

PERFORMANCE GOAL 7: Community and Parental Support

- Maintain the percentage of 95% or better of parents satisfied with the school learning environment as measured by the Annual Report Card Survey.
- Increase the number of volunteer hours by 10% from 10,889 in the year the year 2011-2012 to 11,978 in the year 2017-2018.
- Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- Increase the use of parents utilizing the parent portal by 5% each year.

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

ELA - Raise the academic challenge and performance of each student.

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

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 in writing as measured by the Palmetto Assessment of State Standards (PASS) from 79.9% in 2012 to 83.5% in 2018.

DATA SOURCE(S): School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		80%	80.5%	81.1%	81.7%	82.9%	83.5%
Actual Performance	79.9%	79.0%					

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

☒ 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 78.0% in 2012 to 83.0% in 2018.

DATA SOURCE(S): School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		81.6%	81.8%	82.2%	82.6%	83.0%	83.4%
Actual Performance	81.4%	84.7%					

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

FIVE YEAR PERFORMANCE GOAL: 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 School Report Card

Elementary	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	669.3	669.2					
Male	661.6	665.2					
Female	677.9	673.2					
White	678.0	677.9					
African-American	644.9	650.3					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	662.4					
American Indian/Alaskan	N/A	N/A					
Disabled	621.4	616.3					
Limited English Proficient	672.8	664.1					
Subsidized Meals	654.1	657.6					

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

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

FIVE YEAR PERFORMANCE GOAL: 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
Taylor's Elementary School Strategic Plan ~March 2014

Reading Comprehension	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			50 th percentile	50 th percentile	50 th percentile	50 th percentile	50 th percentile
Actual Performance	67 th percentile	66 th percentile					

STRATEGY Activity	Timeline	Person Responsible	ESTIMATED COST	FUNDING SOURCES	INDICATORS OF IMPLEMENTATION	Monitor Finished Continued Modified
1. Utilize reading data (i.e. test scores, PASS ELA, PASS Writing, MAP Reading, Fountas and Pinnell benchmarks, AIMSweb) to determine strengths and weakness in the curriculum.	2013-2014 school year and yearly through 2017-2018	Teachers Interventionist Guidance Counselor Administration IC Classroom teachers	Printing Costs \$1,500 • Reports • Scores for permanent records • Rigby sheets	Local Funds if available	Data Analysis Workshops Goal-setting Conferences MAP In-services AIMSweb Training	Continued yearly until 2017-2018 Yearly Administration PASS Writing – March PASS ELA - May MAP Reading – September and March AIMSweb - August, January, May Fountas and Pinnell Benchmarks Sept, Jan and May
2. Grade level teams meet twice a month to ensure consistency across the grades in the delivery of core curriculum standards.	Ongoing, 2012-2013 to 2017-2018	Teachers Administration IC	No Cost	No funding needed	Team Planning form Designated dates on PD calendar	Continued yearly until 2017-2018 Team Planning form provided to Administration
3. Provide additional support to students in 4 th and 5 th identified as having weakness or needing additional challenges in reading and writing using a variety of assessments.	Ongoing through 2013-2014, revisit yearly in May	Administration Teachers IC	Tutorial supplies \$200	EDP	H.A.L.L. (Helping All Lions Learn) Tutorial	Modified yearly to 2013-2014 as PASS scores are analyzed

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>INDICATORS OF IMPLEMENTATION</u>	Monitor Finished Continued Modified
4. Recognize academic excellence and improvement in writing for all grade levels.	Ongoing, 2013-2014 to 2017-2018	Administration Teachers Sally Nuss IC	Implementation Cost: \$650 Materials Certificates Writing Process	PTA	Write Ingredient Program Writing Display	Continued to 2013-2014 with monthly recognitions from September - May
5. Utilize ELA SC Academic Learning Content in instructional planning. Learning-focused components, Portal resources and Essential Facts included in lesson plans.	Ongoing, 2013-2014 to 2017-2018	Teachers Administration IC	Printing costs \$150 <ul style="list-style-type: none"> Standards Booklets Pacing Guides Curriculum Maps 	Local Funds if available	Observations Pacing Guides Standards Books Curriculum Maps Lesson Plans Portal Resources Essential Facts	Continued yearly until 2017-2018
6. The Pat Cunningham Building Blocks (K) , Four Blocks (1 st , 2 nd) and Big Blocks (3rd, 4th, 5th) models will be utilized in the ELA instructional program, specifically Word Walls and Editor's Checklist.	Ongoing, 2013-2014 to 2017-2018	Administration Teachers IC	Printing costs \$15 Word Walls for new teachers	Local Funds if available	Observations Pacing Guides Lesson Plans	Continued yearly until 2017-2018
7. Provide professional development for the research component in ELA standards through the use of technology and implement within daily lessons: <ul style="list-style-type: none"> Technology Conference Summer Academy 	2013-2014 to 2017-2018 (pending Summer Academy offerings)	School District	No cost	Funded by the District	Session Attendance Lesson plans Observation	Monitored to summer 2013

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>INDICATORS OF IMPLEMENTATION</u>	Monitor Finished Continued Modified
8. Implementation of Response to Intervention Reading program using SOAR to Success in 1st grade and ERI in Kindergarten.	RTI: 2013 to 2014 ERI: 2013 to 2012-13	Reading Interventionist Kindergarten teachers	Printing Costs \$150 Kits provided by the District	Local Funds if available	Fidelity Checks by the District	Continued yearly until 2017-2018 (pending funding for position)
9. Utilize the Balanced Literacy strategies guided by the Fountas and Pinnell training for teachers within the classrooms.	Ongoing 2013-2014 to 2017-2018	IC Classroom Teachers Administration	Assessment Kits \$1000 Printing Cost \$5000 Literacy Lab Supplies	District Allocation PTA Local Funds	Lesson Plans Observations Session attendance Consultant Forms	Continued yearly until 2017-2018
10. Utilize Compass Learning to enhance reading comprehension.	Ongoing 2013-2014 to 2017-2018	Classroom Teachers IC	No Cost	Funded by the District	Compass Learning Reports	Continued yearly until 2017-2018
11. Utilize inclusion services in the areas of reading and writing to increase student performance.	Ongoing 2013-2014 to 2017-2018	Classroom Teachers IC	No Cost	No Cost	Observation Lesson Plans Test Scores	Continued yearly until 2017-2018

Citations for Research in English/Language Arts:

- (1) Allington, Richard L. What Really Matters for Struggling Readers. New York: Longman, 2001.
- (2) Cunningham, Patricia and Richard L. Allington. Classrooms That Work: They Can All Read and Write. 3rd ed. New York: Allyn and Bacon, 2003

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

MATH - Raise the academic challenge and performance of each student.

☒ 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 80.4% in 2012 to 82.9% in 2018.

DATA SOURCE(S): School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		80.6%	80.9%	81.4%	81.9%	82.4%	82.9%
Actual Performance	80.4%	77.9%					

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

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary/middle), 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 School Report Card

Elementary	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	656.9	654.2					
Male	655.5	654.0					
Female	658.5	654.3					
White	664.6	662.7					
African-American	632.7	634.6					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	644.5					
American Indian/Alaskan	N/A	N/A					
Disabled	601.9	599.3					
Limited English Proficient	667.3	656.1					
Subsidized Meals	644.2	645.0					

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS), Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

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.

Mathematics Concepts	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			50 th percentile	50 th percentile	50 th percentile	50 th percentile	50 th percentile
Actual Performance	50 th percentile	48 th percentile					

Mathematics Problems	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			50 th percentile	50 th percentile	50 th percentile	50 th percentile	50 th percentile
Actual Performance	58 th percentile	53 rd percentile					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>INDICATORS OF IMPLEMENTATION</u>	Monitor Finished Continued Modified
1. Utilize reading data (i.e. test scores, PASS Math, MAP Math) to determine strengths and weakness in the curriculum.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	Printing Costs \$1,000	Local Funds if available	Data Analysis Workshops Goal-setting Conferences MAP In-services	Continued yearly until 2017-2018 Yearly Administration PASS Math - May MAP Math – September, December, March
2. Grade level teams meet twice a month to ensure consistency across the grades in the delivery of core curriculum standards.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	No Cost	No funding needed	Team Planning form Designated dates on PD calendar	Continued yearly until 2017-2018 Team Planning form provided to Administration
3. Provide additional support to students in K-5 th identified as having weakness or needing additional challenges in Math using a variety of assessments.	Ongoing through 2013-2014, revisit yearly in May	Administration Teachers IC	Tutorial supplies \$200	PTA EDP FUNDS	H.A.L.L. (Helping All Lions Learn) Tutorial	Modified yearly to 2013-2014 as PASS Scores are analyzed

STRATEGY Activity	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>ESTIMATED</u> <u>COST</u>	<u>FUNDING</u> <u>SOURCES</u>	<u>INDICATORS</u> <u>OF</u> <u>IMPLEMENTATION</u>	Monitor Finished Continued Modified
4. Utilize Math SC Academic Learning Content in instructional planning. Learning-focused components and Portal resources included in lesson plans.	Ongoing 2013-2014 to 2017- 2018	Teachers Administration IC	Printing costs \$150 Standards Booklets Pacing Guides Curriculum Maps	Local Funds if available	Classroom Observations Pacing Guides Standards Booklets Curriculum Maps Lesson Plans Portal Resources Essential Facts	Continued yearly until 2017-2018
5. Implement FAST FACTS and Essential Facts for all grade levels.	Ongoing 2013-2014 to 2017- 2018	Teachers Administration IC	Implementation Cost \$200 Materials Printing Costs Certificates	Local Funds if available	Classroom Data Wall	Continued yearly until 2017-2018
6. K-5 th grade teachers trained in Every Day Counts Math (EDC).	Summer Academy 2013 and as needed	IC Summer Academy presenters	No cost	School District	100% of classroom teachers trained as documented in portal Observation Use of EDC Flipcharts	Continued yearly until 2017-2018
7. Utilize inclusion services in the areas of reading and writing to increase student performance.	Ongoing 2013-2014 to 2017- 2018	Classroom Teachers IC	No Cost	No Cost	Observation Lesson Plans Test Scores	Continued yearly until 2017-2018

Citations for Research in Math:

- (1) Bresser, Rusty. Math and Literature (Grades 4–6). Lebanon, IN: Pearson Learning, 1995. Burns, Marilyn.
- (2) About Teaching Mathematics: A K-8 Resource. Lebanon, IN: Pearson Learning, 2000.
- (3) Burns, Marilyn. Math and Literature (K–3), Book One

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Science - Raise the academic challenge and performance of each student.

☒ 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 standards in science as measured by the Palmetto Assessment of State Standards (PASS) from 78.1% in 2012 to 81.1% in 2018. 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): School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		78.5%	78.7%	79.3%	79.9%	80.5%	81.1%
Actual Performance	78.1%	73.9%					

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

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary/middle), 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 School Report Card

Elementary	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	637	620.7					
Male	636.8	622.5					
Female	637.1	619.0					
White	646.0	632.2					
African-American	612.3	596.1					

Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	644.5					
American Indian/Alaskan	N/A	N/A					
Disabled	591.3	573.0					
Limited English Proficient	642.7	627.2					
Subsidized Meals	621.1	610.0					

STRATEGY Activity	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>ESTIMATED</u> <u>COST</u>	<u>FUNDING</u> <u>SOURCES</u>	<u>INDICATORS</u> <u>OF</u> <u>IMPLEMENTATION</u>	Monitor Finished Continued Modified
1. Utilize data (i.e. test scores, PASS Science) to determine strengths and weakness in the curriculum.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	Printing Costs \$1,000	Local Funds if available	Data Analysis Workshops Goal-setting Conferences MAP In-services	Continued yearly until 2017-2018 Yearly Administration PASS Science - May
2. Grade level teams meet twice a month to ensure consistency across the grades in the delivery of core curriculum standards.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	No Cost	No funding needed	Team Planning form Designated dates on PD calendar	Continued yearly until 2017-2018 Team Planning form provided to Administration
3. Increase use of the Science Lab and providing hands-on opportunities.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	No Cost	District provided Science Kits and Materials	Lesson Plans Science Lab Schedule	Continued yearly until 2017-2018 Team Planning form provided to Administration
4. Increase use of non-fiction text in classrooms.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	\$5000	District Funding of Balanced Literacy Materials	Team Planning Forms Lesson Plans	Continued yearly until 2017-2018 Team Planning form provided to Administration
5. Provide field trip opportunities to all grade levels that enhance the science curriculum	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	Cost of trips	Field trip payments Scholarship PTA Support	Team Planning Forms Lesson Plans Field Trip planning forms	Continued yearly until 2017-2018 Team Planning form provided to Administration

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Social Studies - Raise the academic challenge and performance of each student.

☒ 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 82.5% in 2012 to 84.0% in 2018.

DATA SOURCE(S): School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		82.6%	82.8%	83.1%	83.4%	83.7%	84.0%
Actual Performance	82.5%	83.6%					

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

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary/middle), 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 District Report Card

Elementary	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	645.6	648.4					
Male	645.8	650.2					
Female	645.3	646.4					
White	653.5	654.1					
African-American	628.8	638.4					
Asian/Pacific Islander	N/A	N/A					

Hispanic	N/A	634.0				
American Indian/Alaskan	N/A	N/A				
Disabled	605.9	616.1				
Limited English Proficient	636.3	637.9				
Subsidized Meals	636.3	639.4				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>INDICATORS OF IMPLEMENTATION</u>	Monitor Finished Continued Modified
1. Utilize data (i.e. test scores, PASS Social Studies) to determine strengths and weakness in the curriculum.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	Printing Costs \$1,000	Local Funds if available	Data Analysis Workshops Goal-setting Conferences MAP In-services	Continued yearly until 2017-2018 Yearly Administration PASS Social Studies - May
2. Grade level teams meet twice a month to ensure consistency across the grades in the delivery of core curriculum standards.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	No Cost	No funding needed	Team Planning form Designated dates on PD calendar	Continued yearly until 2017-2018 Team Planning form provided to Administration
3. Increase use of non-fiction text in classrooms.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	\$5000	District Funding of Balanced Literacy Materials	Team Planning Forms Lesson Plans	Continued yearly until 2017-2018 Team Planning form provided to Administration
4. Provide field trip opportunities to all grade levels that enhance the social studies curriculum.	Ongoing 2013-2014 to 2017-2018	Teachers Administration IC	Cost of trips	Field trip payments Scholarship PTA Support	Team Planning Forms Lesson Plans Field Trip planning forms	Continued yearly until 2017-2018 Team Planning form provided to Administration

GOAL AREA 2 – QUALITY PERSONNEL**Ensure Quality Personnel in All Positions****PERFORMANCE GOAL: Teacher Quality**

- Maintain 100% of all teachers be Highly-Qualified as defined by the state.
- Maintain 100% of all teachers participate in the electronic survey provided by the state.
- Increase attendance of teachers and staff to meet the district requirement of 96%.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>INDICATORS OF IMPLEMENTATION</u>	Monitor Finished Continued Modified
1. Monitor teacher certification and professional development to ensure certificates are current and meet the needs for HQ status.	Ongoing 2013-2014 to 2017- 2018	Teachers Administration IC	No Cost	No Funding Needed	Goal-setting Conferences Professional Development reports Position Control Reports	Continued yearly until 2017-2018
2. Monitor participation through leadership team in the surveys for the report card.	Ongoing 2013-2014 to 2017- 2018	Teachers Administration IC	No Cost	No funding needed	Report Card Leadership Correspondence	Continued yearly until 2017-2018
3. Provide incentives for teachers and staff quarterly for perfect attendance.	Ongoing 2013-2014 to 2017- 2018	Teachers Administration IC	\$1000	PTA Funds Local Funds	Newsletters Attendance Print Outs	Continued yearly until 2017-2018

GOAL AREA 3 – School Climate**Providing a school environment supportive of learning**

- Meet the annual Student Attendance objective for all students by achieving an annual student attendance rate of 95% or higher.

Student Attendance	Baseline 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
AYP Attendance target	Taylors Elementary 96.9%	95%	95%	95%	95%	95%	95%
Actual Attendance		96.5%					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>INDICATORS OF IMPLEMENTATION</u>	Monitor Finished Continued Modified
1. Article in Taylors School newsletter about the importance of student attendance.	Ongoing 2013-2014 to 2017- 2018	Administration Nelda Kay IC	Printing costs for families without Internet \$50	PTA	Attendance Articles in Taylors Newsletters Website Messengers	Continued yearly until 2017-2018
2. Track student attendance.	Ongoing 2013-2014 to 2017- 2018	Nelda Kay	\$100	Local Funds if available or PTA	Newsletter Updates Awards for Students and Grade Levels Communication Logs	Continued yearly until 2017-2018
3. PASS Celebration for students with perfect attendance during PASS testing.	Ongoing 2013-2014 to 2017- 2018	Nelda Kay	\$100	Local Funds if available or PTA	PASS Celebration Coupons for awards	Continued yearly until 2017-2018
4. Student attendance tracked on Data Walls	Ongoing 2013-2014 to 2017- 2018	Teachers	Printing Cost \$75	Local Funds if available	Data Walls	Continued yearly until 2017-2018
5. Implementation of “No Tardy Trophies” to recognize classes with no tardies	Ongoing 2013-2014 to 2017- 2018	Teachers Administration	\$50	Local Funds if available	Daily Announcements of classes with Trophy displayed Graph of Classes	Continued yearly until 2017-2018

GOAL AREA 5 – COMMUNICATIONS AND COMMUNITY ENGAGEMENT**GOAL AREA: Improve Public Understanding and Support of Public Schools**

☐ Student Achievement ☐ Teacher/Admin Quality ☒ School Climate (Parent Involvement, Safe and Healthy Schools) ☐ Other Priority

PERFORMANCE GOAL : Community and Parental Support

- Maintain the percentage of 95% or better of parents satisfied with the school learning environment as measured by the Annual Report Card Survey.
- Increase the number of volunteer hours by 10% from 10,889 in the year the year 2011-2012 to 11,978 in the year 2017-2018.
- Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- Increase the use of parents utilizing the parent portal by 5% each year.

Parental Involvement Hours	2011-2012 Baseline	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Projected Performance	10,888.96 hours	11,106.76 hours	11,324.56 hours	11,542.36 hours	11,760.16 hours	11,850.00 hours	11,978.00 hours
Actual Performance		1819.20					

Data provided by Simple Track and the School Volunteer Participation Report.

In 2012-2013, we are confident that we had more volunteer hours. Several times throughout the year, the system used to calculate the hours was down. We have reviewed with the front office staff regarding how to sign volunteers into the system as well as keeping an ongoing list in the PTA room for volunteers to log hours so that we can compare reports at the end of the school year.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>INDICATORS OF IMPLEMENTATION</u>	<i>Monitor</i> Finished Continued Modified
1. Survey the PTA Executive Board and the School Improvement Council (SIC) to attain feedback on family night programs.	Ongoing 2013-2014 to 2017-2018	Administration PTA Executive Board SIC Chair	No cost	None needed	<i>Survey Results</i>	Continued yearly until 2017-2018
2. Provide numerous opportunities for parental involvement with PTA programs and events.	Ongoing 2013-2014 to 2017-2018	Administration PTA Executive Board	Printing Costs \$150	PTA	Parental Participation Attendance at PTA Events	Continued yearly until 2017-2018
3. Provide curriculum-based events.	Ongoing 2013-2014 to 2017-2018	Administration PTA Executive Board	Cost to be determined based on PTA fund-raising results	PTA	Curriculum-based Events School Calendar	Continued yearly until 2017-2018
4. Use a variety of avenues to publicize events: Taylors Pride newsletter, monthly PTA e-mail newsletters, Week-At-A-Glance: class newsletters, school and class web sites, marquee, notes sent home.	Ongoing 2013-2014 to 2017-2018	Administration Teachers PTA Executive Board	Printing Costs \$250	PTA	Newsletters Emails School Web Site Marquee	Continued yearly until 2017-2018
5 Invite fathers and other males to be part of the WatchDog program for the school.	Ongoing 2013-2014 to 2017-2018	Administration Teachers SIC	Printing Costs \$250	PTA	Newsletters Emails Website Calendar for sign ups	Continued yearly until 2017-2018

6. Invite parents to assist with school events such as Field day, Book Fair, Career Day, Meals with Family, Immigration Day, Wax Museum, etc.	Ongoing 2013-2014 to 2017- 2018	Administration Teachers	No Cost	No Cost	Newsletters Emails Website Communication Logs	Continued yearly until 2017-2018
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Citations for Research about Parental Involvement:

(1) *Closing the Achievement Gap in America's Public Schools*. U.S. Department of Education: Office of Elementary and Secondary Education
www.nochildleftbehind.gov/next/closing/slide001.html

(2) American Federation of Teachers. (2001). *Helping Your Child Succeed: How Parents & Families Can Communicate Better with Teachers and School Staff*. Washington, DC. www.aft.org/parentpage/communicating/index.html

(3) Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G., & Simon, B.S. (1997). *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA: Corwin Press. <http://scov.csos.jhu.edu/p2000/sixtypes.htm>

Professional Development

“Schools that are restructuring spend a great deal of time thinking through what they value, how they will know they have achieved it, and what they must do to create connected learning experiences that will enable students to reach school goals. The answers to these questions results in both clarity of shared purpose and a shared view as a result of their education.”
The Right to Learn, Linda Darling-Hammond, 1997

Our administration has always been very generous in allowing staff to go to workshops and conferences based upon individual teacher’s interests. Teachers are allotted release time to attend professional development workshops or conferences of their choice as funding permits. We were asked to report what we learned and implementation strategies during team planning or faculty meetings.

After we developed our vision, “Our vision is to provide a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to society”, we figured out the strategies and activities required to implement the vision. From that comprehensive plan that appears in the Quality Planning section of our portfolio, we pulled out our Professional Development Plan (PDP).

Our allocation of time is one of the truest tests of what is really important to us. The time devoted to an issue on both the annual calendar and within the daily schedule of our school tells stakeholders what is really valued. All resources need to be managed in alignment with and give foremost priority to student achievement goals. The administration and School Leadership Team keep the focus on school improvement efforts and align time, money and staff development opportunities with our performance goals. our school s the

In developing our Professional Development Plan (PDP) strong consideration was given to the needs of our school, the No Child Left Behind (NCLB) requirements, the District Education Plan and the National Standards for Staff Development.

No Child Left Behind and Specific Professional Development Provisions

NCLB focuses on professional development activities that:

- involve both administrators and teachers
- move teachers to "high-qualified status"
- improve student achievement on standardized tests

NCLB requires professional development to be evaluated to determine the impact on increased teacher effectiveness and improved student academic achievement. The legislation defines "high-quality" professional development activities as those that are developed through the extensive participation of teachers, principals, parents, and administrators of schools, with the goal being the improvement and increased teachers' knowledge of the academic subjects they teach.

Professional development activities must advance teacher understanding of effective instructional strategies that are:

- based on scientifically based research
- strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers
- aligned with and directly related to state academic content standards, student academic achievement standards, and assessments

They also must take into consideration "highly qualified" regulations and should enable teachers to become highly qualified. These activities must simultaneously give teachers, principals, and administrators the knowledge and skills necessary to provide students the opportunity to meet challenging state learning standards.

Additional regulations require that professional development activities:

- are an integral part of broad school and district-wide educational improvement plans
- include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents
- improve classroom management skills
- include instruction in using data to inform and instruct classroom practice
- provide instruction in methods of teaching children with special needs
- are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not one-day or short-term workshops or conferences
- support recruiting, hiring, and training of highly qualified (HQ) teachers, including teachers who became HQ through state and local alternative routes to certification

While the legislation dictates the criteria for professional development in general, it also suggests specialized development for specific groups or areas:

ESOL	Professional development should be designed to give teachers of limited English proficient children, and other teachers/ instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children. Instruction must include the appropriate use of curricula and assessments.
Technology	Professional development should, to the extent appropriate, provide training for teachers and principals in the use of technology. The goal is for technology and technology applications to be effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects.
Beginning Teachers	Professional development may involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs. These partnerships should provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty.
Paraprofessionals	Professional development may create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers.

Staff development should improve the learning of all students. In aligning our PDP with our vision and Action Plan, we also gave consideration to the **National Standards for Staff Development (NSDC)** as indicated below.

Context Standards

- Organizes adults into learning communities whose goals are aligned with those of the school and

district. (Learning Communities)

- Requires skillful leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

No Child Left Behind NCLB Educational Act of 2001

In addition to working on student learning, we needed to use professional development time to change how we work and how we communicate. We put considerable effort this year into developing shared decision making, creating norms of behavior, running effective meetings, and creating a culture to support peer coaching. We also learned how to make our team planning meetings and faculty meetings focused on the vision.

Our norms of behavior are—

- Each member of this school will strive to understand the other person before trying to be understood.
- We will not make assumptions. We will ask for clarification.
- We will not talk behind each other's backs.
- There is no such thing as failure; there are only results.
- There are win-win solutions to every problem. We will find them.
- Our commitment is to help all students succeed. Actions focus on this commitment.
 - We value trust and will act with trustworthiness.

Impact

Several teachers have reported great success with students when using the strategies and programs they learned in professional development this past year. Teachers feel that they get good ideas from the professional development they attend, but sessions are far too varied to implement everything.

Summary of Progress

There are many talented teachers in this school. When we all implement strategies and programs in common, we can provide substantial support for each other and impact student achievement much more. Before we could focus our professional development, we needed to become clearer about the focus of the school and where we are headed. Creating a truly shared vision and plan helped us get on the right track.

Next Steps

We made tremendous improvements in Professional Development that helped us implement the vision. We need to create more time for us to do this important work, which we are finding in a variety of ways. We also need to do a better job of evaluating the impact of professional development on student achievement. We need to invite presenters in the areas of math and science to help increase our scores.

Reflecting On Progress

Here are questions we ask throughout our work:

- Have we sufficiently tapped the talents, skills, and resources in our community?
- Are stakeholders being included in decision-making?
- Are we building positive relationships with all stakeholders?
- Do we have sufficient financial support to sustain our efforts?
- Are we demanding evidence of continuous growth and improvement year after year?

The professional development plan of Taylors Elementary School is aligned with:

- District Education Plan
- School Strategic Plan
- National Standards for Staff Development
- No Child Left Behind NCLB Educational Act of 2001

AdvancED Accreditation Standard 3: Teaching and Learning

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Taylors Elementary School 2013-2014

The 2013-2014 calendar is subject to change due to district offerings of Professional Development for Common Core and Balanced Literacy. In addition to our offerings at the school level, the teachers are encouraged to attend district offerings in Summer Academy as well as Upstate Technology conference.

AUGUST 2013						
Excellence In Achievement, Actions and Attitudes						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Principal Meeting— ALL DAY	6 M and M Meeting 9:00	7 Principal Meeting— ALL DAY	8	9 Building Closed	10
11	12 Building Closed	13	14 Teacher Workday Teacher Meetings 8-12	15 Teacher Workday Safety Meeting 8:00 GL meetings	16 Work in classrooms 2:00 - Room Tour	17
18	19 Teacher Workday Meet the Teacher 4-6	20 Teacher Workday Technology PD	21 First Day for Students No Meeting	22	23 Watchdog Kick-Off	24
25 Math Benchmark Week	26 Admin 8:30	27	28 MAP Training 3:00	29	30 Volunteer Orienta- tion 8:30 Syllabus on web	31

TAYLORS ELEMENTARY SCHOOL

SEPTEMBER 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Fall Writing Bench- mark Week	2 Labor Day—No School	3	4 Teacher Leaders 3:00	5	6 Summer Reader Brunch	7
8 Reading Bench- marking	9 Admin 8:30 SIC 5-6 PTA Curriculum Night 6-7	10	11 Faculty Meeting 3:00 Data Analysis	12	13	14
15	16 Admin 8:30 Student Council Elections	17 Furman Consortium	18 M and M Meeting Committee Meetings 3:00	19	20	21
22	23 Admin 8:30 Progress Reports	24 A-Team Day	25 Balanced Literacy All Day Data Teams (GL) 3:00	26	27 Write Ingredient 8:15	28
29	30 Admin 8:30					

TAYLORS ELEMENTARY SCHOOL

MAP TESTING MONTH

OCTOBER 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 Teacher Leaders 3:00	3	4	5
6	7 Admin 8:30	8	9 Data Teams (GL) 3:00	10	11	12
13	14 Admin 8:30 SIC 5-6 PTA Reading Night 6-7	15	16 Balanced Liter- acy All day M and M Committee Meet- ings 3:00	17 Parent Teacher Conference Day	18 Parent Teacher Conference Day	19
20	21 Admin 8:30	22 A-Team Day	23 Data Teams (GL) 3:00 Furman Consortium	24	25 Write Ingredient 8:15	26
27 Goal Setting Con- ferences	28 Admin 8:30	29	30 Open Week	31 Report Cards		

TAYLORS ELEMENTARY SCHOOL

Goal Setting
Red Ribbon
Jump Rope for Heart as part of Red Ribbon? Possible Booster?

NOVEMBER 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Goals Due to Admin	2
3 Daylight Savings Time Ends	4 Admin 8:30	5 COGAT	6 COGAT Teacher Leaders 3:00	7 COGAT	8	9
10	11 ITBS Admin 8:30 S/C 5-6 PTA Healthy Lifestyles 6-7	12 ITBS	13 Thanksgiving Meal Data Teams (GL) 3:00	14 Thanksgiving Meal Balanced Literacy All Day	15 Principal Lunch Write Incident	16
17	18 Admin 8:30	19	20 M and M Committee Meetings 3:00	21	22 Bully Program 8-15	23
24	25 Admin 8:30	26 A-Team Day	27 Thanksgiving Holiday NO SCHOOL	28 Thanksgiving Holiday NO SCHOOL	29 Thanksgiving Holiday NO SCHOOL	30

TAYLORS ELEMENTARY SCHOOL

American Education Week
Thanksgiving Lunches—need schedule

DECEMBER 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Admin 8:30 Progress Reports	3	4 Teacher Leaders 3:00	5	6	7
8	9 Admin 8:30 S/C 5-6 PTA Christmas Concert 6-7	10 Holiday Concerts 8:30, 9:30	11 Data Teams (GL) 3:00	12	13	14
15	16 Admin 8:30	17 A-Team Day	18 Sunshine Holiday Gathering	19	20 Polar Express Day	21
22	23	24	25	26	27	28
29	30	31				

TAYLORS ELEMENTARY SCHOOL

Winter Break Holidays—No School

Winter Break Holidays—No School

JANUARY 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
	Winter Break Holidays—No School					
5 Mid-Year Benchmarking Week	6 Admin 8:30 Return to school	7	8 Teacher Leaders 3:00	9	10	11
12	13 Admin 8:30 SIC 5-6 PTA Technology Night 6-7	14 A-Team Day	15 Data Teams (GL) 3:00	16	17 Teacher Workday	18
19	20 MLK Holiday NO SCHOOL	21	22 M and M Safety Meetings 3:00	23 Report Cards Balanced Literacy Consultant Observations	24 Furman Consortium	25
26 Mid-Year Goal Review Week	27 Admin 8:30 Principal Lunch	28	29 4th Registration Data Teams (GL) 3:00	30 4th Registration	31 4th Registration Write Ingredient 8-15	

TAYLORS ELEMENTARY SCHOOL

FEBRUARY 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Admin 8:30	4	5 Teacher Leaders 3:00	6	7	8
9	10 Admin 8:30 SIC 5-6 PTA Science Night 6-7	11 A-Team Day	12 Data Teams (GL) 3:00	13	14	15
16	17 President's Day NO SCHOOL	18	19 M and M Committee Meetings 3:00	20 Progress Reports Balanced Literacy GL MEETINGS	21	22
23	24 Admin 8:30	25	26 Data Teams (GL) 3:00 Furman Consortium	27	28 Write Ingredient 8-15	

TAYLORS ELEMENTARY SCHOOL

ELDA Begins—3/18

MARCH 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Admin 8:30	4	5 Teacher Leaders 3:00	6	7 Make-Up Day #1	8
9	10 Make-Up Day #2	11	12 Data Teams (GL) 3:00	13	14	15
16	17 Admin 8:30 SIC 5-6	18 PASS Writing	19 PASS Writing M and M Committee Meet- ings 3:00	20	21 Write Ingredient 8:15	22
23	24 Admin 8:30	25	26 Data Teams (GL) 3:00	27	28 Teacher Workday	29
30	31 Admin 8:30					

TAYLORS ELEMENTARY SCHOOL

March of Dimes Read-A-Thon
MAP TESTING MONTH

APRIL 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 Report Cards Teacher Leaders 3:00	3	4 Principal Lunch	5
6	7 Admin 8:30	8	9 Data Teams (GL) 3:00	10	11 Volunteer Appreciation	12
13	14	15	16	17	18	19
	Spring Break Holidays—No School					
20	21 Admin 8:30	22	23 M and M Commit- tee Meeting 3:00	24	25 Write Ingredient 8:15	26
27	28 Admin 8:30	29	30 Data Teams (GL) 3:00			

TAYLORS ELEMENTARY SCHOOL

MAY 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Admin 8:30	6 PASS Progress Reports	7 PASS No Meeting	8 PASS	9 PASS	10
11	12 Admin 8:30 SIC 5-6 PTA Spring Contact 5-7	13 Holiday Concerts 8:30, 9:30	14 Teacher Leaders 3:00	15	16	17
18	19 Admin 8:30	20	21 Data Teams (DL) Class Planning 3:00	22	23	24
25	26 Admin 8:30	27	28 End of Year Work	29	30 Write Incident 8:15	31

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