

Tigerville Elementary School

Greenville County School District

Diane Jackson, Principal
Mr. Burke Royster, Superintendent

Scope of plan: 2013-14 through 2017-18



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Tigerville Elementary School

SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ino Hassid		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Diane Jackson		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 25 Tigerville Elementary School Road, Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-4600

PRINCIPAL'S E-MAIL ADDRESS: cdjackso@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.

Position	Name
Principal	Diane Jackson
Instructional Coach	Amanda Van Patton
Teacher	Amanda Arms
Parent/Guardian	Emily Jennings
Community Member	Marietta Castellano (CRO)
School Improvement Council	Ino Hassid

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

<i>Position</i>	<i>Name</i>
Parent	Mary Jo Shotwell
SIC	Ino Hassid
Teacher	Jacci Upton
Guidance Counselor	Cheri Orozco
Media Specialist	Bethany Imms
University Partner	JoDee Joliff
Cafeteria Manager	Tina Harris

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

X Academic Assistance, PreK–3

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

X Academic Assistance, Grades 4–12

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

X Parent Involvement

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

X Staff Development

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

X Technology

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

X Recruitment

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

X Collaboration

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

X Developmental Screening

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

X

Half-Day Child Development

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

X

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

X

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

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

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Introduction

During the 2002-2003 school year, a Greenville County Initiative which required every school to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio was put in place. All school systems were reviewed and updated according to the Victoria Bernhardt model of school improvement. With leadership from the Instructional Coach and the Principal, the staff works together as a comprehensive team to update and revise the portfolio. Each year, the portfolio is aligned with the requirements of the State Department of Education Standards as well as those of AdvancEd. Members of PTA and SIC are invited to participate in this yearly process. The report is available in the school office for the entire community.

Leadership

The Principal at Tigerville Elementary School is Diane Jackson. This is Mrs. Jackson's third year serving in this capacity. Leadership is supported by Administrative Assistant, Jason Hudak and Amanda Van Patton, Instructional Coach.

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

- The Tigerville Faculty Council, made up of the Principal, Administrative Assistant, Instructional Coach, and teachers.
 - -ensure the implementation of district and state standards and school vision
 - -monitor progress and address concerns
 - -review data and plan for improvement
 - -encourage and model school wide-expectations
 - -update and review the school portfolio plan
 - Guide, enforce, and reinforce the school portfolio plan
- School Teams and Committees are also in place to coordinate events throughout the school year. A key role of these teams is to investigate different approaches to achieving our goals. The teams may recommend specific courses of action that will support the implementation of a high quality instructional program aligned with the state's curriculum standards to celebrate various national holidays and observances.
- Faculty Council – Due to our small size, the entire faculty is included in the council. Faculty Council members' responsibilities include:
 - -weekly grade level meetings
 - -coordinating grade level activities
 - -attending monthly council meetings
 - -communicating concerns, successes, and feedback

- Grade Level Teams - The purpose of grade-level teams are to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher will:
 - -participate in meetings with his/her grade level
 - -coach and support the implementation of the standards
 - -study and support each other's implementation of *Best Practices*
 - -support grade level efforts to integrate writing across the curriculum
 - -plan instruction based on current common assessment data

- Vertical Teams - The purpose of the vertical teams is to maintain consistency, specifically to:
 - -improve instruction school-wide
 - -create continuums to implement the CCSS across the grade levels
 - -advise the strategic planning team of progress and concerns of grade-level and vertical team meetings
 - -coach and support the quality implementation of subject areas
 - -demonstrate the implementation of subject standards for teachers in each subject area
 - -review data for improvement

- Professional Learning Communities - The purpose of PLC's is to maintain consistency, specifically to:
 - -participate in bi-weekly meetings with the Instructional Coach
 - -support teachers
 - -communicating concerns from teacher to administration
 - - curriculum support
 - - assist in interpreting data for improvement

Executive Summary

Needs Assessment/Findings: Student Achievement

- PASS Scores for 2013:
 - 73% of 5th grade students scored Met or Exemplary in Writing
 - 84% of grades 3-5 students scored Met or Exemplary in ELA
 - 74.4% of grades 3-5 students scored Met or Exemplary in Math
- PASS Writing Scores are an area of concern. The number of students scoring Met or Exemplary has not steadily increased each year.
- To continuously improve reading instruction, all teachers and administration have participated in ongoing staff development for the Balanced Literacy method. This method has been fully implemented in classrooms grades K5-5.
- All grade levels developed common assessments in the areas of math and ELA. Item analysis has also begun.
- Spiral review has taken place in the form of morning work for math and ELA.
- Writing Focus days have been implemented in grades 3-5.
- Inclusion is in place in grades 3-5.
- A lesson plan template which includes higher level questioning is used.
- The staff is working to become familiar with CCSS through discussion, attendance at district meetings, and guest speakers.

Needs Assessment/Findings: Teacher and Administrator Quality

All teachers are Highly Qualified. The average teacher attendance rate for the 2013-2014 year thus far is 97%. We currently have 18 staff members with advanced degrees. Four staff members are National Board Certified. Seventeen teachers are technology proficient. Diane Jackson, a twenty four year educator, is in her third year as principal at Tigerville. She is National Board Certified. Jason Hudak is in his second year as administrative assistant and ninth year in education. Our professional development was developed by PASS results and the district initiative for Balanced Literacy.

Needs Assessment/Findings: School Climate

Tigerville embraces an Open Door policy. Parents are encouraged to volunteer in classrooms, go on field trips, and work as part of PTA. A computerized system accumulates volunteer hours. The 2013 report card survey indicates a positive relationship between parents and teachers. 100% of teachers are satisfied with home-school relations. All grade levels participate in student-led conferences. The 2013 School Report Card shows that our student attendance rate was 95.9%.

Love and Logic is the behavior philosophy of Tigerville. Students are allowed to make behavioral choices, and learn from those choices with logical consequences when necessary. Tigerville had 2 out of school suspensions last year. This figure is up slightly from the prior year.

Challenges of Prior Three Years:

- There is an achievement gap between students who qualify for Free and Reduced Meals (FARM), and students who pay full price for lunch.
- Across the grade levels, students seem to struggle with writing.
- Student attendance without tardies or early dismissals is an area of challenge.
- Technology is a challenge. We do not have enough innovative technology to meet the needs of all learners.

Accomplishments of Prior Three Years:

- We are a Professional Development School for North Greenville College. Our school benefits from this program because of the numerous college students that assist our students.
- We have implemented content and performance standards in our classrooms through focused in-service and staff development.
- We have a total of four National Board Certified Teachers.
- We have involved our parents in many ways including PTA, SIC, Guidance Parenting Sessions, Reading Night, Math Night, and Family Fitness Nights.
- We have studied and continue to study student achievement by reviewing our students' performance on MAP, PASS, ITBS, and benchmark assessments, in conjunction with our school processes, to maximize our impact on student learning.
- Successful implementation of the Fountas and Pinnell Balanced Literacy Model 2012-2013
- EPA's ENERGY STAR award 2011 and 2012
- All Kinds of Minds School of Distinction 2010
- Safety Ambassador School Award 2010-11
- Healthy Schools Bronze Award
- Artist in Residence 2010-11, 2011-12, 2012-13
- Palmetto Silver Award Winner 2008, 2011
- Running Club
- Walking Club
- Chorus, Fall and Spring Performances
- Art Club
- Morning News Program
- SAFE Schools Award
- Three Artists in Residence Awards
- Tom Corbin (South Carolina House of Representatives)
- Art Contest
- PEP Grant Recipient
- Writing Club
- Wee Deliver
- Student Council
- National Career Development Association Poster Contest,
- State and National Recognition
- Career Day
- Disability Awareness Day
- Manners Luncheon
- Veteran's Day Program and Interviews
- Bon Secours Festival of Trees
- Roper Mountain Holiday Lights
- Tigerville Trot 5K and 1 Mile Fun Run
- Community Yard Sale
- Schoolwide Service Learning Projects
- Paws 4 Reading
- Morning Compass Club
- Universal Breakfast
- Reading Is Fun
- BETA Club 2013-14
- Children's Resource Outreach
- LEGO Club

School Profile

Community

Tigerville Elementary School, situated in the heart of a small, rural, mountain community, was first built in 1866 as a one-room schoolhouse. Today the school serves 273 students in four-year-old kindergarten through fifth grade. It is one of 53 elementary schools in the School District of Greenville County.

The school is the center for the predominately Caucasian community of middle to low socioeconomic family income levels. The majority of parent employment is blue-collar labor positions. There are some parents who are white-collar professionals, including teachers, pilots, and engineers.

A strong work ethic, along with deeply rooted family values, is engrained in the children's lives by parental role models. The teachers, students, and staff at Tigerville expend considerable effort to maintain the school's family-like atmosphere that provides the only opportunities available for interaction among all groups in the area. We are fortunate to have a supportive PTA. They spend countless hours working in our school. Our SIC meets monthly to discuss ways that our school can connect with our community.

Personnel

One administrator leads the staff of 37 at Tigerville Elementary School. There are currently 14 classroom teachers, 8 specialized support staff members, and 3 paraprofessionals. Thirty-two employees are female and 5 are male. There is one Hispanic male teacher, who teaches fifth grade. All other staff members are Caucasian.

Population

Tigerville has an enrollment of 260 students. Most students are Caucasian, with a minority population of 11 %.

Based on the 2013 School Report Card- the attendance rate for the 2012-2013 school year was 95.9%. The number of Gifted and Talented students in grades 3-5 for the 2013-2014 school year is 18; 13% of the total number of students in those grades.

Programs and Incentives

Our major academic and behavioral programs include:

- Balanced Literacy method of reading instruction
- Response to Intervention (RTI)- At-risk students in K5 and first grade receive intensive small group instruction based on reading levels
- Love and Logic- This behavioral philosophy is use throughout the school for discipline.
- Writing Club- Students in grades 4 and 5 meet weekly to participate in writing
- Challenge- Qualifying students in grades 3-5 participate in this district program
- Compass Learning- Grades 1-5 utilize this computer program for reading and math
- Morning Compass Club- Identified students work with Compass Learning 3 mornings each week on lessons tailored to meet individual needs
- Student Council- Representatives from grades 1-5 lead and participate in community initiatives
- Wee Deliver- Third graders deliver letters through this school-wide postal service
- SAFE Schools
- BETA Club
- Disability Awareness Day- Individuals who represent a variety of disabilities lead presentations to educate students in grades 3-5
- Parent Involvement through PTA, SIC, Guidance Parenting Sessions, Family Fitness Nights, Enchanted Library, Math Nights
- Special Education Inclusion in grades 3-5
- Related Arts teachers provide small group instruction to second grade students
- K5 receives whole group Intervention with the speech therapist
- Monthly Awards Assemblies: students are recognized for outstanding attendance, excellent character traits, and outstanding performance in related arts.
- We continuously review student achievement by reviewing performance on MAP, PASS, ITBS, and benchmark assessments

Business Partnerships

Partner	How Partner is Utilized
North Greenville University	Clinical observations and Practicum Students; Utilization of facilities for Chorus Programs
Cliffs Outreach Organization (Glassy)	Volunteer program, additional funding to meet student needs
Tigerville Baptist Church	Good News Club
Greenville Drive	Reading All Stars
Buchanan Oil	Corporate Sponsorship
George Coleman Ford	Corporate Sponsorship
Tigerville Fire Department	Facility Used for Christmas assistant program

Mission, Vision, and Beliefs

Mission

We will provide quality educational experiences tailored to meet the individual needs of students.

Vision

“Where Children are at the Top”

Curriculum must be:

- Based on state and district standards
- Developmentally appropriate and adaptive to student needs
- Real world relevant

Instruction must include:

- Current instructional tools and methodology
- A variety of strategies
- Adaptations for meeting individual student needs and learning styles

Assessment must be:

- Reflective to guide future instruction
- Considerate of diverse learning styles
- Varied and developmentally appropriate

Environment must provide:

- Physical and emotional safeness
- A variety of field experiences
- Opportunity for parent and community involvement and support

Beliefs

- Nurturing in a small setting, preparing for a large world
- Helping all children excel by meeting individual needs
- Guiding with Love and Logic
- Building lasting relationships with families and the community

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Year	Objectives	Objective(s) Met	Objective(s) Not Met	AYP Status/ESEA Grade	Absolute Rating	Growth Rating
2008-2009	17	17	0	Met	Average	Average
2009-2010	17	17	0	Met	Average	Average
2010-2011	13	12	1	Not Met	Average	Average
2011-2012	N/A	N/A	N/A	A	Average	Average
2012-2013	N/A	N/A	N/A	A	Good	Average

In 2012-2013, Tigerville Elementary received an “A” rating under the ESEA/Federal Accountability Rating System.

The weighted point total was 94.7.

ITBS Percentile Rank of Average SS: National Student Norms				
	2010	2011	2012	2013
Reading Comprehension	34%	74%	52%	65%
Math Concepts	34%	48%	47%	49%
Math Problems	35%	59%	48%	60%

	Writing					ELA (Reading and Research)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3	46.3	68.6	N/A	N/A	76.7	72.2	90.2	84.8	77.1	88.4
4	62.7	53.3	N/A	N/A	69.4	78.0	73.3	76.5	75.6	69.4
5	87.0	75.9	63.2	61.2	73.0	90.6	77.8	75.4	77.6	91.3

Writing

The number of students scoring *Not Met* on PASS has decreased for the first time in four years for grade 5. Students in grade 3 increased over 7 percentage points. Overall, 73% of students scored Met or Exemplary. Achievement gaps and root causes identified are: limited teacher modeling, limited use of rubrics, and the need to focus more on the writing process.

Next steps:

- Maintain a grammar/writer's handbook (2-5)
- Daily grammar practice in grades K (through Morning Message) and 1st- anchor charts
- Conscious continuation of penmanship practice
- Use of multiple iPad minis in each classroom
- Purchase apps for student use
- Teacher modeling (through actual writing) during each writing lesson
- Use of Expanding Expression tool in multiple classrooms (focus with Inclusion/Speech students)
- Use Lucy Calkin's Writing Pathways as a resource for ongoing professional development during PLC meetings
- Utilize Teaching and Learning staff to provide grade level specific assistance
- Professional development on each type of writing using prompts
- Use of mentor/exemplar texts

ELA

The percentage of students scoring Met or Exemplary drastically increased from 2012 to 2013 in grades 3 and 5.

Students in grade 4 increased in the area of Not Met by 5.6 percentage points. The scores of students who were in grades 3-5 at the time of PASS have begun to increase gradually. Overall, 84% of students scored Met or Exemplary.

The following achievement gaps and root causes are identified: increasing number of resource students, the need for clarification of reading at home each night, and the need to address individual students' reading levels and specific needs.

Next steps:

- Use of multiple iPad minis in each classroom
- Purchase of apps for student use
- Volunteers in grades K5-3 for reading assistance
- Parent workshops with a reading focus scheduled
- Generate weekly reports of Compass Odyssey utilization
- Sounds in Motion (K5)
- Purchase of leveled fiction text sets
- Utilize Teaching and Learning staff to provide grade level specific assistance

	Mathematics				
	2009	2010	2011	2012	2013
3	51.9	64.7	65.2	65.7	76.7
4	82.0	68.3	82.4	75.6	72.2
5	84.9	81.5	66.7	79.6	76.0

Students in fifth grade who scored Met or Exemplary decreased about 3 percentage points from the previous year.

Students in fourth grade who scored Met or Exemplary decreased by about 3 percentage points from the previous year. Students in third grade who scored Met or Exemplary increased by 11 points. Scores in grade 3 increased over the previous year. Overall, 75% of students in grades 3-5 scored Met or Exemplary. The following achievement gaps and root causes are identified: student dependence on teacher, lack of basic fact mastery, the need for more spiral review, and the need for more practice at home.

Next steps:

- Family Technology Night with a focus on math (1 per semester)
- Home practice of 5 or fewer problems (minimum of 2-3 times per week)
- Data bulletin boards to display students' mastery of facts (K-3)
- Data charts for MAP scores in each classroom (grades 2-5)
- Visit school with a high student achievement in the area of math
- Generate weekly Compass Odyssey utilization reports
- "What to expect for next year" brochures for families of students going to the next grade level (Parent Workshop)
- Investigate and experiment with "Flipped Classrooms" (4th)- a new method of delivery

	Science				
	2009	2010	2011	2012	2013
3	53.8	56.0	69.6	72.2	66.7
4	82.0	66.7	78.4	73.3	69.4
5	87.5	77.8	55.6	60.0	73.9

Science

Students in fifth grade who scored Met or Exemplary increased about 13 percentage points from the previous year.

Students in fourth grade who scored Met or Exemplary decreased almost 4 percent points from the previous year.

Scores in grades three and five increased over last year. Overall, 66% of students scored Met or Exemplary. The

following achievement gaps and root causes are identified: loss of science lab teacher position 2009-10, the large amount of instruction time spent on individual science fair projects, and only testing partial 3rd and 5th grade students.

Next steps:

- Purchase of more non-fiction books and magazines for student use
- Use of multiple iPad minis for student use
- Purchase apps for student use
- Volunteer to be a part of Science Virtual Classroom
- Create project based activities w/ rubric
- Teaching Science daily (3-5)
- Investigate ways to integrate into other content areas (K-2)

	Social Studies				
	2009	2010	2011	2012	2013
3	60.7	76.9	78.3	70.6	86.4
4	86.0	73.3	92.2	84.4	80.6
5	79.3	77.8	86.7	62.5	56.5

Social Studies

Students in grade five who scored Met or Exemplary decreased 6 percentage points from the prior year; this is an improvement from the 2012 school year in which the students decreased over 24 percentage points. Students in fourth grade who scored Met or Exemplary decreased almost 4 percent points from the previous year. Students in third grade increased their percentage points by almost 16 points. Overall, 75% of students scored Met or Exemplary. The following achievement gaps and root causes are identified: struggling readers, the need to provide more relevant learning experiences, and the need to have more exposure to non-fiction text.

Next steps:

- Purchase of more non-fiction books and magazines for student use
- Use of multiple iPad minis for student use
- Purchase apps for student use
- Create project based activities with rubrics
- Teaching Social Studies daily (3-5)
- Investigate ways to integrate into other content areas (K-2)

Teacher and Administrator Quality

In the past few years Greenville County has begun implementation of a balanced literacy classroom using the Fountas and Pinnell program as our model. Tigerville began using this model of literacy in 2012-13 under the leadership of Fountas and Pinnell representative, Helen Sisk and district personnel, Paula Burgess. Over the course of the school year, teachers changed their way of teaching literacy drastically. We now have a clear focus on leveled, guided reading groups which in turn drives our whole group instruction. Teachers were able to learn so much more about their students as readers. For the 2013-14 school year, our focus has been to further our knowledge of the Fountas and Pinnell model. To do this, we decided to use *The Continuum of Literacy Learning* by Gay Su Pinnell and Irene C. Fountas. The continuum offers a way to extend our students' thinking to higher levels. Teachers use questioning strategies from three domains: within the text, about the text, and beyond the text to have weekly discussion with the students about their reading.

Next steps:

- Questions for each reading group of the day noted in lesson plans
- Professional development based on the continuum
- Guidance from Fountas and Pinnell representative, Diane Wesslehoft and district personnel, Paula Burgess
- Professional Development based on Writing Pathways by Lucy Calkins
- Profession Development from Teaching and Learning staff on writing samples
- Teachers to conduct peer observations

Tigerville Elementary Professional Development Plan

Date	Description	Audience	Time
8/6	Rubicon Training	All teachers	9:00-2:00
8/20	SmartTables	All teachers	10:00-12:00
9/17	Pathways to Common Core- Furman Consortium	Kitchens, Jackson, & Van Patton	8:00-2:00
10/21	Balanced Literacy In and Out Coaching w/ Dianne Wesslehoft	All teachers	Through Out the Day
10/23	Transition to the Common Core- Furman Consortium	Arms, Ward, & Van Patton	8:00-2:00
10/23	Teachers Teaching Teachers	All teachers	3:30-4:30
10/29	Technology- (iPads) w/ Michelle King	K-5	Planning Periods
11/13	Similar Schools Visit- Slater Marietta	Van Patton, Imms, Jackson, Goodwin, & Spindler	8:30-2:30
11/18- 11/19	Balanced Literacy- In and Out Coaching W/ Paula Burgess	All Teachers	Through Out the Day
11/19	Dr. Jean	Higginbotham & Childs	All day
*** 11/20	Activotes/Activexpressions w/ Michelle King	All teachers	3:00-4:00
11/20	Smart Board Classroom- Charlotte, NC	Higginbotham, Upton, Arms, Kitchens, Imms, Van Patton, Jackson	11:00-6:00
12/4	Balanced Literacy In and Out Coaching w/ Dianne Wesslehoft	All teachers	Through Out the Day
1/15	Teachers Teaching Teachers (Mt. View & Skyland)	All teachers	3:00-4:00
1/24	STEM Teaching- Furman Consortium	Saldivar & Hudak	8:00-2:00
2/24	Balanced Literacy In and Out Coaching w/ Dianne Wesslehoft	All teachers	Through Out the Day
2/26	Using iPads in the Classroom- Furman Consortium	Upton, Imms, Jackson, & Van Patton	8:00-2:00
2/26	Apps that WORK!	Van Patton, Imms, Upton	3:00-4:00
3/19	Arts Integration	All teachers	3:00-5:00
4/16	Technology	All teachers	3:00-4:00
5/21	Common Core Article Discussion	All teachers	3:00-4:00

School Climate Needs Assessment

Our focus for the 2013-14 school year is to improve student attendance. In addition to full day absences, we are also targeting late arriving students and early dismissals. We began in 2012 having monthly Outstanding Attendance Recognition Programs. We defined Outstanding Attendance, as a student who arrived on time and stayed the entire duration of the school day. Students who attended school for the complete school day earned a keychain/tag for the month and were recognized on stage at our program. A bulletin board was also established to display monthly outstanding attendance.

Next steps:

- Outstanding Attendance Program (monthly)
- Outstanding Attendance Bulletin Board
- Classroom incentives (ex: every day the whole class stays the whole day, a marble goes into a jar. Students then have a reward when the jar is full.)
- Tigerville Fire Department Helmet (awarded to the class with the highest % of students w/ Outstanding Attendance)
- Announce each day the class with perfect attendance
- Invite parents to programs
- Add attendance policy to clubs (requirements)

	Teachers			5 th Grade Students			5 th Grade Parents		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
Percent satisfied with learning environment	87%	100%	100%	85.8%	96.6%	88%	90.9%	97.5%	82.4%
Percent that report feeling safe at school during the school day	100%	93.8%	100%	94.6%	96.7%	85.6%	97.7%	97.7%	95.8%

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and **English Language Arts** each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 61.2% in 2012 to 82.8% in 2018.

ANNUAL OBJECTIVE: Annually increase by 4.32 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	65.52	69.84	74.16	78.48	82.8
School Actual	61.2	73.0					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

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

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

PASS % ELA

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

FIVE YEAR PERFORMANCE GOAL: 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 76.7% in 2012 to 83% in 2018.

ANNUAL OBJECTIVE: Increase by 1.26 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.96	79.22	80.48	81.74	83.0
School Actual	76.7	84.0					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

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

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

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

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

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	658.8	673.0					
Male	658.8	670.5					
Female	658.7	675.6					
White	661.3	677.0					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	645.1	653.7					

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

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

PASS % MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 74.4% in 2012 to 82.4% in 2018.

ANNUAL OBJECTIVE: Increase by 1.6 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.0	77.6	79.2	80.8	82.4
School Actual	74.4	74.4					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

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

PASS AVG. MATH

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

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

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

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	652.3	655.6					
Male	655.9	657.3					
Female	648.5	654.0					
White	655.5	657.4					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	636.8	642.1					

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.6					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643					

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

PASS % TESTED

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

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

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

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

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

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

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100.0	100.0					

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

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

PASS % SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 69.3% in 2012 to 80.9% in 2018.

ANNUAL OBJECTIVE: Increase by 2.32 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	71.62	73.94	76.26	78.58	80.9
School Actual	69.3	66.0					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

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

PASS AVG. SCIENCE

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

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

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

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	624.7	624.5					
Male	632.9	629.0					
Female	614.9	619.8					
White	626.8	627.3					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	609.4	612.6					

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

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

PASS % SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 75.5% in 2012 to 83.9% in 2018.

ANNUAL OBJECTIVE: Increase by 1.68 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.18	78.869	80.54	82.22	83.9
School Actual	75.5	75.0					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

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

PASS AVG. SOCIAL STUDIES

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

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

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

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	635.3	637.4					
Male	641.6	648.9					
Female	629.0	627.2					
White	626.8	639.3					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	609.4	630.5					

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

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

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

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

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

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

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected	X	X	50 th %ile	50 th %ile	50 th %ile	50 th %ile	50 th %ile
Reading Comprehension Actual	74%ile	52%ile	65%tile				
Mathematics Concepts Projected	X	X	50 th %ile	50 th %ile	50 th %ile	50 th %ile	50 th %ile
Mathematics Concepts Actual	48%ile	47%ile	49%tile				
Mathematics Problems Projected	X	X	50 th %ile	50 th %ile	50 th %ile	50 th %ile	50 th %ile
Mathematics Problems Actual	59%ile	48%ile	60%tile				

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Require students to read each night	August , 2013 through May, 2018	Teachers	N/A	N/A	Reading logs
Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
Leveled readers will be utilized to increase student success in reading and comprehending text.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Resource Teacher(s) will support an individualized program approach with Inclusion and Pull Outs.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Measures of Academic Progress (MAP) will be utilized as a diagnostic tool to track student progress and set goals in ELA and Math.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Generated reports
Compass Learning Odyssey will be utilized weekly to provide students with individualized practice activities in targeted areas based on MAP results for reading.	Aug. 2013 – May 2018	Instructional Coach Teachers Computer Lab Instructor	N/A	N/A	Lesson Plans Observations Generated reports
Promethean/Smart Boards will be utilized in all classrooms to provide students with more interactive activities.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Observations
Response to Intervention (RTI) program-5K – 1 st gr. Students who have been identified as “At-Risk” in the area of reading based on the AIMSweb screening instrument.	Aug. 2013 – May 2018	K5 teachers and aides, Instructional Coach, Media Specialist	N/A	N/A	Students’ progress reports and AIMSWEB data
The AIMSweb screening instrument will be utilized to identify student	Aug. 2013 – May 2018	Interventionist Teachers	N/A	N/A	Generated reports

needs and monitor growth.					
iPads will be used to provide students with more opportunities to practice and read leveled readers	August, 2013 through May, 2018	K5-5 th grade teachers	N/A	Cliff's CRO	Lesson Plans Observations
Creating and utilizing common assessments and item analysis	August, 2013 through May, 2018	K5-5 th grade teachers	N/A	N/A	Examples of common assessments and item analysis
Examine MAP & PASS results, writing prompts, reading benchmarks, AIMSweb data, Compass Skills quizzes, grades, & other teacher generated assessments to determine student needs & plan instruction.	Aug. 2013 – May 2018	Instructional Coach Teachers Administration	N/A	N/A	Spreadsheets Agendas Lesson Plans
Instructional Coach will utilize bi-weekly Professional Learning Community meetings to facilitate deeper analysis and reflection of instructional practices.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Agendas Lesson Plans Minutes
Create and display content area vocabulary for all subjects	August, 2013 through May, 2018	K5-5 th teachers	N/A	N/A	Photos of content areas
Continue implementation of Fountas & Pinnell Balanced Literacy program.	Aug. 2013 – May 2018	Teachers	Sets of 6 leveled readers; F & P benchmarking materials	District & School Level Funds	Lesson Plans Observations
Collaborate and utilize The Continuum of Literacy Learning	Aug. 2013- May 2018	Teachers Instructional Coach	The Continuum of Literacy and Learning for every teacher	District Funds	Lesson Plans PLC agendas
Participate in book studies and articles that promote best practices.	Aug. 2013 – May 2018	Administration Instructional Coach	N/A	N/A	Agendas Notes
Utilization of iPads	Aug. 2013- May 2018	Teachers Instructional Coach		School Level Funds Cliff's	Observations PLC agendas Professional Development
Utilize Rubicon Atlas in all areas of lesson planning	Aug. 2013 – May 2018	Teachers Instructional Coach			Lesson Plans PLC agendas Professional Development

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Annually maintain the required number of Professional Development hours teachers earn from 2012 through 2018

ANNUAL OBJECTIVE: Teachers will be provided with a minimum of the 12 hours required to be offered at the school level (out of the 24) from 2012-2018.

DATA SOURCE(S): Greenville County Professional Development Portal

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
The leadership team will develop a professional development plan based on the results of the faculty PD survey.	Aug. 2013 – May 2018	Leadership Team	N/A	N/A	PD Plan
Teachers Teaching Teachers in-services will be offered to allow teachers to share their expertise, provide opportunities for teachers to learn from one another & give teachers more choices in PD.	August, 2013 through May, 2018	Faculty & Instructional Coach	N/A	N/A	Agendas Portal PD printout
Best practices will be the focus of on-site professional development sessions. (Technology Integration- iPads and SmartTables)	Aug. 2013 – May 2018	Instructional Coach	N/A	N/A	PD Plan Agendas Handouts Portal PD printout

STUDENT ATTENDANCE

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

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

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

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95.9% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	≥95.9	≥95.9	≥95.9	≥95.9	≥95.9
School Actual	95.9	95.9					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 82.4% in 2012 to 91% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.72 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84.12	85.84	87.56	89.28	91.0
School Actual	95.5	82.4					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain or increase the percent of students who are satisfied with the learning environment at 88% 2012 by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the rating of 88.0 percentage point(s) annually of students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	≥88.0	≥88.0	≥88.0	≥88.0	≥88.0
School Actual	97.5	88.0					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the 100% annual rating of teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 94.1% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.28 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.38	94.66	94.94	95.22	95.5
School Actual	97.7	95.8					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day from 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the 100% annual rating of students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	85.6					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

TEACHER SATISFACTION – SAFETY

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the 100% annual rating of teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Students with monthly perfect attendance will be recognized at the monthly Outstanding Attendance ceremonies.	Aug. 2013 – May 2018	Administration PTA Attendance Clerk			Tigerville Calendar Perfect Attendance Printout
Students with annual perfect attendance will be recognized with certificates at grade level awards ceremonies at the end of the year.	Aug. 2013 – May 2018	Att. Clerk Teachers		Local funds	Tigerville Calendar Perfect Attendance Printout Certificates
Teachers will encourage perfect attendance in their class newsletters.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Newsletters
Teachers and the attendance clerk will contact parents by letter or phone regarding excessive absenteeism.	Aug. 2013 – May 2018	Teachers Attendance Clerk Guidance Counselor	N/A	N/A	Communication logs
All GCSD attendance procedures will be followed to address excessive absences. (Conferences, assistance from district personnel, etc.)	Aug. 2013 – May 2018	Administration Teachers Attendance Clerk Guidance Counselor	N/A	N/A	Attendance clerk reports Conference documentation

<http://ed.sc.gov/data/report-cards/2013/elem/c/e2301090.pdf>

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301090>