Skyland Elementary Strategic Plan 2008-2013

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2012 Calendar Year

Dr. Carolyn Styles, Principal
Greenville County Schools
Dr. Phinnize J.Fisher, Superintendent

SCHOOL RENEWAL PLANS
COVER PAGE (Required)

School Name___Skyland Elementary_____ School Telephone __(864) 355-7200____

School Address ___4221 Hwy. 14 North_____

___Greer, SC 29651_____

District Contact_____ Telephone _____

E-mail _____

Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components 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.

Required Printed Names and Signatures

Chairperson, Board of Trustees

Roger Meek_____   _____   _____
   Printed Name   Signature   Date

Superintendent

Burke Royster_____   _____   _____
   Printed Name   Signature   Date

School Principal

Dr. Carolyn Styles_____   _____   _____
   Printed Name   Signature   Date

Chairperson, School Improvement Council

Kenna Brannon_____   _____   _____
   Printed Name   Signature   Date

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS
(Mandated Component)

List the names of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	Position	Name
1.	**Principal**	Dr. Carolyn Styles
2.	**Teacher**	Terri Gilbert
3.	**Parent/Guardian**	Cecilia McKee
4.	**Community Member**	Beth Ehlich
5.	**School Improvement Council**	Cyndie Bryan

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

Position	Name
Instructional Coach	Kenna Brannon
Assistant Principal	Stephanie Lowry
PTA President	Christy Sanford

*   **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 RENEWAL PLANS
(Mandated Component)

Act 135 Assurances

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

☐   **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).

☐   **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).

☐   **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.

☐   **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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*.

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

☐   **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

☐ **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 not 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.

☐ **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).

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

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

☐ **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 form dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

☐ **<u>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</u>**
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.

_____   _____

Signature of Superintendent   Date

_____   _____

Signature of Principal   Date

General Table of Contents

Introduction

Skyland Elementary School's Strategic Plan was developed to document the changes and progress our school has made while working to continuously improve everything we do. This plan is modeled after the Victoria Bernhardt framework for school improvement and provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our plan is revisited annually to update and revise based on student performance data.

This strategic plan is a living document that describes Skyland Elementary School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome. The last section, Continuous Improvement and Evaluation, summarizes and evaluates Action Plan. This overview details the progress and changes we have been able to accomplish within each Goal area and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

The Administrative and Curriculum Committees have looked at the data disaggregated from the 2010-11 test scores. From this, summaries were formed and next steps developed. This information was presented to the Skyland faculty and staff for review and recommendations. Final drafts were then presented to the, Leadership Committee, the School Improvement Council, and the PTA Board for input.

Skyland uses the consensus model for decision-making. Every grade level has a chairperson who dispenses information and facilitates communication within the grade level. During the school year, the faculty meets as needed with grade level professional learning communities as well as vertical subject area teams. These teams strengthen communication and understanding between classroom teachers, related arts teachers, and support staff. This type of setting has enabled our faculty to see the "big picture" and has helped everyone to understand and value each person's unique role/position within the school. Faculty and staff members, students, parents and community members have input in the decision-making process.

School wide committees help Skyland to stay focused on our mission and offer a way to communicate throughout the process of evaluation for continuous student improvement.   The committees listed below play an integral role in the development of the strategic plan.

Skyland Elementary Committees
2012-2013

Leadership Committee	Responsibilities

Chair - Carolyn Styles
Members – Jill Parker/Heidi Sever
    (Co-Chairs) - K
    Peggy Smith - 1
    Janie Leonhardt/Sandra Bowers
    (Co-Chairs)- 2
    Terri Gilbert - 3
    Ron Gunter - 4
    Debby Huff - 5
    Cyndie Bryan - RA
    Kim Coggins - SpEd
    Stephanie Lowry - AP
	➢ The Leadership committee will be comprised of grade level chairs and led by the principal.
	➢ The team will meet monthly to discuss and plan upcoming grade level events and specific committee-lead functions.
	➢ Additional functions may be assigned by principal.
	➢ Smaller committees can be formed within the committee as needed to carry out specific functions or address specific school needs.

Specific Committee-led Functions	**Requirements**
1. Veteran's Day 2. Volunteer Recognition Program 3. All A, A/B, & Most Improved parties 4. Perfect Attendance & AR rewards 5. Other grade level functions/activities	➢ The committee will complete a planning form for each function and submit for principal approval no later than 3 weeks prior to the function/activity. ➢ Each leader will be responsible for updating office calendar of grade level events. ➢ Each leader will be responsible for submitting a paragraph quarterly regarding grade level happenings for Skyland Scoop.
Curriculum Committee	**Responsibilities**

Chair – Kenna Brannon
Members – Ashley Burgess –Primary ELA
    Angie Lewis- Intermediate ELA
    Nell Kennedy -Primary Math
    Erin Painter – Intermediate Math
    Janice Jeffries –Primary Social Studies
    Fonya Page– Int. Social Studies
    Markisa Fowler– Primary Science
    Terri Gilbert-Intermediate Science
 	
    *District Meeting Dates:
Monthly Contact Meetings TBA
	➢ The Curriculum committee will be comprised of two representatives for each subject- one primary and one intermediate.
	➢ Representatives will share the responsibility of attending district meetings* and reporting information to all grade levels through general faculty meetings, e-mails, and/or handouts.
	➢ Representatives will be involved in textbook adoption decisions.
	➢ The team will meet monthly to discuss and plan upcoming grade level events and specific committee-lead functions.
	➢ Additional functions may be assigned by principal.
	➢ Smaller committees can be formed within the committee as needed to carry

	out specific functions or address specific school needs.

Specific Committee-led Functions	**Requirements**
1. **Literacy Week** 2. **Kid's Vote (Election year only)** 3. **Science/Math Day & Science Fair** 4. **South Carolina Day** 5. **Career Day/Week**	➢ **The committee will complete a planning form for each function and submit for principal approval no later than 3 weeks prior to the function/activity.**

Student Recognition	**Responsibilities**
Phil Liston (chair) **Rosemarie Vaughn** **Teri Hannon** **Heidi Sever**	➢ **The team will meet monthly to discuss and plan upcoming grade level events and specific committee-lead functions.** ➢ **Additional functions may be assigned by principal.** ➢ **Smaller committees can be formed within the committee as needed to carry out specific functions or address specific school needs.** ➢ **Will compile/post honor roll lists per quarter, submit to Skyland Scoop and secure student recognition awards.**

Specific Committee-led Functions	**Requirements**
1. **Calendar Updates** 2. **Honor Roll** 3. **Terrific Kid** 4. **Awards Day**	➢ **The committee will complete a planning form for each function and submit for principal approval no later than 3 weeks prior to the function/activity.** ➢ **4 Terrific Kids per class each year (1 boy and 1 girl to be recognized at each TK celebration.)** ➢ **Awards Ceremonies decorated accordingly with table skirt and appropriate certificates/awards purchased/created.**

A-Team Committee	**Responsibilities**
Karen Greene (chair)	➢ **Teachers will be asked to attend A-Team meetings as needed** ➢ **The A-Team Chair will conduct in-services to help teachers develop strong interventions to help students.**
Specific Committee-lead Functions	**Requirements**

1. A-Team meetings 2. Teacher information sessions	➢ The A-Team Chair will create a list of suggested intervention strategies for Skyland Elementary teachers.

Skyland Fitness Club *(Skyrobics)* **Delana Haynes (Chair)**	**Responsibilities** ➢ **Sponsors will work on grants to secure funding for a walking track.** ➢ **The team will work with students to develop fitness routines for SETV.** ➢ **Group should participate in at least one local race event.** ➢ **Prepare awards/certificates to be presented to student participants at Awards Day.**
	Suggestions/Ideas ➢ **School-wide participation in walking/running activity such as Relay for Life, Reedy River Run, and March of Dimes Walk.** ➢ **Work with SIC on school-wide fitness initiatives.**

Social/Sunshine	**Responsibilities**
Peggy Smith (co-chair) **Natalie Barrineau (co-chair)** **Debbie McAbee** **Kim Coggins** **Delaine Heidt**	➢ **Lead effort to increase Sunshine membership. Dues $5.00** ➢ **Order flowers, plan showers, etc. for purposes designated by Sunshine bylaws.** ➢ **Additional functions may be assigned by principal.** ➢ **Work with PTA to assist with staff support initiatives, such as snacks for faculty meetings and other forms of teacher support** ➢ **Update office calendar w/events** ➢ **Send out updated list of staff birthdays**

Technology/Promethean Support
 	
Sponsors – Stefanie Smith (Chair)
       Stephanie Smits
       Jill Parker
       Cyndie Bryan
       Debby Huff -webmaster
	Responsibilities
	➢ **Create displays of student work for inside and outside of Computer Lab**
	➢ **Update School Technology Plan**
	➢ **Assist teachers with trouble-shooting of technology, Promethean, Power Teacher issues.**
	➢ **Maintain upkeep of both school-wide labs.**
	➢ **Create and post internet safety tips in both computer labs.**

	➢ Create and display proper computer procedures in both computer labs.
Student Council *(Student Government)* **Sponsors – Lisa Jameson (Chair)** 　　　　**Katelin Newton** 　　　　**Jessica Tooley**	**Responsibilities** ➢ **Student Council students will serve as Skyland Ambassadors.** ➢ **The Student Council will lead one community service project and one school enhancement project.** ➢ **All sponsors should be present at monthly meetings, which can occur before or after school.** ➢ **Prepare awards/certificates to be presented to student participants during Awards Day.** ➢ **Assist with Veterans Day.**
	Suggestions/Ideas: ➢ **Coats for Kids** ➢ **Toys for Tots** ➢ **March of Dimes** ➢ **School Beautification Day** ➢ **Adopt-A-Road Clean-up (2x a yr.)**
Skyland Express *(Postal System)* **Sponsors – Janie Leonhardt - Chair** 　　　　**Sandra Bowers** 　　　　**Kathleen Ross**	**Responsibilities** ➢ **The team will work with classes to create and maintain new school-wide mailboxes.** ➢ **The will prepare information session for morning show to teach proper mail procedures.** ➢ **The team will plan monthly themes to help motivate students to write letters to each other.** ➢ **Plan school-wide letter writing events. (at least 4—Halloween, Christmas, Valentine's Day, and Volunteer Appreciation)** ➢ **Students will pick-up and deliver mail throughout the school on a regular basis.** ➢ **One sponsor should be present per meeting.** ➢ **Prepare awards/certificates to be presented to student participants during Awards Day.**
	Suggestions/Ideas ➢ **Pen pals across grade levels** ➢ **Holiday themes** ➢ **Special letters to teachers for Teacher Appreciation and volunteers for**

	Volunteer Appreciation.
Art Club Justice Littlejohn	**Responsibilities** ➢ **Sponsors will work w/ students to create artwork to be displayed in the hallways, cafeteria, & atrium.** ➢ **Prepare awards/certificates to be presented to student participants during Awards Day**
Headliners/Skyland Scoop *(Media updates)* Kenna Brannon	**Responsibilities** ➢ **Skyland Scoop will be published quarterly with contributions from grade level chairs.** ➢ **Local media will be informed of special Skyland events and photos/news from grade level chairs will be submitted.**

SETV *(Television Production)*
Production
*In lieu of morning duty
Sponsors – Ron Gunter* – Chair
        Karen Greene*
        Delana Haynes*
        Justice Littlejohn*
        Carol Godfrey*
        Kathy Ensley*
 	
Writers
Sponsors – Cindy Grice
        Kristen Gullette
        Mark Klein
        Beth Fisher
        Katie Spearman
	Responsibilities
	➢ **Sponsors will work with students to write the morning news.**
	➢ **Sponsors will work with students to produce the morning show.**
	➢ **Sponsors are responsible for creating a rotation schedule.**
	➢ **Prepare awards/certificates to be presented to student participants during Awards Day**

Other Individual Responsibilities:
   Webmaster – Debby Huff
   SpEd Coordinator – Kim Coggins
   Author's Chair– Kenna Brannon
   Chorus – Carol Godfrey
   Puppeteers – Ron Gunter
   IDEA Coordinator – Debbie McAbee
   Technology Coordinator – Cyndie Bryan
   Safety Patrol/Flag Raisers – Stephanie Lowry
   Year Round Career Education Program-Phil Liston
   POPs Coordinator/Arts Showcase Night – Justice Littlejohn
   Field Day – Delana Haynes

Executive Summary

Skyland Elementary is a four-year-old kindergarten through grade five public school built in 1957 and replaced by a new facility in 1998. Skyland currently houses 637 students and 45 instructional staff members. It is one of 49 elementary schools in the Greenville County School District. Skyland is located in Greer, South Carolina.

The facilities at Skyland Elementary consist of 34 classrooms, a school cafeteria, gymnasium, media center, science lab, and a technology/writing lab.

Skyland Elementary School's Strategic Plan continues to develop and document the changes and progress our school is making as we work to continuously improve everything we do. This plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The mission of Skyland Elementary School is to develop responsible, productive, lifelong learners by providing an environment and diverse educational experiences, which enable students to grow academically, creatively, and socially while respecting individual differences.

We believe…

- student learning is the chief priority of the school.
- all students can learn.
- students need to demonstrate their understanding of essential knowledge and skills and to be actively involved in solving problems and producing quality work.
- students learn at different rates and learn best when they are actively engaged in the learning process.
- continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
- education is the shared responsibility of the home, school, and community.
- school should provide a safe physical, social and emotional environment in order to promote learning.
- our school must function as a learning community that promotes opportunities for shared success.
- everyone should be treated with dignity and respect.
- cultural diversity aids in a better understanding of our society.
- challenging expectations increase individual students' performance.

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

- We envision a diverse elementary school curriculum with emphasis on active, hands-on learning, one-on-one attention as needed, and increased parental involvement.
- We envision a school that takes students from various backgrounds and cultures and provides them with the tools necessary for each student to become a productive, responsible, and socially conscious citizen who is a lifelong learner.
- We envision a school that provides an atmosphere incorporating a partnership of parents, teachers, and community working together to encourage students to achieve their maximum potential.
- We envision a school that will produce a well-rounded student with high academic standards.
- We envision a school with a safe environment where students feel secure.

Skyland's leadership and curriculum committees conduct annual analyses of the following three areas in order to assess our current state and determine our future needs. These areas include: student achievement, teacher and administrator quality and the school climate.

In the area of student achievement, the team identified trends over time and developed future goals based on an analysis of 2010-2011 MAP and PASS data. Skyland students continue to make steady improvement on district and state assessments. This analysis indicated the following needs:

- Achievement goals in reading and math for grades 2-5
- More differentiated instruction to address varied student needs

The team surveyed the faculty and administration to determine professional growth needs. The following needs are based on that survey information and relate to the area of teacher and administrator quality.

- More professional development regarding differentiated instruction
- School wide book studies on topics such as assessment, grading, differentiation
- More focused and strategic use of professional learning communities

Skyland has continued to maintain a high attendance percentage (96% or higher) over the past five years. However, the team decided that an emphasis needed to be placed on this area in order to maintain this high percentage. Therefore, the team identified the following school climate related need:

- Implement programs to encourage and reward perfect attendance

The following performance goals for the 2011-12 school year were developed based on the needs assessment and are outlined in the school action plan.

Goal Area: Raise the academic challenge and performance of each student. (District Ed. Plan –Goal 1).

- **Performance Goal 1:** The percentage of students scoring Met and above on the PASS ELA (Reading & Research) test will increase from 83.5% in 2008-09 to 84.7% in 2012-13.
- **Performance Goal 2:** The percentage of students scoring Met and above on the PASS math test will increase from 83.5% in 2008-09 to 84.7% in 2012-13.

- **Performance Goal 3:** The percentage of 5th grade students scoring Met and above on the PASS writing test will increase from 78.2% in 2008-09 to 80.2% in 2012-13.

Goal Area: Ensure quality personnel in all positions. (District Ed. Plan- Goal 2)
- **Performance Goal 1:** The amount of time teachers and administrators are engaged in professional development activities will meet or exceed the district minimum requirement of twelve hours at the school level from 2008-09 to 2012-13.

Goal Area: Provide a school environment supportive of learning. (District Ed. Plan- Goal 3).
- **Performance Goal 1:** The student attendance percentage will meet or exceed 96% or better from 2008-08 to 2012-13.

CHALLENGES

Like most schools during the economic decline of the past three years, Skyland has had challenges.   Most significant among these is the loss of specific programs due to cutbacks in personnel. For example: Skyland lost a computer lab instructor and a science lab instructor. From an analysis of the data, it is clear that these cutbacks impacted learning. MAP and PASS data indicate the area of research as a weakness in grades 3, 4 and 5. Before the loss of the computer lab instructor, this person worked along with the Media Specialist to teach research skills. Science scores have fluctuated some due to the loss of the science lab instructor; however, the use of the district science kits has allowed to teachers to shore up this area.

These economic concerns have increased the need to use resources creatively in order to address school needs. At Skyland, we have utilized creative scheduling to continue our RTI program and to allow time in the day for teachers to participate in professional learning communities. The school PTA has offered teacher grants to provide resources and has supported the school by purchasing PASS practice materials.

AWARDS & ACCOMPLISHMENTS

During the past five years, Skyland has received numerous awards and recognition as noted below:

- NCLB Adequate Yearly Progress 2007-2011
- Palmetto's Finest Finalist 2008-2009
- Palmetto Gold or Silver 2004, 2005, 2008, 2009, 2010
- SCEOC Closing the Achievement Gap 2005, 2009, 2010
- Greenville County School District Clean Glove Award 2008-2009
- PTA Family-School Partnership Award of Merit 2008-2009
- The Bill Page Award for Excellence in Teaching Grant 2009-2010
- Red Carpet Award 2008-2011
- Palmetto Showcase School 2009
- National PTA School of Excellence 2004-2007
- The Peace Center for the Performing Arts Intensive Development in Education Through the Arts 2005-2011
- Greenville County School District Gold and Bronze Website Awards 2002-2007

School Profile

Skyland Elementary School

Founded in 1957, our school moved to its current facility in 1998. We are located on 21 acres in a beautiful pastoral setting nestled in the foothills of the Blue Ridge Mountains. Currently we serve 628 students from four-year-old kindergarten through fifth grade. Enrollment has steadily increased over the past few years. Two full day K4 classes and the addition of approximately 112 special permission students have helped to increase our overall numbers. As families move to our area from other parts of the United States, we have seen an increase in the numbers of subdivisions being built in our attendance area. While this is a new trend, it has added a dimension of regional diversity to our school population. New industries in our region partially account for this change, as does the desire of parents to raise their children in a more rural, close-knit community setting. Our community demonstrates a unique socio-economic make-up. Many parents work second and third shift blue-collar jobs with incomes in the lower and middle socio-economic range. Yet, only 40% of our students take advantage of the free or reduced breakfast or lunch program. This interesting dynamic can be attributed to their cultural, mountain pride that will not allow for what they deem as charity. We are noticing an increase in the number of families from the middle to upper-middle socio-economic range with the influx of new families. Many of these families have one stay-at-home parent who actively volunteers in our school. Even with these changes in population, we continue to be a true community school with local citizens desiring this school to remain true to its historical foundation as it continues to serve many generations of families within this community.

COMMUNITY INVOLVMENT

Being a true community school, we thrive on the contributions of our numerous parent/community volunteers and partners. Each class has at least one parent serving as a liaison between home and school. Many volunteers serve as chairmen for specific school wide committees such as volunteerism, fundraising, Fall Carnival, or landscaping, just to name a few. Several grandparents are daily volunteers in our classrooms and one of our local youth ministers visits students at lunch as part of a mentoring program. Our volunteers are truly an extension of our team. They have a centrally located office/workroom from which they work to further support the mission of our school. Having their own space has shown that we value their support and input, thus strengthening our school/community partnership. By serving on our PTA Board or School Improvement Council, parents actively participate in improving our school. During monthly meetings, our PTA Board makes important decisions regarding finances and school wide programs. Every decision is thoughtfully analyzed to determine its effect on our overall goal of meeting the educational, emotional, social and physical needs of each student. Through their teacher grant program, the PTA has given thousands of dollars to allow classroom teachers to explore new strategies that will enhance their classroom instruction. They have been instrumental in funding library books, technology, and landscape improvements. Their most recent project, the culmination of a three year dream, is an outdoor education center that is used by school and community members. This year they have provided us with additional resources including a class set of Activexpression handheld devices to be utilized with our current Promethean Boards and a publication center with a state of the art book binder. Our SIC members act as representatives for

our parent/community stakeholders and collaborate regularly with the administration to make decisions that positively impact our student body and community. They are an integral part of creating our written improvement plan and monitoring progress toward established goals. They provide suggestions, voice concerns and work side-by-side with faculty and staff to achieve school wide improvement. Our community partnerships are quite diverse. Local restaurants donate coupons and certificates to be used for incentives and awards, and local businesses and financial institutions have provided funding for various school wide projects such as author visits, artists in residence and additional educational resources. Our partnerships with area universities allow us to help prepare the next generation of educators and give us additional support in the classroom. Working with neighboring churches and Veterans' organizations has led to one of our most successful community activities- our Veteran's Day Celebration and luncheon. Last year's volunteers gave over 15,000 hours of service, our Veteran's Day program had more than 150 guests, and more than 600 parents, students and community members attended the Fall Festival.

Safety, Cleanliness, and Adequacy of School Facilities

Skyland Elementary School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan that is updated annually. All staff members receive yearly training that reinforces our Safety Plan. They each have an emergency manual to use in the event of an emergency. Procedures are in place for a variety of situations that include unwanted intruder; tornado or other types of severe weather; fire; earthquake; hazardous material emergency; terrorist and bomb threat. Emergency drills are practiced regularly in the event a true emergency situation occurs. Our school community is kept informed of the various safety procedures we follow through our monthly school newsletter.

Planning for various potential emergencies is done in coordination with regional agencies, the district, and individual school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians assigned to Skyland. Our professional staff of four full-time custodians and one part-time custodian performs basic cleaning operations in all rooms and throughout the building every day.

Other aspects of the school/district safety program include:
- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

Skyland Elementary

Skyland Elementary Enrollment by Ethnicity

	African Am	Hispanic	Two or more	American Ind	Asian	White	Unclassified
2008-2009	5%	5%	1%	0%	1%	87%	1%
2009-2010	5%	5%	1%	0%	1%	87%	1%
2010-2011	4%	7%	1%	0%	0%	87%	0%
2011-2012	4%	7%	0%	0%	0%	87%	0%
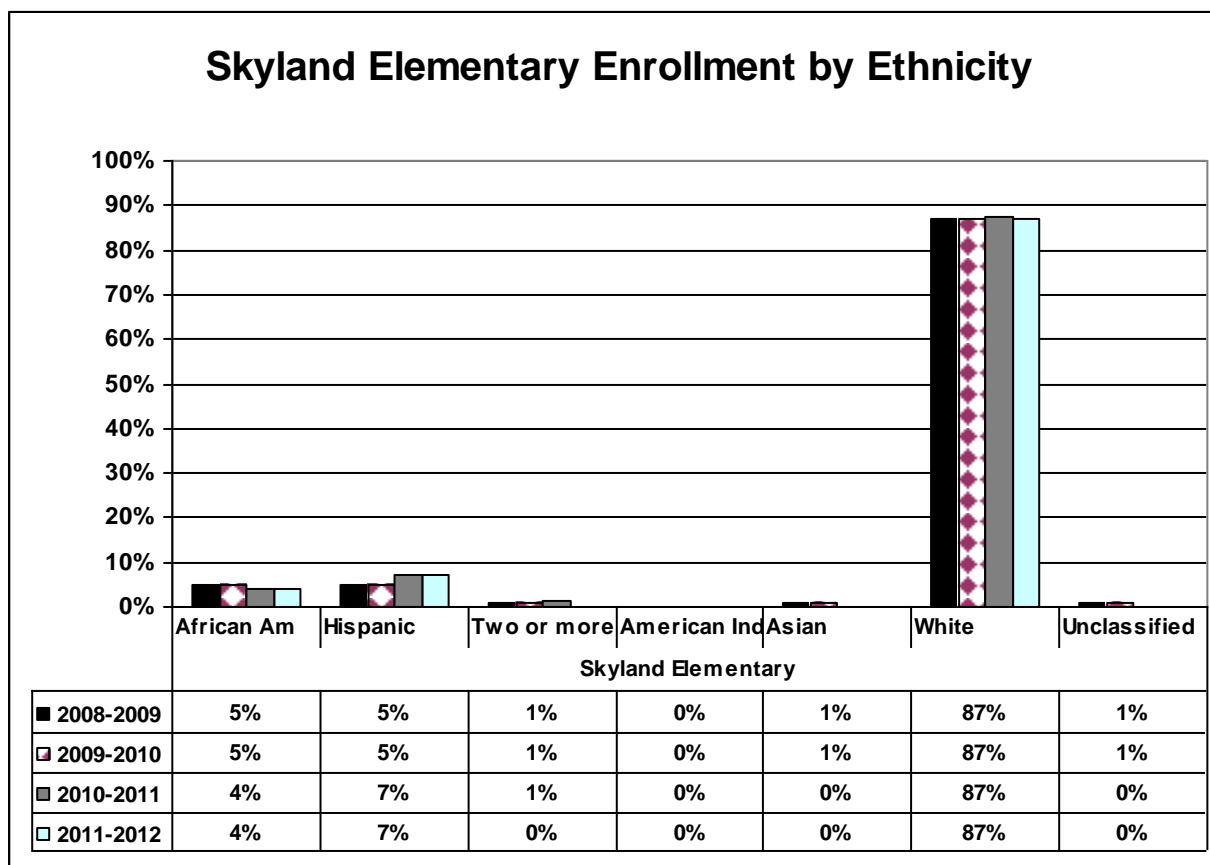
Enrollment by ethnicity at Skyland Elementary has remained consistent over the past several years. Minorities account for approximately 11% of our enrollment, with the rest being Caucasian. In our Hispanic population, 40% are limited English proficient. These students qualify for an English Speakers of Other Languages (ESOL) class that meets daily four times per week.

Special Education Students

**Skyland Elementary Special Education Placement
2011-2012**

Grade	Special Education Autism	Special Education Visual Handicap	Special Education Other Health Impaired	Special Education Learning Disabled	Special Education Speech
K-5					5
1st				2	7
2nd	1			2	4
3rd				16	5
4th			1	14	4
5th			1	22	1
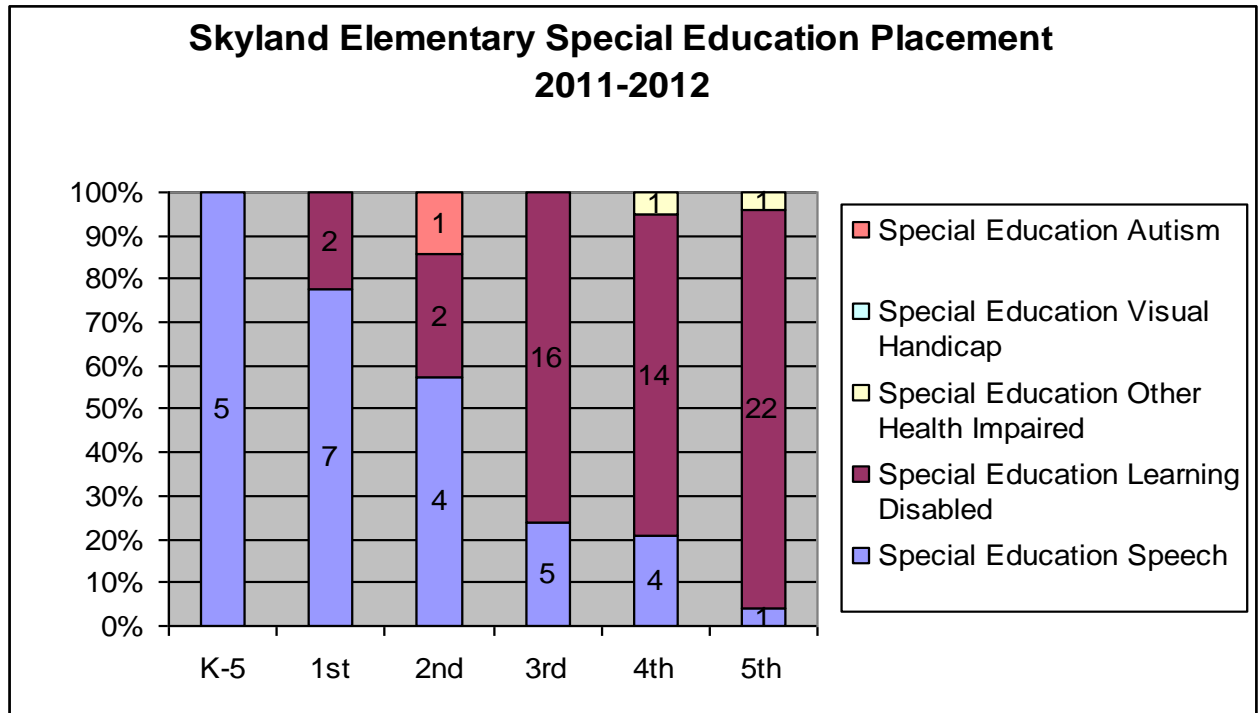
Skyland Elementary serves special needs students through several placements. Students may be served as Speech/Language Disabled, Learning Disabled, Autistic, Other Health Impaired, and Orthopedic Disabled. The Learning Disabled, Autistic and Other Health Impaired students are served in a resource setting for a designated amount of time as set by the student's IEP. Students also receive speech/language services in a pullout program. Additional services such as Orthopedic Therapy are provided by district specialists. Some children qualify for more than one service.

Percentage Qualified for G/T Services

A bar chart titled "Percentage Qualified for G/T Services" compares Skyland and Similar Schools across four years:

Year	Skyland	Similar Schools
2008	~13.5%	~16.5%
2009	~11.0%	~15.8%
2010	~10.6%	~17.3%
2011	~17.1%	~20.0%
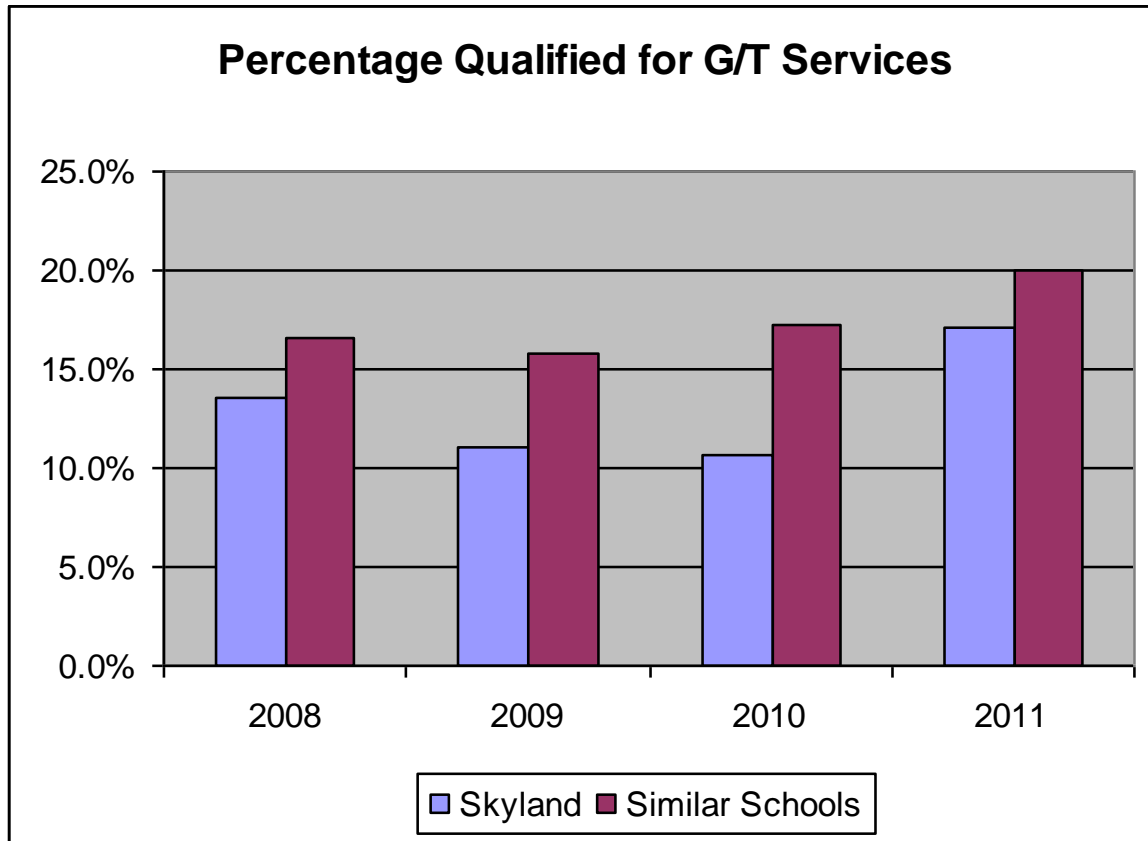
The number of students who qualify for gifted and talented services has varied over the past four years at Skyland. From 2008 to 2010, we experienced a decline, going from 13.5% down to 10.6%. However, during the 2011 school year, we have seen an increase with 17.1% of our students qualifying for services. The gifted and talented students at Skyland Elementary are served through the district Challenge program, which is a weekly pullout enrichment program.

Free and Reduced Lunch Profiles

The percentage of students in each category has changed little over the past four years. Our community is unique in that many of our parents work second or third shift blue-collar jobs. Their income falls between the lower and middle socioeconomic range. However, only approximately 40% of our students take advantage of free or reduced lunch. This interesting dynamic can be attributed to the mountain pride shared by members of our community. This has created an ongoing problem because our school is often compared with schools having similar demographic statistics in wealthier communities.

Skyland Elementary Student Lunch Status

	Paid Lunch	Free Lunch	Reduced Lunch
2008-2009	59%	29%	12%
2009-2010	60%	29%	11%
2010-2011	55%	34%	11%
2011-2012	52%	38%	10%
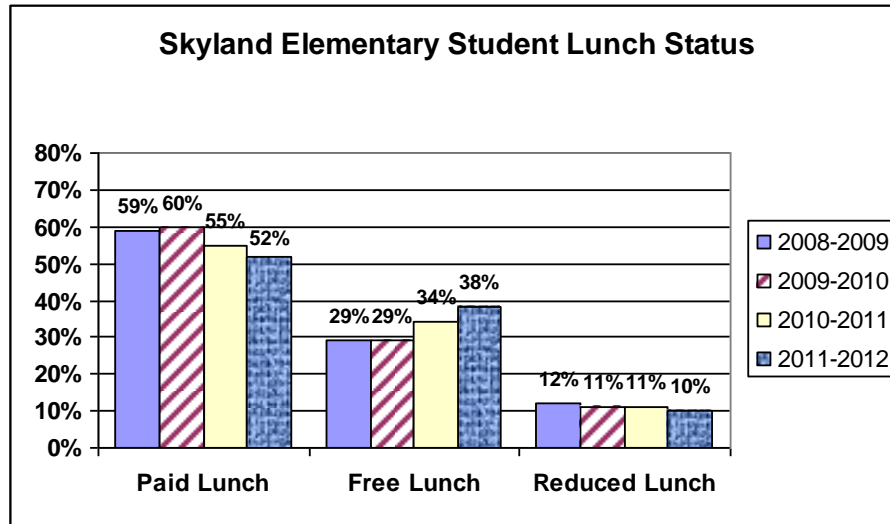
Attendance

Student attendance rates have been consistent with the rate of similar schools in the state and district. Skyland attendance fell slightly from the previous year. Skyland still maintained an excellent rating in comparison with similar schools.

Skyland Elementary School Attendance Profile

	2008	2009	2010	2011
Skyland	96.6%	96.5%	96.5%	96.4%
Similar School	96.5%	96.6%	96.5%	96.2%
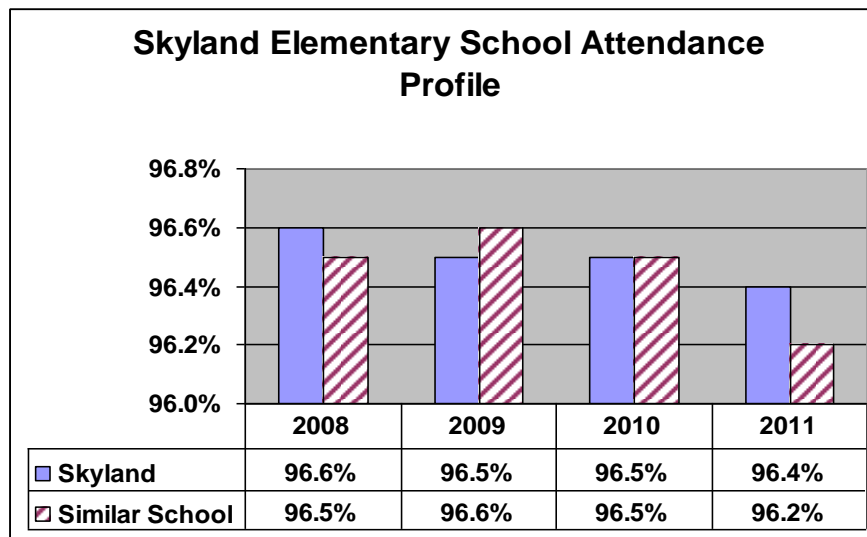
Skyland Elementary School Staff

The Skyland Elementary Staff includes: thirty regular classroom teachers, four related arts teachers and one RTI teacher. We have one media specialist and a part-time media clerk. We have two full-time special education teachers and one part time aide. Two part-time speech therapists also serve our students. We have additional part-time faculty members in the following areas: Challenge (G&T) and ESOL. Our support staff includes one Instructional Coach and one Guidance Counselor.

	Number	Bachelors	Bachelors +18	Masters	Masters +30	Doctorate	National Board Certification
Certified Teachers	37	12	2	17	6		7
Principal	1					1	
Assistant Principal	1				1		1
Instructional Coach	1				1		1
Guidance	1				1		
Media Specialist	1			1			1
Paraprofessionals	9	5		1			1

All of our teachers are highly qualified in the area in which they teach. We have a balance of veteran and beginning teachers who possess talents in many areas outside the educational arena. Areas of certification include guidance and counseling, curriculum and development, business administration, speech correction, social work, administration and supervision, studio art, art education, library science, health and physical education, English, mathematics, learning disabilities, ESL, mentally handicapped, emotionally handicapped, orthopedically handicapped, reading, gifted and talented, nursing, elementary education, early childhood education, and interdisciplinary studies. Fifteen teachers are IDEA trained teachers, and our Assistant Principal is a Learning Focused Schools trainer. Eleven staff members are certified in CPR and licensed as first aid responders.

Additional personnel include the school principal, the assistant principal, one full time secretary, one part time secretary, one attendance clerk, nine paraprofessionals, a full time nurse, one plant engineer, three full time custodians, and a full staff of food service workers. Several bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Skyland students include the district psychologist, a network computer engineer, and computer hardware technician.

Administration

Our principal, Dr. Carolyn Styles, obtained her Bachelor of Science degree in Education in 1984 from Erskine College and her Master's degree in Elementary Education in 1988 from Furman University. She obtained a second Master's degree in Elementary Administration and Supervision from Furman University in 1992. She completed a doctorate in Educational Leadership from South Carolina State University in December 2010. Prior to becoming the principal, she taught for ten years at various grade levels. Our principal was the first in twenty years in Greenville County to move from the classroom to the position of principal. Her strong leadership skills and thorough knowledge base in the area of curriculum and instruction prepared her to make such a tremendous move. Prior to becoming the principal, she was twice selected by her peers as Teacher of the Year.   In addition, she was recognized by the Rotary Club for Excellence in Education, and by our district for Excellence in Teaching. While in the classroom, she was the recipient of numerous grants including SC EIA grant, Alliance for Quality Education grant, and a BellSouth Grant. She serves as a mentor for beginning principals in our district and is the Blue Ridge area principal cluster leader. Dr. Styles is well respected by community members, parents, and staff as an advocate for children. This is evidenced by the 96% approval rating on a recent survey of community stakeholders.

Stephanie Lowry, our former Instructional Coach, is the Assistant Principal at Skyland Elementary School. Mrs. Lowry is a graduate of the University of North Carolina at Pembroke where she received her Master of Education and Bachelor of Education degrees. In addition, Mrs. Lowry earned her National Board Certification in Early Adolescent ELA in 2000 and her Masters +30 in the area of Gifted Education in 2001. Prior to coming to Skyland, Mrs. Lowry served as a Teacher Specialist On-Site for the State Department of Education. She has also taught English Language Arts grades 5 - 8 and Challenge classes grades 3 – 5. Mrs. Lowry recently earned her EdS in School Administration and Leadership from Capella University.

School Leadership and Administration Structure

Vertically, the leadership and administrative teams of Skyland Elementary School are led by our principal who receives her directives from the Superintendent's office and from the department heads at our Central Office. Our principal then delegates responsibility for decision making throughout our staff and faculty. The assistant principal works closely with the principal to carry out her duties as support to staff and students. He becomes responsible when the principal is out of the building.

The leadership team, made up of grade level, related arts, and special area teacher chairpersons, is the liaison between the staff and the administration. They meet regularly to discuss curricula and instructional issues and then disseminate information to their colleagues. The teachers, in turn, disseminate instruction and information to our students and parents.

Horizontally, the leadership structure stems from the Central Office to the school administration who, in turn, disseminates pertinent school information to our parents and the community through our PTA organization and the School Improvement Council that is made up of teachers, administrative personnel, community business partners, and parents. These two groups meet regularly to plan and communicate how they will assist the school through volunteering, fund

raising, and purchasing needed equipment. This information is shared with the administration and staff.

Skyland also has faculty committees that meet regularly to organize and plan the many activities that supplement and support curriculum. These various committees have chairpersons who report to the staff as a whole and work closely with the administrators to plan the activities that will be included on our school calendar each month.

Decision-making Structure
A decision-making structure was established to clarify how decisions are made at our school. We use committees to make decisions and bring recommendations forth to the entire faculty.

District Office → Administration
School Improvement → Administration
Faculty Committees → Administration
Administration → Parents / PTA (Parents ↔ PTA)
Administration → Leadership
Leadership → Teachers
Teachers → Students
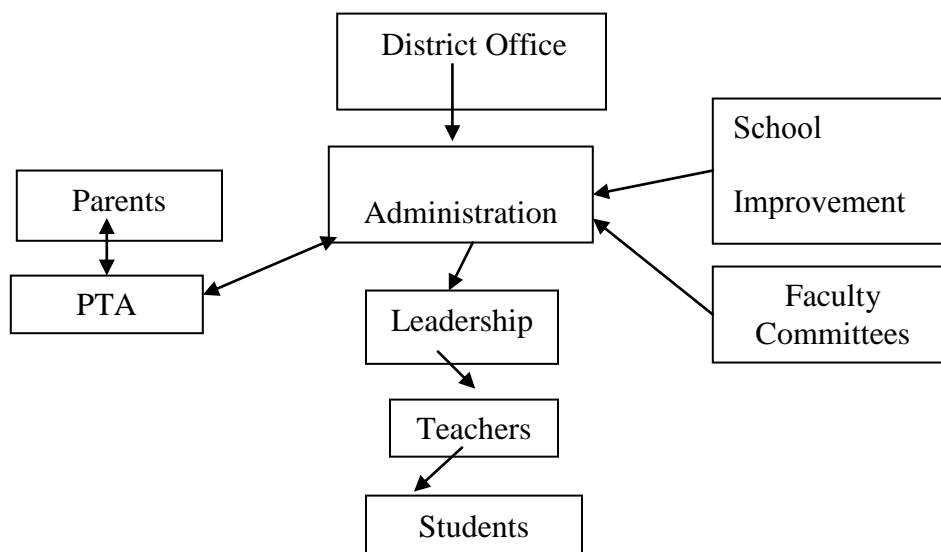
Learning Climate

Skyland Elementary School provides a disciplined, but stimulating, learning climate for students. The climate for learning at Skyland is enhanced by involved parents. Parents are encouraged to become involved in school committees and councils, to help with homework, and to encourage and honor their children's success. Student discipline is the responsibility of all Skyland staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Skyland offers many opportunities for student participation and recognition. Skyland students are held to high expectations. Every child and adult is expected to do his or her individual part to make our school a better place. A school wide system is in place that encourages classes to receive compliments for demonstrating self-reliance.   Some examples of behaviors that merit compliments are: monitoring their own behavior, showing extra effort, and taking pride in the school environment.   Once a class reaches their compliment goal, it participates in its own unique celebration.   Students are involved in developing classroom management plans that promote self-discipline and use natural consequences. Character education is held in high regard as we strive to mold students into model citizens.

Our classrooms are arranged on grade level halls to encourage cooperation and collaboration among teachers in each grade level. Each hall has a workroom that provides space for team meetings and allows for storage and easy sharing of materials. Close proximity and shared common areas encourage teachers to share strategies and ideas to increase instructional effectiveness.

Skyland curriculum continues to be reviewed on a regular basis. Academic standards have been developed in alignment with State Academic standards and local needs. Strategies and approaches are regularly revised based on data generated during the year through benchmark and diagnostic assessments.

Student Support Services

Students at Skyland still receive the benefit of a full-time counselor who meets with children in small groups or on an individual basis. In addition, the counselor promotes character education through his visits to the classroom for monthly guidance lessons.

Students participate in a variety of extracurricular activities through school enhancement teams such as: Safety Patrol, Student Council, Chorus, Art Club, Skyland Express, and Skyland Puppeteers, and Skyrobics Teams.

Curriculum, Instruction, and Assessment

CORE CURRICULUM: Our total school environment is designed to allow all children to flourish and our curriculum matches this philosophy. Based on the South Carolina State Standards, the overall curriculum is rigorous yet child-centered due to our willingness to incorporate a variety of techniques and strategies to reach every learning style. We utilize the Learning Focused planning model which emphasizes the use brain-based research and strategies such as advanced organizers, student collaboration and acceleration to increase student mastery. Another unique feature of our curriculum is the integration of the arts through the IDEA program. In addition, our district's Curriculum Connection portal provides teachers with a plethora of units, lessons, activities and website links to further enhance all curricular areas.

We use a balanced literacy approach to meet the diverse needs of our students in the area of English Language Arts. Each day our students spend two to three hours engaged in activities that include phonics instruction, reading comprehension, vocabulary development, literary interpretations, writing and reading fluency. The Houghton Mifflin series provides a rich base for our language arts curriculum, by exposing our students to a wide variety of literature that incorporates a wide range of skills. The leveled readers that are included with the series allow students to work in their zone of proximal development. The school has invested in supplemental classroom book sets to explore various genres and integrate reading across the curriculum. In addition, our school utilizes the Cunningham Four-Blocks model (Grades 1-3), the Big Blocks (Grades 4-5), the Building Blocks model for kindergarten, and the High Scope model for four year-old kindergarten to incorporate all areas of literacy daily. The following are additional components of our school literacy program:

> ➢ Social Studies correlated novel studies in grades three through five
> ➢ Response to Intervention program for "at risk" kindergarten and first grade students

- ➢ Strong emphasis on research and writing through our media center and technology lab
- ➢ *Compass Learning Odyssey* computer program in grades two through five
- ➢ School wide Accelerated Reader Program
- ➢ Summer reading challenges in conjunction with local libraries and universities
- ➢ Annual Literacy Week celebrations
- ➢ *English in a Flash* Computer program for limited English proficiency students
- ➢ *SRA Corrective Reading* series in special education resource and self-contained classrooms

Our math program provides students with opportunities to become proficient in basic skills, develop conceptual understandings and become adept problem solvers. While the McMillan Math Connects curriculum is a starting point in our math program, our teachers utilize many different approaches and materials in order to equip students with the necessary tools to become logical thinkers. Some of the other resources used are: *Every Day Math Counts*, *Fantastic Five*, Marilyn Burns materials, *Compass Learning Odyssey* and many teacher generated materials to supplement the core math series and reinforce state standards. Students are taught the real-life uses of mathematics through meaningful and applicable experiences during daily lessons. Math journals are utilized to integrate math and writing while demonstrating increased student understanding of concepts. Problem solving is emphasized at all grade levels. Students are provided with the skills they need to solve everyday problems in ways that address their individual learning styles.

Our Social Studies program is designed to help our students become more knowledgeable and successful citizens who are involved in improving their world. We focus on the following themes: history, geography, government, and economics through age appropriate strategies and materials. Our primary Social Studies texts are Houghton Mifflin (Grades K-2), and Scott Foresman (Grades 3-5). Various field trips, including Walnut Grove Plantation, Charleston, and Columbia, are taken to enhance the curriculum and to extend knowledge of our surroundings. Trade books, educational videos, maps, magazines, graphs and guest speakers enrich the curriculum. Fourth and fifth grade students use novel sets, integrated writing, and projects to make history an integral part of the curriculum.

Classroom teachers use the science lab to provide inquiry-based experiments with an array of science materials. Classroom teachers utilize district science tubs that include lesson plans, hands-on activities, and consumable materials to deepen understanding of state standards. Several of these teachers have received training and materials through the Roper Mountain Science Center's PLUS institute. Students from kindergarten through third grade utilize the Harcourt-Brace science series, while fourth and fifth grade students use the Scott-Foresman series for their basic study. Roper Mountain Science Center is an outside resource that is used at all grade levels.

Our Social Studies and Science programs are enhanced by the leveled readers that are included with the textbook adoption. They allow all students to interact with informational text. Teachers select from more than 30,000 video clips in the Unitedstreaming collection to build background knowledge and give students visual examples of various concepts. Students engage in a wide range of research activities that culminate in the creation of various multi-media projects as well.

All art forms enhance the development of a well-rounded student. Grants from the Peace Center, The Metropolitan Arts Council, and the SC Arts Commission have provided both classroom instruments and arts performances for our school. Peace Center field trips introduce students to live performances. We are currently participating in a program that integrates the arts across the curriculum.   Intensive Development in Education Through the Arts (IDEA) is based on a program initiated at the Kennedy Center for Performing Arts.

ENRICHMENT EFFORTS: Our students have the opportunity to participate in a variety of enrichment programs. Classroom teachers provide enrichment through the use of our four lap top carts. The Technology lab features a wide range of web links and soft ware including *Compass Learning Odyssey*. Students can also e-mail teachers, view teacher websites, and take virtual tours of historical sites.   Our entire Related Arts team, as well as many classroom teachers, have benefited from the Intensive Development in Education through the Arts (IDEA) training and often have visiting artists in their rooms. IDEA is based on a program initiated at the Kennedy Center for Performing Arts. Forty-three students (Grades 3-5) are enrolled in our Challenge Program for academically gifted students based on their standardized test scores. This multi-disciplinary curriculum affords students an opportunity to explore areas of interest. Thirty-seven students (Grades 3-5) were selected for our school chorus. These students were selected through individual auditions. Many teachers offer after school tutoring to students who need extra academic assistance. Our students also have the opportunity to join the following school enhancement teams: Skyland Express, Art Club, SETV, Safety patrol, Student Council, Skyorics and Skyland Puppeteers.

SUCCESS ALTERNATIVES: Every effort is made to ensure that students receive instruction through a variety of modalities and learning styles. Two speech-language pathologists are available to help students with articulation and language deficiencies. Resource classes allow identified students to receive special assistance in their academic deficit areas during small group sessions. All special education teachers are trained in the use of multi-sensory techniques and many direct instruction programs such as *SRA Corrective Reading* and *Soar to Success*. Using various materials, teachers preview upcoming units and help struggling readers to develop strategies for reading success and math concept mastery. We utilize the strategies of the *Intensive Development in Education Through the Arts* (*IDEA*) program which is based on a model initiated at the Kennedy Center for Performing Arts. This full arts integration program offers students alternative methods of retaining and presenting their learning. A key component is the use of music, movement, and focusing techniques. In an effort to guarantee successful mastery of reading skills for all students, we have added a full time Reading Interventionist to our staff to implement the Response to Intervention Program with kindergarteners and first graders. This program provides intensive direct instruction of basic skills to students who have been identified as "At-Risk" based on the AIMSweb data. A part-time ESOL teacher meets with our English language learners to assist them in providing the building blocks of the English language. Our Assistance Team works in collaboration with classroom teachers in identifying students who may benefit from alternative classroom strategies and testing from the school psychologist. Through our partnership with Chick-Fil-A, we offer students a school-wide character education program. Our guidance counselor teaches bi-weekly character education lessons that emphasize the character word of the month in every class. Classes participate in

service learning projects for others in our community, such as canned food drives and penny wars to raise money for cancer research. Parent volunteers and other members of the community play an integral role in working one-on-one with students who need individualized instruction. An instructional coach assists teachers with making data-driven decisions about student achievement and continuous improvement. The teachers work collaboratively with the instructional coach and the administration to reach the needs of all students.

METHODS AND TECHNIQUES: Our students are organized for instruction in several ways depending on their needs. The students in the regular education population are grouped into heterogeneous classes where grouping techniques may be varied within the classroom. Teachers use an array of organizational strategies to meet the specific needs of their students, which include whole group instruction, cooperative learning groups, small group instruction, and the use of one-on-one conferencing and individualized instruction. Additional programs are provided for students with specific needs, including federally mandated resource classes for students with learning disabilities and speech deficiencies, and other small groups designed for a variety of purposes. In these small groups, students receive supplemental instruction in the areas of literacy, mathematics, and social skills. Our guidance counselor has also organized several support groups to address the needs of students who are having difficulties due to extenuating circumstances outside the realm of their school life.

Teachers use a vast array of strategies to convey knowledge to their students in order to accommodate the unique learning styles of each individual. We strive to integrate our curriculum across all disciplines, teaching students how to apply the skills they are learning in a variety of real-life situations. A thematic approach is often used to accomplish this goal and to promote integration of curriculum standards. Students work in cooperative groups so that they may draw on the strengths of their classmates and learn from one another.

Instruction does not begin or end with the textbook. Hands-on activities, experimentation, projects, inquiry-based learning, field trips, guest speakers, and use of the internet are just a few of the methods used by the teachers at our school to stimulate active learning. Children come first when considering the methods to use in teaching a skill or a concept. Because each student learns in a unique way, teachers at our school are constantly striving to find innovative techniques that reach each individual student.

TECHNOLOGY: The use of various technology tools allows teachers to enhance classroom instruction and increase communication. Each classroom is equipped with a Promethean Interactive Board which teachers utilize to provide students with more interesting and interactive lessons. Students also use the boards to share their work with family and peers and to practice particular skills during literacy center time. The use of Activexpression handheld devices offers students a new and more engaging way to interact with the Promethean Boards and gives teachers new methods for formative and summative assessment.

Because each teacher now has a laptop, the ease and use of e-mail as a parent/community communication tool has increased. Our state of the art technology lab is equipped with thirty networked computers providing students with the opportunity to fine-tune their writing, research and technology skills. Each classroom and office, including our PTA office/workroom, has one or more desktop computers. These desktops and the teacher laptops are networked with classroom printers to make it easier to share information with students and parents during

conferences. Four laptop carts increase the availability of technology for classroom instruction in research, writing, and the creation of multi-media presentations. Teachers use the portable labs to provide differentiated skills instruction to small groups based on MAP data analysis. Digital cameras have made it possible to showcase our students and faculty more quickly and easily. Articles with photos are sent via e-mail to local newspapers highlighting students and staff. Teachers use class photos to create digital photo albums and recognize student accomplishments. Teachers of the 4K class use photos to document student acquisition of specific goals and objectives to share during parent conferences.

SETV, our student run, in-house television system, was acquired through the support of our partnership with a local state bank. It is used as a means of communication, a platform for student presentations, and a means of sharing programs and information. With our digital video camera, we can easily show clips of classroom and school activities during the morning broadcast. Our student created School Showcase and Living Wax Museum videos have been featured on the district television channel and website.

Mission, Vision, Beliefs

Skyland Elementary School

<u>Mission</u>

The mission of Skyland Elementary School is to develop responsible, productive, lifelong learners by providing an environment and diverse educational experiences, which enable students to grow academically, creatively, and socially while respecting individual differences.

<u>Beliefs</u>

We believe…

- student learning is the chief priority of the school.
- all students can learn.
- students need to demonstrate their understanding of essential knowledge and skills and to be actively involved in solving problems and producing quality work.
- students learn at different rates and learn best when they are actively engaged in the learning process.
- continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
- education is the shared responsibility of the home, school, and community.
- school should provide a safe physical, social and emotional environment in order to promote learning.
- our school must function as a learning community that promotes opportunities for shared success.
- everyone should be treated with dignity and respect.
- cultural diversity aids in a better understanding of our society.
- challenging expectations increase individual students' performance.

<u>Vision</u>

- We envision Skyland Elementary School meeting the educational needs of all students by preparing them academically to meet the challenges for middle school curriculum

- We envision a diverse elementary school curriculum with emphasis on active, hands-on learning, one-on-one attention as needed, and increased parental involvement.

- We envision a school that takes students from various backgrounds and cultures and provides them with the tools necessary for each student to become a productive, responsible, socially conscious citizen who is a lifelong learner.

- We envision a school that provides an atmosphere incorporating a partnership of parents, teachers, and community working together to encourage students to achieve their maximum potential.

- We envision a school that will produce a well-rounded student with high academic standards.

- We envision a school with a safe environment where students feel secure.

Our Purpose

The purpose of Skyland Elementary School is to create a world-class learning environment for students, parents, and teachers.

Data Analysis
Measures of Academic Progress (MAP)

One method used by Skyland Elementary teachers to track student progress in second through fifth grades is MAP – Measures of Academic Progress. MAP is used district-wide to provide comparative data that schools can use to assess student achievement/progress.   In the fall students are tested in Reading and Mathematics. While these assessments have been developed by the Northwest Evaluation Association, the tests that our students take are correlated with South Carolina standards. Progress is monitored mid year through winter testing, which also gives updated Lexile information. Growth is charted for students from fall to winter to spring.

Teachers meet in the fall and spring with the Instructional Coach and administration to look carefully at the data obtained from these tests and to discuss Virtual Comparison Groups. Class and individual scores are compared with norm levels. Classes and grade levels also look at the common strengths and weaknesses as a whole. Teachers help students set goals and develop strategies to reach their goals which they then share with their parents during student-led conferences. Teachers also set goals for the percentage of students who will meet their target growth goals. Skyland teachers find the data gathered from MAP testing to be very helpful in tracking student progress and use this information to adjust and/or refine their lessons and units.

The following chart shows the percentage of students who met their target growth goals each year from 2008 through 2012. The red arrows indicate the progress of the same students over time. Skyland students continue to make great gains, however this data does identify areas of concern which must be addressed.

Grade	Math 2008-2009 Percentage Meeting Growth Target	Math 2009-2010 Percentage Meeting Growth Target	Math 2010-2011 Percentage Meeting Growth Target	Math 2011-2012 Percentage Meeting Growth Target	Reading 2008-2009 Percentage Meeting Growth Target	Reading 2009-2010 Percentage Meeting Growth Target	Reading 2010-2011 Percentage Meeting Growth Target	Reading 2011-2012 Percentage Meeting Growth Target
2	39.8	68.4	55.0	46.8	51.8	57.1	49.1	43.0
3	77.9	86.2	71.0	72.9	68.2	72.4	53.0	61.9
4	66.0	56.5	53.1	45.7	61.7	63.0	56.8	50.5
5	78.1	77.9	80.2	60.0	79.2	70.5	61.2	52.2

Palmetto Assessment of State Standards

In spring 2009, South Carolina instituted the new Palmetto Assessment of State Standards (PASS) to replace the Palmetto Achievement Challenge Tests (PACT) in grades 3-8. The new state test includes five subject areas: writing (5th grade only), English language arts (reading and research), mathematics, science, and social studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state's academic standards. Skyland continues to show growth in all academic areas based on the state assessment (PASS). The next few pages include charts that show comparative data from PASS. These charts demonstrate Skyland's continuing improvements in all academic areas in grades 3-5.

3rd Grade PASS Comparison

PASS	ELA 2009	ELA 2010	ELA 2011	ELA 2012
NM	17.6%	9.9%	13.9%	9.2%
M	27.5%	24.2%	19.4%	22.5%
E	54.9%	65.9%	66.7%	68.3%

As seen in the chart above, 86.1 % of third grade students met the state standard for English Language Arts, which was a slight decrease from the previous year. However, the number of students scoring exemplary increased slightly by 0.8%.

PASS	MATH 2009	MATH 2010	MATH 2011	MATH 2012
NM	19.8%	15.4%	13.9%	13.3%
M	36.2%	31.9%	20.4%	27.5%
E	45.1%	52.7%	65.7%	59.2%

Third grade math scores show continued growth with 86.1% meeting standard. The percentage of students who did not pass at the minimal level was 13.9%, which is slightly less than the previous year.

PASS	Sc 2009	Sc 2010	Sc 2011	Sc 2012
NM	26.1%	23.9%	22.2%	14.8%
M	41.3%	43.5%	35.2%	55.7%
E	32.6%	32.6%	42.6%	29.5%

Skyland continues to perform well on the state Science assessment with 77.8% of the third graders scoring at the met and exemplary level. A random sample of each third grade class was tested.

PASS	SS 2009	SS 2010	SS 2011	SS 2012
NM	13.3%	11.1%	3.7%	10.2%
M	31.1%	31.1%	37.0%	40.7%
E	55.6%	57.8%	59.3%	49.1%

96.3% of the third grade students scored at or above the state level, which is an increase of 7.4% from the previous year. Note: A random sample of each third grade class was tested.

Fourth Grade PASS Comparison

PASS	ELA 2009	ELA 2010	ELA 2011	ELA 2012
NM	22.7%	13.5%	18.6%	12.6%
M	38.1%	34.4%	39.5%	30.6%
E	39.2%	52.1%	41.9%	56.8%

The data indicates a decline in the number of students who met the state performance level on the ELA portion of PASS. This weakness has been noted in Skyland's Action Plan through designated goals and appropriate strategies.

PASS	MATH 2009	MATH 2010	MATH 2011	MATH 2012
NM	19.6%	13.5%	15.1%	9.9%
M	43.3%	45.8%	36.0%	36.9%
E	37.1%	40.6%	48.8%	53.2%

Further analysis of 4th grade data indicates that 1.6% more students fell short of meeting the state requirement in the area of math when comparing 2010 and 2011 PASS data. This weakness has also been addressed in Skyland's Action Plan through designated goals and appropriate strategies to promote student achievement.

PASS	Sc 2009	Sc 2010	Sc 2011	Sc 2012
NM	25.8%	9.4%	22.1%	12.6%
M	57.7%	63.5%	58.1%	78.4%
E	16.5%	27.1%	19.8%	9.0%

Fourth grade science scores on PASS showed a decrease with 22.1% of students not meeting the state requirement. This is an area to be addressed through professional development.

PASS	SS 2009	SS 2010	SS 2011	SS 2012
NM	14.4%	11.5%	14.0%	9.9%
M	54.6%	49.0%	47.7%	49.6%
E	30.9%	39.6%	38.4%	40.5%

Despite a slight decline (2.5%) in the percentage of students meeting the prescribed state level, Social Studies continues to be an area of strength for fourth grade. As noted above, 86.1% of the students met or exceeded the target.

Fifth Grade PASS Comparison

PASS	ELA 2009	ELA 2010	ELA 2011	ELA 2012
NM	9.1%	16.2%	7.7%	14.1%
M	46.5%	40.4%	42.3%	41.3%
E	44.4%	43.4%	50.0%	44.6%

PASS	Wr 2009	Wr 2010	Wr 2011	Wr 2012
NM	9.2%	4.4%	12.4%	14.1%
M	43.9%	45.4%	46.7%	48.9%
E	46.9%	40.2%	41.0%	37.0%

Fifth grade data continues to show a positive trend with 92.3% passing ELA. A slight decline was noted in writing with 87.7% passing Writing on 2011 PASS.

PASS	MATH 2009	MATH 2010	MATH 2011	MATH 2012
NM	4.0%	20.2%	11.5%	18.5%
M	53.5%	34.3%	39.4%	37.0%
E	42.4%	45.5%	49.0%	44.5%

Math scores on 2011 PASS also show positive growth with 88.4% of fifth grade students meeting or exceeding the state target. This demonstrates a 8.7% increase from the previous year.

PASS	Sc 2009	Sc 2010	Sc 2011	Sc 2012
NM	12.2%	16.7%	15.4%	23.9%
M	69.4%	62.5%	55.8%	63.0%
E	18.4%	20.8%	28.8%	13.1%

In the area of Science, fifth grade students showed improvement with 84.6% meeting or exceeding the minimum state performance level. Note: A random sample of each fifth grade class was selected to take this test.

PASS	SS 2009	SS 2010	SS 2011	SS 2012
NM	16.0%	21.6%	15.4%	8.7%
M	48.0%	47.1%	40.4%	37.0%
E	36.0%	31.4%	44.2%	54.3%

Social Studies scores from 2011 PASS show a 6.2% increase with 84.6% of fifth grade students at the met or exemplary level. Note: A random sample of each fifth grade class was selected to take this test.

Attendance Over Time
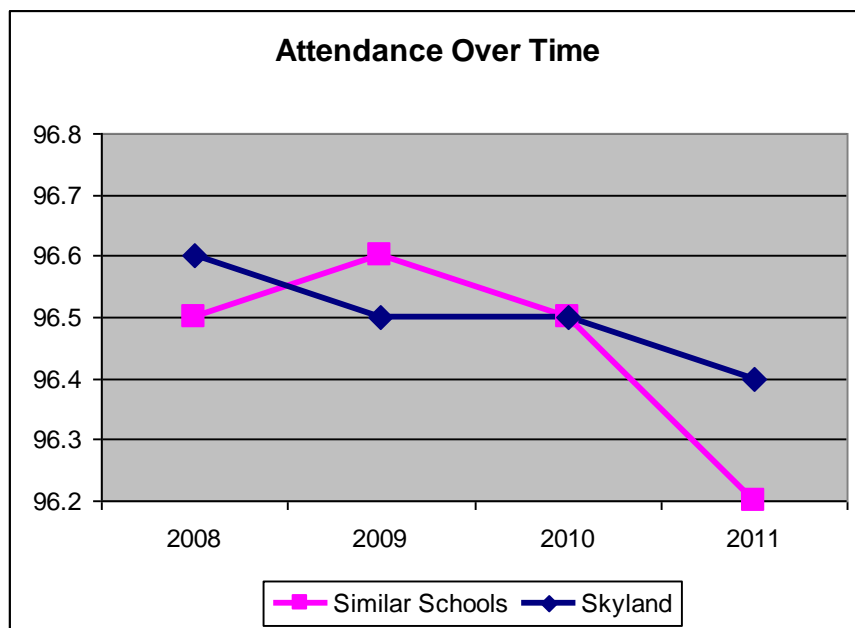
The line graph shows the student attendance percentages from the last four years. While we have maintained a percentage rating that is higher than 96%, we have noticed a slight decline (.3%) from 2010 to 2011. However, our attendance percentage is generally consistent with similar schools.

On-site Professional Development Hours

2008	2009	2010	2011	2012
12 hours	14 hours	15 hours	15 hours	25 hours

The chart documents the on-site professional development hours offered at Skyland. While the district requirement is 12 hours, we have exceeded that number each year. In addition, all staff members exceeded the total required professional development hours (30 hours) by participating in a wide variety of in-service opportunities through the district and through the Peace Center. During the last four years, several teachers also completed advanced degrees including Masters, Masters +18, Masters +30, Educational Specialist and National Board Certification.

Grade level PASS growth from 3rd - 5th grade

The following tables compare the growth of the same group of students from 3rd grade through 5th grade. This is particularly relevant as Skyland experiences very little student turn-over from year to year.

3rd to 4th to 5th Grade Student Growth Comparisons for PASS 2010-2011-2012

ELA PASS	gr. 3	gr. 4	gr. 5
	2010	**2011**	**2012**
NOT MET	**9.9%**	**18.6%**	**14.1%**
MET	**24.2%**	**39.5%**	**41.3%**
EXEMPLARY	**65.9%**	**41.9%**	**44.6%**

MATH PASS	gr. 3	gr. 4	gr. 5
	2010	**2011**	**2012**
NOT MET	**15.4%**	**15.1%**	**18.5%**
MET	**31.9%**	**36.0%**	**37.0%**
EXEMPLARY	**52.7%**	**48.8%**	**44.5%**

Sc PASS	gr. 3	gr. 4	gr. 5
	2010	**2011**	**2012**
NOT MET	**23.9%**	**22.1%**	**23.9%**
MET	**43.5%**	**58.1%**	**63.0%**
EXEMPLARY	**32.6%**	**19.8%**	**13.1%**

SS PASS	gr. 3	gr. 4	gr. 5
	2010	**2011**	**2012**
NOT MET	**11.1%**	**14.0%**	**8.7%**
MET	**31.1%**	**47.7%**	**37.0%**
EXEMPLARY	**57.8%**	**38.4%**	**54.3%**

Needs Assessment

OUTCOMES	NEXT STEPS
Goal Area: Raise the academic challenge and performance of each student. (District Ed. Plan –Goal 1). **Performance Goal 1:** The percentage of students scoring Met and above on the PASS ELA (Reading & Research) test will increase from 83.5% in 2008-09 to 84.7% in 2012-13. **Interim Performance Goal:** The percentage of students scoring Met and above on the 2010-11 PASS ELA (Reading & Research) test will meet or exceed 84.1%. **Results:** The Interim Performance Goal was met because 86.6% of students scored Met or above on the 2010-11 PASS ELA test. **Performance Goal 2:** The percentage of students scoring Met and above on the PASS math test will increase from 83.5% in 2008-09 to 84.7% in 2012-13. **Interim Performance Goal:** The percentage of students scoring Met and above on the 2010-11 PASS math test will meet or exceed 86.1%. **Results:** The Interim Performance Goal was met because 86.5% of the students scored Met or above on the PASS math test. **Performance Goal 3:** The percentage of 5th grade students scoring Met and above on the PASS writing test will increase from 78.2% in 2008-09 to 80.2% in 2012-13. **Interim Performance Goal:** The percentage of 5th grade students scoring Met and above on the 2010-11 PASS writing test will meet or exceed 79.2%. **Results:** The Interim Performance Goal was met	<u>Goal 1</u> • Use of IDEA (Intensive Development in Educating through the Arts • Continue to implement Learning Focused Strategies. • Employ a Reading Interventionist and implement the Response to Intervention program in K, 1st and 2nd gr. • Use MAP testing to determine students' Lexile scores • Examine ELA test data, survey information, writing prompts, reading benchmarks and MAP results. • Work with students to set appropriate goals based on MAP data. Review and revisit goals periodically throughout the year. • Secure a Compass Lab instructor so students can have weekly Compass Odyssey lessons. • Purchase the online version of Renaissance Place to increase use of AR program as a motivational tool. <u>Goal 2</u> • Purchase additional kits and have teachers trained in the use of *Everyday Math Counts*. • Use of IDEA (Intensive Development in Educating through the Arts) • Continue the use of the Fantastic Five Program in grades 2-5 • Use of district curriculum connection portal • Utilize Learning Focused strategies • Use the Compass Odyssey computer program once a week. • Examine common assessments, survey information, Measures of Academic Progress (MAP) to track student progress in math. • Work with students to set appropriate goals based on MAP data. Review and revisit goals periodically throughout the year. <u>Goal 3</u> • Use creative scheduling to allow more time for collaborative planning.

because 87.6% of the 5th grade students scored Met or above on the PASS writing test.	• Conduct vertical teaming sessions to review writing samples and establish grade level expectations • Administer annual writing benchmarks and analyze results during PLC meetings • Use the Compass Odyssey computer program once a week. • Continue to use Daily Oral Language activities each day.
Goal Area: Ensure quality personnel in all positions. (District Ed. Plan- Goal 2) **Performance Goal 1:** The amount of time teachers and administrators are engaged in professional development activities will meet or exceed the district minimum requirement of twelve hours at the school level from 2008-09 to 2012-13. **Interim Performance Goal**: Teachers and administrators will participate in twelve or more hours of professional development at the school level during the 2010-11 school year. **Results:** Skyland teachers and administrators participated in 15 hours of on-site professional development during the 2010-11 school year, therefore the Interim Performance Goal was achieved.	• Continue to survey faculty regarding PD needs • Continue to plan professional development that is research based and reflects best practices. • Continue to use PLCs to promote collaboration and gain feedback regarding PD • Use creative scheduling to allow more time for collaboration. • Peer observations will be used as a means of job-embedded staff development • Offer a greater variety of in-services through Teachers Teaching Teachers in-services.
Goal Area: Provide a school environment supportive of learning. (District Ed. Plan- Goal 3). **Performance Goal 1:** The student attendance percentage will meet or exceed 96% or better from 2008-08 to 2012-13. **Interim Performance Goal:** We will maintain or improve our 96% student attendance percentage during the 2010-11 school year. **Results:** Skyland's attendance rate was 96.4% during the 2010-11 school year, therefore the Interim Performance Goal was achieved.	• The leadership team will review the current perfect attendance recognition strategies and determine necessary changes. • Continue to use incentives and recognition strategies to encourage perfect attendance • Continue to collaborate with the PTA to recognize students and classes with perfect attendance. • Expand community partnerships to secure additional resources for perfect attendance incentives.

SCHOOL RENEWAL PLAN FOR SKYLAND ELEMENTARY
DATE:2008-2009 through 2012-2013
Performance Goal Area: Raise the academic challenge and performance of each student.
(District Ed. Plan – Goal 1)

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

PERFORMANCE GOAL: (desired result of student learning)	**The percentage of students scoring Met and above on the PASS ELA (Reading & Research) test will increase from 83.5% in 2008-09 to 84.7% in 2012-13.**
INTERIM PERFORMANCE GOAL:	**The percentage of students scoring Met and above on the 2011-12 PASS ELA (Reading & Research) test will meet or exceed 84.4%.**
DATA SOURCE(S):	**ELA (Reading & Research) PASS data for grades 3-5**

OVERALL MEASURES:		**Baseline**	**2009**	**2010**	**2011**	**2012**	**2013**
	Projected Performance		*83.5%	*83.8%	*84.1%	*84.4%	*84.7%
	Actual Performance	83.5%	83.5%	86.8%	86.6%	87.8%	

*Represents projected improvement

ACTION PLAN ACTION PLAN					EVALUATION
STRATEGY: **A. Use research based strategies to ensure that students receive instruction through a variety of modalities and learning styles.**	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
Activities • Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
• IDEA (Intensive Development in Educating through the Arts) strategies will be implemented.	Aug. 2008 – May 2013	Peace Center Teachers	N/A	N/A	Lesson Plans Observations Schedule
• Leveled readers will be utilized to increase student success in reading and comprehending informational text.	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations
• Resource Teachers will use a curriculum that supports an individualized program approach.	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations
STRATEGY: **B. Use technology to improve student to enhance instruction and improve student achievement.**					
Activities • Measures of Academic Progress (MAP) will be utilized as a diagnostic tool to track student progress and set goals in English Language Arts.	Sept. 2008- April 2013	Instructional Coach Teachers	N/A	N/A	Generated reports

Activity	Timeline	Person Responsible	Cost	Funding Source	Evaluation
• Compass Learning Odyssey will be utilized weekly to provide students with individualized practice activities in targeted areas based on MAP results for reading.	Aug. 2008 – May 2013	Instructional Coach Teachers Computer Lab Instructor	N/A	N/A	Lesson Plans Observations Generated reports
• Use MAP testing to determine students' Lexile scores and encourage students to read in the appropriate reading range.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Generated reports
• Research skills will be taught and projects created using technology resources (Microsoft Office, Discus, Internet).	Aug. 2008 – May 2013	Teachers Media Specialist Computer Lab Instructor	Cost of materials	Local Funds	Lesson Plans Observations Student Projects
• The web-based Accelerated Reader program will be used to motivate and reward students for reaching reading goals.	Aug. 2008 – May 2013	Teachers Media Specialist	Purchase Price of additional tests	Media Center funds	Generated reports
• Promethean Boards will be utilized in all classrooms to provide students with more interactive activities.	Aug. 2008 – May 2013	Teachers	bulbs	Local Funds	Observations
• Mobile lap top labs will be used to provide students with more opportunities to practice skills through such programs as Compass Odyssey and to sharpen research skills.	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations
STRATEGY: **C. Utilize intervention strategies/programs in primary grades to address specific skills deficits in the area of reading.**					
Activities • The Response to Intervention (RTI) program will be implemented with 5K – 2nd gr. students who have been identified as "At-Risk" in the area of reading based on the AIMSweb screening instrument.	Aug. 2008 – May 2013	Administration Interventionist District Support Staff	Price of necessary materials	District funds	Intervention Plan Data results

• The AIMSweb screening instrument will be utilized to identify student needs and monitor growth.	Aug. 2008 – May 2013	Interventionist Teachers	License fee per child	District funds	Generated reports
STRATEGY: **D. Analyze and use data to plan and evaluate instructional strategies and programs.**					
Activities • Examine MAP & PASS results, writing prompts, reading benchmarks, AIMSweb screening results, Compass Learning Skills quizzes, grades, and other teacher generated assessments to determine student needs and plan instruction.	Aug. 2008 – May 2013	Instructional Coach Teachers Administration	N/A	N/A	Spreadsheets Agendas Lesson Plans
• Instructional Coach will utilize Professional Learning Community meetings to facilitate deeper analysis and reflection of instructional practices.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Agendas Lesson Plans Minutes

SCHOOL RENEWAL PLAN FOR SKYLAND ELEMENTARY
DATE: 2008-2009 through 2012-2013
Performance Goal Area: Raise the academic challenge and performance of each student.
(District Ed. Plan – Goal 1)

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

PERFORMANCE GOAL: (desired result of student learning)	**The percentage of students scoring Met and above on the PASS math test will increase from 85.5% in 2008-09 to 86.7% in 2012-13.**
INTERIM PERFORMANCE GOAL:	**The percentage of students scoring Met and above on the 2011-12 PASS math test will meet or exceed 86.4%.**
DATA SOURCE(S):	**Math PASS grades 3-5**

OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance		*85.5%	*85.8%	*86.1%	*86.4%	*86.7%
	Actual Performance	85.5%	85.5%	83.6%	86.5%	86.6%	

*Represents projected improvement

ACTION PLAN ACTION PLAN					EVALUATION
STRATEGY: **A. Use research based strategies to ensure that students receive instruction through a variety of modalities and learning styles.**	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
Activities • Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
• Use of IDEA (Intensive Development in Educating through the Arts)	Aug. 2008 – May 2013	Peace Center Teachers	N/A	N/A	Lesson Plans Observations Schedule
• The Fantastic Five Program will be used in grades 2-5 for daily math review.	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations
• "Everyday Math Counts" will be utilized in every grade level	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations
STRATEGY: **B. Use technology to improve student to enhance instruction and improve student achievement.**					
Activities • Measures of Academic Progress (MAP) will be utilized as a diagnostic tool to track student progress and set goals in math.	Sept. 2008- April 2013	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 math.	Aug. 2008 – May 2013	Instructional Coach Teachers Computer Lab Instructor	N/A	N/A	Lesson Plans Observations Generated reports

• Promethean Boards will be utilized in all classrooms to provide students with more interactive activities.	Aug. 2008 – May 2013	Teachers	bulbs	Local Funds	Observations
• Mobile lap top labs will be used to provide students with more opportunities to practice math skills.	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations
STRATEGY: **C. Analyze and use data to plan and evaluate instructional strategies and programs.**					
Activities • Examine MAP& PASS results, math benchmarks, Compass Learning Skills quizzes, grades and other teacher generated assessments to determine student needs and plan instruction.	Aug. 2008 – May 2013	Instructional Coach Teachers Administration	N/A	N/A	Spreadsheets Agendas Lesson Plans
• Instructional Coach will utilize Professional Learning Community meetings to facilitate deeper analysis and reflection of instructional practices.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Agendas Lesson Plans Minutes

SCHOOL RENEWAL PLAN FOR SKYLAND ELEMENTARY
DATE: 2008-2009 through 2012-2013
Performance Goal Area: Raise the academic challenge and performance of each student.
(District Ed. Plan – Goal 1)

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

PERFORMANCE GOAL: (desired result of student learning)	**The percentage of 5th grade students scoring Met and above on the PASS writing test will increase from 78.2% in 2008-09 to 80.2% in 2012-13.**
INTERIM PERFORMANCE GOAL:	**The percentage of 5th grade students scoring Met and above on the 2011-12 PASS writing test will meet or exceed 79.7%.**
DATA SOURCE(S):	**Writing PASS grade 5**

OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance		*78.2%	*78.7%	*79.2%	*79.7%	*80.2%
	Actual Performance	78.2%	78.2%	81.3%	87.6%	86.5%	

*Represents projected improvement

ACTION PLAN ACTION PLAN					EVALUATION
STRATEGY: **A. Use research based strategies to ensure that students receive instruction through a variety of modalities and learning styles.**	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
Activities • Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
• Use of IDEA (Intensive Development in Educating through the Arts)	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
• Implement writing across the curriculum	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
• Provide opportunities to feature student writers on SETV	Aug. 2008- May 2013	Teachers SETV team	N/A	N/A	Student writing Morning broadcasts
STRATEGY: **B. Use technology to improve student to enhance instruction and improve student achievement.**	Aug. 2008 – May 2013	Teachers	bulbs	Local Funds	Observations
Activities • Teachers will collaborate with the Media Specialist to provide research and writing lessons.	Aug. 08-May 2013	Teachers Media Specialist Instructional Coach	N/A	N/A	Student products Lesson plans Observations

STRATEGY: **C. Analyze and use data to plan and evaluate instructional strategies and programs.**					
Activities • Grade level teams will develop long range plans to plan and support writing instruction.	Aug. 2008-May 2013	Teachers Instructional Coach Administrations	N/A	N/A	Grade level LRP documents and calendar Lesson plans
• PLC meetings will provide opportunities for teachers to analyze data, plan instruction and monitor student progress towards goals.	Aug. 2008-May 2013	Teachers Instructional Coach Administrations	N/A	N/A	Grade level PLC agendas Lesson plans

SCHOOL RENEWAL PLAN FOR SKYLAND ELEMENTARY
DATE: 2008-2009 through 2012-2013
Performance Goal Area: Ensure quality personnel in all positions. (District Ed. Plan- Goal 2)

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

PERFORMANCE GOAL: (desired result of student learning)	**The amount of time teachers and administrators are engaged in professional development activities will meet or exceed the district minimum requirement of twelve hours at the school level from 2008-09 to 2012-13.**
INTERIM PERFORMANCE GOAL:	**Teachers and administrators will participate in twelve or more hours of professional development at the school level during the 2011-12 school year.**
DATA SOURCE(S):	**School wide professional development report from the district portal**

OVERALL MEASURES:		**Baseline**	**2009**	**2010**	**2011**	**2012**	**2013**
	Projected Performance		*12 hr. minimum	*12 hr. minimum	*12 hr. minimum	*12 hr. minimum	*12 hr. minimum
	Actual Performance	12 hr. minimum	**14 hrs.**	**15 hrs.**	**15 hrs.**	**25 hrs.**	

*Represents projected improvement

ACTION PLAN ACTION PLAN					EVALUATION
STRATEGY: Plan and provide a variety of professional development strategies to meet specific needs of faculty as determined by survey information.	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
• Survey faculty to determine professional development needs.	Aug. 2008 – May 2013	Instructional Coach	N/A	N/A	Survey results PD Plan
• The leadership team will develop a professional development plan based on the results of the faculty PD survey.	Aug. 2008 – May 2013	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.	Aug. 2008 – May 2013	Faculty & Instructional Coach	N/A	N/A	Agendas Portal PD printout
• Teachers will conduct peer observations in order learn from one another.	Aug. 2008 – May 2013	Administrative Team	N/A	N/A	PLC agendas and documentation
• Teachers and administration will visit other schools to observe classroom instruction.	Aug. 2008 – May 2013	Administrative Team	$1708.00	District PD funds	Anecdotal notes SmartFind entries
• The entire faculty will participate in a book study of *Fair Isn't Always Equal* by Rick Wormelli.	Aug. 2008 – May 2013	Instructional Coach	$711.05	District PD funds	Book Study Agendas PowerPoints/Handouts Portal PD printout
• Best practices will be the focus of on-site professional development sessions. (Learning Focused Strategies, Quality Tools, Arts Integration & Technology Integration)	Aug. 2008 – May 2013	Instructional Coach	N/A	N/A	Agendas Handouts Portal PD printout
• Learning focused flipcharts will be purchased for all teachers. New teachers will receive LFS manuals as well.	Aug. 2008 – May 2013	Instructional Coach	$935.00	District PD funds	LFS invoice Lesson Plans

SCHOOL RENEWAL PLAN FOR SKYLAND ELEMENTARY
DATE: 2008-2009 through 2012-2013
Performance Goal Area: Provide a school environment supportive of learning. (District Ed. Plan- Goal 3).

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

PERFORMANCE GOAL: (desired result of student learning)	The student attendance percentage will meet or exceed 96% or better from 2008-09 to 2012-13.						
INTERIM PERFORMANCE GOAL:	We will maintain or improve our 96% student attendance percentage during the 2011-12 school year.						
DATA SOURCE(S):	Attendance percentage as reported in the school report card.						
OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance		*96%	*96%	*96%	*96%	*96%
	Actual Performance	96.6%	96.5%	96.5%	96.4%		

ACTION PLAN ACTION PLAN					EVALUATION
STRATEGY: **Develop and implement a school wide plan to promote high attendance rates for all students.**	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source** (academic assistance, innovation, retraining, categorical funding, etc.)	**Indicators of Implementation**
• Students with quarterly perfect attendance will participate in a special extended recess and receive coupons to local restaurants.	Aug. 2008 – May 2013	Administration PTA Attendance Clerk	N/A	N/A	Skyland Calendar Perfect Attendance Printout
• Students with annual perfect attendance will be recognized with certificates at grade level awards ceremonies	Aug. 2008 – May 2013	Guidance Counselor Att. Clerk Teachers	$25.00	Local funds	Skyland Calendar Perfect Attendance Printout Certificates
• Classes with weekly perfect attendance will be recognized on the afternoon announcements	Aug. 2008 – May 2013	Administration Attendance Clerk	N/A	N/A	Weekly attendance reports
• Classes with two-weeks of perfect attendance will receive a special treat at lunch.	Aug. 2008 – May 2013	Administration PTA Attendance Clerk	$25.00	PTA	Weekly attendance reports invoice
• Teachers will encourage perfect attendance in their class newsletters.	Aug. 2008 – May 2013	Teachers	N/A	N/A	Newsletters
• Teachers and the attendance clerk will contact parents by letter or phone regarding excessive absenteeism.	Aug. 2008 – May 2013	Teachers Attendance Clerk	N/A	N/A	Communication logs
• All GCSD attendance procedures will be followed to address excessive absences. (Conferences, assistance from district personnel, etc.)	Aug. 2008 – May 2013	Administration Teachers Attendance Clerk	N/A	N/A	Attendance clerk reports Conference documentation

*Represents projected improvement

Professional Development

Skyland Professional Development Plan: 2012-2013

Action	Who Led	Who participates	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Data & Goal Setting ➢ Virtual Comparison Groups ➢ Fall, Winter & Spring MAP data ➢ PASS data	Administration Instructional Coach	Teachers		X				X			X	
Characteristics of and Strategies for Working With Special Needs Students ➢ Speech Therapy ➢ A-Team ➢ Resource, Inclusion, Mainstreaming	Speech ,Self-Contained/Resource, Gifted & Talented, ESOL Teachers	Teachers	X		X							
Professional Learning Communities ➢ Learning Focused reviews ➢ Effective Instructional Strategies ➢ Grade level book studies and article reviews ➢ Assessment ➢ Curriculum Connections ➢ Testing Procedures (ITBS, MAP, PASS)	Administration Instructional Coach	Teachers	X	X	X	X	X	X	X	X	X	X

Activity	Responsible	Audience										
Teacher's Choice Professional Growth In-services (Teachers will have the opportunity to rotate through a variety of training sessions based on their goal areas and specific instructional needs. Sessions include: ➤ Closing the Gap/Best Practices ➤ Differentiated Instruction Strategies ➤ Math Strategies ➤ IDEA Strategies	Administration Instructional Coach Teachers Invited Speakers	Teachers		X	X	X		X	X	X	X	
Utilizing Learning Focused Schools Strategies ➤ Review sessions ➤ Extending Thinking ➤ Assessment	Instructional Coach	Teachers		X	X			X	X		X	
Technology Development ➤ Promethean Board (ActivInspire Software & ActivExpression devices) ➤ Web Page ➤ Compass Odyssey ➤ Integrating Technology ➤ PowerTeacher	Technology Committee Invited Speakers	Teachers	X	X					X		X	
Best Practices Workshops ➤ Student led conferences ➤ Vocabulary ➤ Effective Questioning	Administration Instructional Coach	Teachers		X								
Quality Tools ➤ Interactive Data Collection methods ➤ Feedback Tools	Carolina First Center for Excellence	Teachers	X	X		X		X		X	X	

Skyland Professional Development Plan: 2011-2012

Action	Who Led	Who participates	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Data & Goal Setting ➢ Virtual Comparison Groups ➢ Fall, Winter & Spring MAP data ➢ PASS data	Administration Instructional Coach	Teachers		X	X			X			X	
Characteristics of and Strategies for Working With Special Needs Students ➢ Speech Therapy ➢ A-Team ➢ Resource, Inclusion, Mainstreaming	Speech ,Self-Contained/Resource, Gifted & Talented, ESOL Teachers	Teachers	X	X								
Professional Learning Communities ➢ Learning Focused reviews ➢ Effective Instructional Strategies ➢ Grade level book studies and article reviews ➢ Assessment ➢ Curriculum Connections ➢ Testing Procedures (ITBS, MAP, PASS)	Administration Instructional Coach	Teachers	X	X	X	X		X	X	X	X	X

Activity	Responsible	Audience	1	2	3	4	5	6	7	8	9	10	11	12
Teacher's Choice Professional Growth In-services (Teachers will have the opportunity to rotate through a variety of training sessions based on their goal areas and specific instructional needs. Sessions include: ➢ Closing the Gap/Best Practices ➢ Differentiated Instruction Strategies ➢ IDEA Strategies	Administration Instructional Coach Teachers Invited Speakers	Teachers		X		X		X		X				
Utilizing Learning Focused Schools Strategies ➢ Review sessions ➢ Extending Thinking ➢ Assessment	Instructional Coach	Teachers		X		X		X		X				
Technology Development ➢ Promethean Board (ActivInspire Software & ActivExpression devices) ➢ Web Page ➢ Compass Odyssey ➢ Integrating Technology ➢ PowerTeacher	Technology Committee Invited Speakers	Teachers	X	X		X		X		X				
Best Practices Workshops ➢ Student led conferences ➢ Vocabulary ➢ Effective Questioning	Administration Instructional Coach	Teachers			X									
Quality Tools ➢ Interactive Data Collection methods ➢ Feedback Tools	Carolina First Center for Excellence Instructional Coach	Teachers	X	X		X		X		X				

Appendix A

ACTION PLAN (2008-09 through 2012-13)

GOAL AREA: Raise the academic challenge and performance of each student. (District Ed. Plan – Goal 1)
☒Student Achievement   ☐Teacher/Admin Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐Other Priority

PERFORMANCE GOAL 1: The percentage of students scoring Met and above on the PASS ELA (Reading & Research) test will increase from 83.5% in 2008-09 to 84.7% in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS ELA (Reading & Research) test will increase from 83.5% in 2008-09 to 84.1% in 2010-11.

	Baseline 2008-09	2009-10	2010-11	2011-12	2012-13
PROJECTED PERFORMANCE		*83.8%	*84.1%	*84.4%	*84.7%
ACTUAL PERFORMANCE	83.5%	86.8%	86.6%		

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation	Monitor
A. Use research based strategies to ensure that students receive instruction through a variety of modalities and learning styles.						
o Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations	
o IDEA (Intensive Development in Educating through the Arts) strategies will be implemented	Aug. 2008 – May 2013	Peace Center Teachers	N/A	N/A	Lesson Plans Observations Schedule	
o Leveled readers will be utilized to increase student success in	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations	

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	reading and comprehending informational text.					
o	Self-Contained and Regular Resource Teachers will use a modified curriculum that supports an individualized program approach.	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations
B. Use technology to improve student to enhance instruction and improve student achievement.						
o	Measures of Academic Progress (MAP) will be utilized as a diagnostic tool to track student progress and set goals in English Language Arts.	Sept. 2008-April 2013	Instructional Coach Teachers	N/A	N/A	Generated reports
o	Compass Learning Odyssey will be utilized weekly to provide students with individualized practice activities in targeted areas based on MAP results for reading.	Aug. 2008 – May 2013	Instructional Coach Teachers Computer Lab Instructor	N/A	N/A	Lesson Plans Observations Generated reports
o	Use MAP testing to determine students' Lexile scores and encourage students to read in the appropriate reading range.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Generated reports
o	Research skills will be taught and projects created using technology resources (Microsoft Office, Discus, Internet)	Aug. 2008 – May 2013	Teachers Media Specialist Computer Lab Instructor	Cost of materials	Local Funds	Lesson Plans Observations Student Projects
o	The Accelerated Reader program will be used to motivate and reward students for reaching reading goals.	Aug. 2008 – May 2013	Teachers Media Specialist	Purchase Price of additional tests	Media Center funds	Generated reports
o	Promethean Boards will be utilized in all classrooms to provide students with more interactive activities.	Aug. 2008 – May 2013	Teachers	bulbs	Local Funds	Observations
o	Mobile lap top labs will be used to provide students with more opportunities to practice skills	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations

through such programs as Compass Odyssey and to sharpen research skills.					
C. Utilize intervention strategies/programs in primary grades to address specific skills deficits in the area of reading.					
o The Response to Intervention (RTI) program will be implemented with 5K - 3rd gr. students who have been identified as "At-Risk" in the area of reading based on the AIMSweb screening instrument.	Aug. 2008 – May 2013	Administration Interventionist District Support Staff	Price of necessary materials	District funds	Intervention Plan Data results
o The AIMSweb screening instrument will be utilized to identify student needs and monitor growth.	Aug. 2008 – May 2013	Interventionist Teachers	License fee per child	District funds	Generated reports
D. Analyze and use data to plan and evaluate instructional strategies and programs.					
o Examine MAP results, writing prompts, reading benchmarks, AIMSweb screening results, Compass Learning Skills quizzes, grades, and other teacher generated assessments to determine student needs and plan instruction.	Aug. 2008 – May 2013	Instructional Coach Teachers Administration	N/A	N/A	Spreadsheets Agendas Lesson Plans
o Instructional Coach will utilize weekly Professional Learning Community meetings to facilitate deeper analysis and reflection of instructional practices.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Agendas Lesson Plans Minutes

Appendix A

ACTION PLAN (2008-2013)

GOAL AREA: Raise the academic challenge and performance of each student. (District Ed. Plan – Goal 1)
☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other Priority

PERFORMANCE GOAL 2: The percentage of students scoring Met and above on the PASS math test will increase from 85.5% in 2008-09 to 86.7% in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS math test will increase from 50% in 2008-09 to 86.1% in 2010-11.

	Baseline 2008-09	2009-10	2010-11	2011-12	2012-13
PROJECTED PERFORMANCE		*85.8%	*86.1%	*86.4%	*86.7%
ACTUAL PERFORMANCE	85.5%	83.6%	86.5%		

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation	Monitor
A. Use research based strategies to ensure that students receive instruction through a variety of modalities and learning styles.						
o Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations	
o Use of IDEA (Intensive Development in Educating through the Arts)	Aug. 2008 – May 2013	Peace Center Teachers	N/A	N/A	Lesson Plans Observations Schedule	
o The Fantastic Five Program will be used in grades 2-5 for daily math review.	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations	
o "Everyday Math Counts" will	Aug. 2008 –	Teachers	N/A	N/A	Lesson Plans	

be utilized in every grade level	May 2013				Observations
B. Use technology to improve student to enhance instruction and improve student achievement.					
o Measures of Academic Progress (MAP) will be utilized as a diagnostic tool to track student progress and set goals in math.	Sept. 2008- April 2013	Instructional Coach Teachers	N/A	N/A	Generated reports
o Compass Learning Odyssey will be utilized weekly to provide students with individualized practice activities in targeted areas based on MAP results for math.	Aug. 2008 – May 2013	Instructional Coach Teachers Computer Lab Instructor	N/A	N/A	Lesson Plans Observations Generated reports
o Promethean Boards will be utilized in all classrooms to provide students with more interactive activities.	Aug. 2008 – May 2013	Teachers	bulbs	Local Funds	Observations
o Mobile lap top labs will be used to provide students with more opportunities to practice skills through such programs as Compass Odyssey and to sharpen research skills.	Aug. 2008 – May 2013	Teachers	N/A	N/A	Lesson Plans Observations
C. Analyze and use data to plan and evaluate instructional strategies and programs.					
o Examine MAP results, math benchmarks, Compass Learning Skills quizzes, grades and other teacher generated assessments to determine student needs and plan instruction.	Aug. 2008 – May 2013	Instructional Coach Teachers Administration	N/A	N/A	Spreadsheets Agendas Lesson Plans
o Instructional Coach will utilize weekly Professional Learning Community meetings to facilitate deeper analysis and reflection of instructional practices.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Agendas Lesson Plans Minutes

Appendix A

ACTION PLAN (2008-09 through 2012-13)

GOAL AREA: Raise the academic challenge and performance of each student. (District Ed. Plan – Goal 1)
☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other Priority

PERFORMANCE GOAL 3: The percentage of students scoring Met and above on the PASS writing test will increase from 78.2% in 2008-09 to 80.2% in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS writing test will increase from 78.2% in 2008-09 to 79.2% in 2010-11.

	Baseline 2008-09	2009-10	2010-11	2011-12	2012-13
PROJECTED PERFORMANCE		*78.7%	*79.2%	*79.7%	*80.2%
ACTUAL PERFORMANCE	78.2%	81.3%	87.6%		

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation	Monitor
A. Use research based strategies to ensure that students receive instruction through a variety of modalities and learning styles.						
o Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations	
o Use of IDEA (Intensive Development in Educating through the Arts)	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations	
o Implement writing across the curriculum	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations	
o Provide PASS writing in-services for all staff members	Aug. 2008 – May	Instructional Coach	N/A	N/A	PD Plan, sign-in sheets and handouts	

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		2013	Administration				
o	Implement school-wide writing activities on the National Day of Writing	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Handouts, flyers and parent letters	
o	Provide opportunities to feature student writers on SETV	Aug. 2008-May 2013	Teachers SETV team	N/A	N/A	Student writing Morning broadcasts	
o	School-enhancement teams (Skyland Scribes and Express) will provide opportunities for students to improve writing in a club-like after school atmosphere	Aug. 2008-May 2013	Administration Team sponsors Instructional Coach	Writing materials	Local funds	Student displays Student created books Team attendance records	
B. Use technology to improve student to enhance instruction and improve student achievement.							
o	The school technology club will provide students with an opportunity to utilize technology to enhance their writing	Aug. 2008-May 2013	Administration Team sponsors Instructional Coach	N/A	N/A	Student products Team attendance records	
o	Teachers will collaborate with the Media Specialist to provide research and writing lessons	Aug. 08-May 2013	Teachers Media Specialist Instructional Coach	N/A	N/A	Student products Lesson plans Observations	
C. Analyze and use data to plan and evaluate instructional strategies and programs.							
o	Grade level teams will develop long range plans to plan and support writing instruction.	Aug. 2008-May 2013	Teachers Instructional Coach Administrations	N/A	N/A	Grade level LRP documents and calendar Lesson plans	
o	Weekly PLC meetings will provide opportunities for teachers to analyze data, plan instruction and monitor student progress towards goals.	Aug. 2008-May 2013	Teachers Instructional Coach Administrations	N/A	N/A	Grade level PLC agendas Lesson plans	

Appendix A

ACTION PLAN (2008-09 through 2012-13)

GOAL AREA: Ensure quality personnel in all positions. (District Ed. Plan- Goal 2)
☐Student Achievement ☒Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other Priority

PERFORMANCE GOAL 1: The amount of time teachers and administrators are engaged in professional development activities will meet or exceed the district minimum requirement of twelve hours at the school level from 2008-09 to 2012-13.

OBJECTIVE 1: Teachers and administrators will participate in twelve or more hours of professional development at the school level during the 2010-11 school year.

	Baseline 2008-09	2009-10	2010-11	2011-12	2012-13
PROJECTED PERFORMANCE	*12 hr. minimum	*12 hr. minimum	*12 hr. minimum	*12 hr. minimum	*12 hr. minimum
ACTUAL PERFORMANCE	12 hr. minimum	14 hrs.	15 hrs.		

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation	Monitor
• Use creative scheduling to allow for more collaboration.	Aug. 2008 – May 2013	Administration	N/A	N/A	Lesson Plans Observations	
• Utilize faculty expertise in providing on site professional development.	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations	
• Write grants to try to secure PD funds	Aug. 2008 – May 2013	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations	
• Utilize district personnel resources to provide professional development.	Aug. 2008 – May 2013	Instructional Coach Administration	N/A	N/A	PD Plan, sign-in sheets and handouts	

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Appendix A

ACTION PLAN (2008-09 through 2012-13)

GOAL AREA: Raise Provide a school environment supportive of learning. (District Ed. Plan- Goal 3).

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

PERFORMANCE GOAL 1: The student attendance percentage will meet or exceed 96% or better from 2008-09 to 2012-13.

OBJECTIVE 1: We will maintain or improve our 96% student attendance percentage during the 2010-11 school year.

	Baseline 2008-09	2009-10	2010-11	2011-12	2012-13
PROJECTED PERFORMANCE	*96.6%	*96%	*96%		
ACTUAL PERFORMANCE	96.5%	96.5%	96.4%		

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation	Monitor
• Teachers and the attendance clerk will contact parents by letter or phone regarding excessive absenteeism.	Aug. 2008 – May 2013	Teachers Attendance Clerk	N/A	N/A	Communication logs	
• All GCSD attendance procedures will be followed to address excessive absences. (Conferences, assistance from district personnel, etc.)	Aug. 2008 – May 2013	Administration Teachers Attendance Clerk	N/A	N/A	Attendance clerk reports Conference documentation	
• Class and student incentives will be utilized to recognize those with perfect attendance each quarter.	Aug. 2008 – May 2013	Attendance Clerk PTA	$100	PTA funds	Perfect attendance rosters invoices	

Appendix B

SKYLAND ELEMENTARY
4221 Hwy 14 N
Greer, SC 29651

Grades	PK-5 Elementary School
Enrollment	645 Students
Principal	Carolyn J. Styles	864-355-7200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Excellent**	**Excellent**
2010	Excellent	Excellent
2009	Good	Good
2008	Good	Excellent
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

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

http://ed.sc.gov
http://.eoc.sc.gov

Appendix B

SKYLAND ELEMENTARY				11/09/11-2301083
Percent of Student PASS Records Matched for Purpose of Computing Growth Rating				
Percent of students tested in 2010-11 whose 2009-10 test scores were located				98.4%
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*				
Excellent	Good	Average	Below Average	At-Risk
31	32	11	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

English/Language Arts
	Our school	Elementary schools with Students Like Ours
Exemplary	54%	49.8%
Met	33.7%	34.1%
Not Met	12.3%	16.1%

Mathematics
	Our school	Elementary schools with Students Like Ours
Exemplary	55.4%	45.3%
Met	31.9%	35.5%
Not Met	12.8%	19.2%

Science
	Our school	Elementary schools with Students Like Ours
Exemplary	29.5%	22.3%
Met	50.8%	51.8%
Not Met	19.7%	25.9%

Social Studies
	Our school	Elementary schools with Students Like Ours
Exemplary	47%	36.4%
Met	41.5%	44.8%
Not Met	11.5%	18.8%

Writing
	Our school	Elementary schools with Students Like Ours
Exemplary	40.4%	43.1%
Met	47.1%	40.3%
Not Met	12.5%	16.6%

☐ Our school ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Appendix B

SKYLAND ELEMENTARY				11/09/11-2301083
School Profile				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=645)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.5%	0.9%	1.1%
Attendance rate	96.4%	Down from 96.5%	96.2%	96.2%
Served by gifted and talented program	17.1%	Up from 10.6%	20.0%	13.4%
With disabilities other than speech	5.3%	Down from 6.0%	3.4%	4.1%
Older than usual for grade	0.3%	Up from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	68.6%	Down from 76.3%	65.7%	62.5%
Continuing contract teachers	91.4%	Up from 86.8%	89.9%	88.2%
Teachers returning from previous year	90.6%	Down from 94.3%	90.1%	87.8%
Teacher attendance rate	95.8%	Down from 96.7%	94.9%	95.2%
Average teacher salary*	$50,478	Down 0.4%	$48,447	$46,773
Professional development days/teacher	11.1 days	Up from 10.1 days	11.0 days	10.5 days
School				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 18.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	92.2%	Down from 93.3%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,308	Down 1.9%	$6,923	$7,447
Percent of expenditures for instruction**	70.5%	Up from 68.8%	69.0%	68.4%
Percent of expenditures for teacher salaries**	69.6%	Up from 67.0%	66.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Appendix B

Report of Principal and School Improvement Council

In compliance with the Education Improvement Act of 1984, the Annual Report to the Community is written and reported each year to keep parents and community members informed regarding the progress the school is making in meeting school and district goals and objectives. This report was developed by our School Improvement Council (SIC), which consists of administrators, teachers, parents, and community business representatives. The SIC works closely with the principal in examining the school's annual standardized testing data and setting goals that focus on specific areas of strength and weaknesses. Teacher, parent, and student survey data is also examined by the SIC to determine internal and external perceptions regarding the overall school operations. Utilizing this information, a plan for improvement is established each year.

As a result of our improvement plan, Skyland students continued to make steady academic gains on state-wide student achievement testing this school year, earning us the coveted State Department of Education Palmetto Gold Award and the Closing the Achievement Gap award. The academic success of Skyland students has also been recognized and acknowledged at the district level with Skyland being consistently named among the top performing elementary schools in our district on Measures of Academic Performance Testing (MAP).

We contribute much of our success to several long-term initiatives including a focus on student data, teacher collaboration, teacher professional development that fosters academic success for all students, and early intervention measures at the primary level. However, we acknowledge that these initiatives would be meaningless without an outstanding team of dedicated teaching professionals who are committed to the implementation of these initiatives. Skyland takes pride in building and maintaining a highly-qualified and skilled teaching staff who works tirelessly to support student academic achievement.

Along with continued student success, it should also be noted that Skyland was among the few South Carolina schools who continued to meet the federal requirements of Adequate Yearly Progress (AYP) as defined by The No Child Left Behind Act. In addition to this tremendous accomplishment, our PTA and Business in Education Partners continued to provide strong financial, educational, and moral support to our school. To date, Skyland benefits from over 40 business education partnerships and over 16,000 PTA volunteer hours. We appreciate the PTA and all of the community businesses that contribute so generously to our school. There is no doubt that their active participation is also a contributing factor to our school's success.

In closing, we would like to express our gratitude to you for being an integral part of our team at Skyland Elementary. Building a school of excellence requires teamwork. Please join us in acknowledging Skyland's dedicated teachers, staff, business partners, and volunteers who give selflessly to ensure that every child succeeds. Skyland Elementary continues to provide quality education in "a place where children flourish."

Dr. Carolyn Styles, Principal
Christy Sanford, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	99	58
Percent satisfied with learning environment	100.0%	93.9%	92.7%
Percent satisfied with social and physical environment	100.0%	97.0%	96.3%
Percent satisfied with school-home relations	100.0%	93.9%	81.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Appendix B

SKYLAND ELEMENTARY   11/09/11-2301083
No Child Left Behind

School Adequate Yearly Progress	YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Appendix B

SKYLAND ELEMENTARY									11/09/11-2301083	

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	298	100	12.3	33.7	54	94.4	84.1	82.4	Yes	Yes
Gender										
Male	159	100	13.2	33.6	53.3	94.7	80.8	78.7	N/A	N/A
Female	139	100	11.3	33.8	54.9	94	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	261	100	10	32.3	57.8	94.8	89.7	88.9	Yes	Yes
African American	15	100	30.8	38.5	30.8	92.3	72.2	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	20	100	30	50	20	90	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	38	100	37.1	37.1	25.7	77.1	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	27.8	33.3	38.9	88.9	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	140	100	22.9	41.2	35.9	88.5	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	298	100	12.6	31.9	55.4	94.4	84.4	81.9	Yes	Yes
Gender										
Male	159	100	12.5	30.3	57.2	93.4	82.9	79.9	N/A	N/A
Female	139	100	12.8	33.8	53.4	95.5	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	261	100	10.8	30.3	59	95.6	89.4	88.9	Yes	Yes
African American	15	100	38.5	38.5	23.1	84.6	72	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	95.6	94.6	I/S	I/S
Hispanic	20	100	20	50	30	85	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	38	100	28.6	42.9	28.6	82.9	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	16.7	38.9	44.4	83.3	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	140	100	22.9	38.9	38.2	88.5	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Appendix B

SKYLAND ELEMENTARY							11/09/11-2301083
PASS Performance By Group							
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	192	100	19.7	50.8	29.5	80.3	71.6	68.6
Gender								
Male	101	100	17.7	50	32.3	82.3	71.4	68.3
Female	91	100	21.8	51.7	26.4	78.2	71.9	68.9
Racial/Ethnic Group								
White	163	100	19.2	47.4	33.3	80.8	81	80.7
African American	14	100	33.3	50	16.7	66.7	52.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	15	100	N/AV	N/AV	N/AV	86.7	61.4	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	25	100	36.4	45.5	18.2	63.6	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	14	100	14.3	78.6	7.1	85.7	61.8	60.7
Socio-Economic Status								
Subsidized meals	96	100	27	58.4	14.6	73	58.4	57.3
Social Studies								
All Students	192	100	11.5	41.5	47	88.5	76.1	72.5
Gender								
Male	104	100	7.1	38.4	54.5	92.9	75.9	72
Female	88	100	16.7	45.2	38.1	83.3	76.2	73.1
Racial/Ethnic Group								
White	171	100	9.8	40.2	50	90.2	82.8	81
African American	8	I/S	I/S	I/S	I/S	I/S	61.5	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	88.5	89
Hispanic	11	100	36.4	36.4	27.3	63.6	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	24	100	18.2	63.6	18.2	81.8	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	91	100	18.6	48.8	32.6	81.4	65.2	62.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

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Appendix B

SKYLAND ELEMENTARY										11/09/11-2301083

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	105	100	12.5	47.1	40.4	87.5	76	73.2	96.4	96.4
Gender										
Male	58	100	17.2	43.1	39.7	82.8	70.2	67.2	96.4	96.3
Female	47	100	6.5	52.2	41.3	93.5	82.1	79.4	96.5	96.4
Racial/Ethnic Group										
White	92	100	11	45.1	44	89	83.1	81.5	96.4	96.2
African American	3	I/S	I/S	I/S	I/S	I/S	62.2	61.3	95.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	97.5	97.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.3	66.7	97.3	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	94.8	95.8
Disability Status										
Disabled	12	100	66.7	16.7	16.7	33.3	26.5	26	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	65.3	65.7	97.9	97.2
Socio-Economic Status										
Subsidized meals	47	100	21.7	60.9	17.4	78.3	63.7	63.2	95.8	95.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Appendix B

SKYLAND ELEMENTARY						11/09/11-2301083
PASS Performance By Grade Level						
Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts						
2010						
3	91	100	10.2	25	64.8	89.8
4	96	100	13	34.8	52.2	87
5	99	100	15.8	40	44.2	84.2
6	0	N/A	N/A	N/A	N/A	N/A
7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A
2011						
3	108	100	12.9	19.8	67.3	87.1
4	86	100	17.3	39.5	43.2	82.7
5	104	100	7.8	42.7	49.5	92.2
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics						
2010						
3	91	100	15.9	31.8	52.3	84.1
4	96	100	12	46.7	41.3	88
5	99	100	20	33.7	46.3	80
6	0	N/A	N/A	N/A	N/A	N/A
7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A
2011						
3	108	100	12.9	20.8	66.3	87.1
4	86	100	13.6	35.8	50.6	86.4
5	104	100	11.7	39.8	48.5	88.3
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A
Science						
2010						
3	45	100	25.6	41.9	32.6	74.4
4	96	100	7.6	65.2	27.2	92.4
5	49	98	17	61.7	21.3	83
6	0	N/A	N/A	N/A	N/A	N/A
7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A
2011						
3	54	100	21.6	35.3	43.1	78.4
4	86	100	21	58	21	79
5	52	100	15.7	54.9	29.4	84.3
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Appendix B

SKYLAND ELEMENTARY						11/09/11-2301083
PASS Performance By Grade Level						
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	46	97.8	11.1	31.1	57.8	88.9
	4	96	100	10.9	48.9	40.2	89.1
	5	50	100	18.8	50	31.3	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	54	100	2	38	60	98
	4	86	100	14.8	44.4	40.7	85.2
	5	52	100	15.4	40.4	44.2	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	91	100	19.1	33.7	47.2	80.9
	4	96	100	20.7	41.3	38	79.3
	5	98	99	14.7	45.3	40	85.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	105	100	12.5	47.1	40.4	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Skyland Elementary

4221 N. Hwy. 14
Greer, SC 29651

Grades	PK-5 Elementary School	
Enrollment	654 Students	
Principal	Dr. Carolyn J. Styles	864-355-7200
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	**Excellent**	**Excellent***
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Good	Good
2008	Good	Excellent

* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

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

http://ed.sc.gov
http://www.eoc.sc.gov

Appendix C

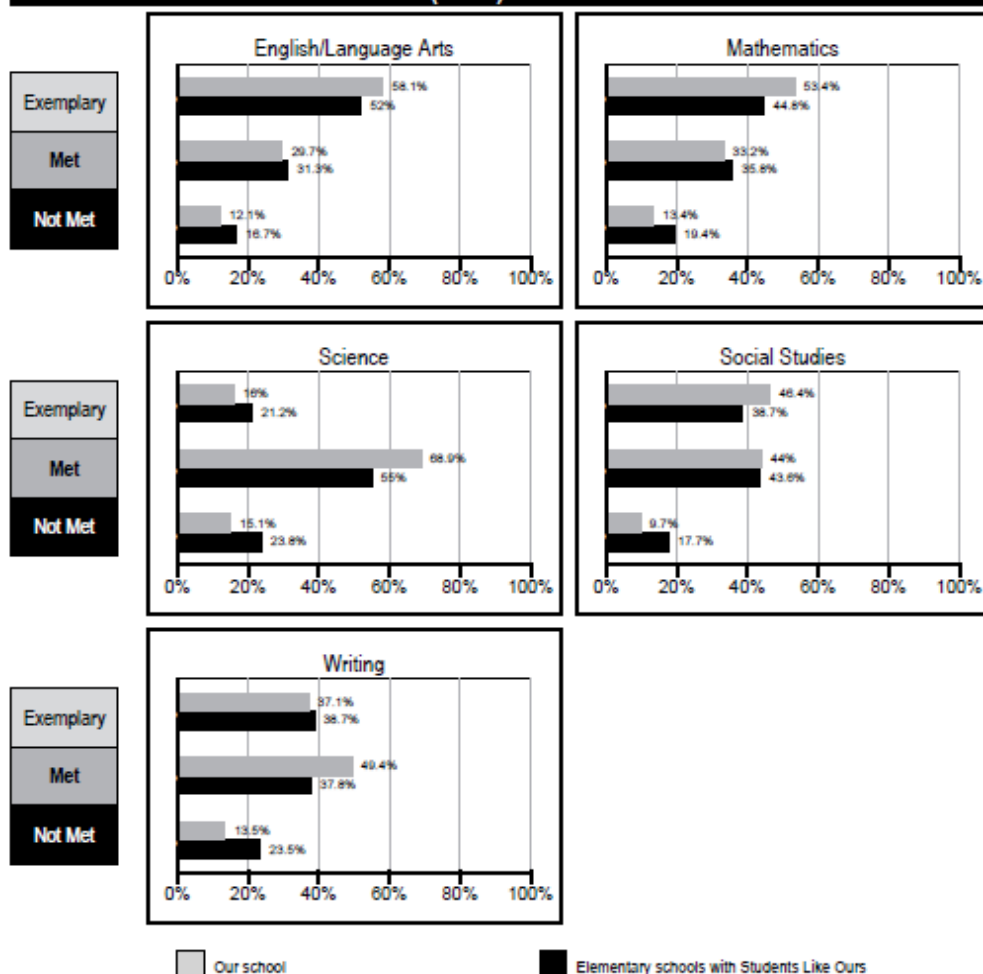| Skyland Elementary				11/07/12-2301083
Percent of Student PASS Records Matched for Purpose of Computing Growth Rating				
Percent of students tested in 2011-12 whose 2010-11 test scores were located				95.4%
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*				
Excellent	Good	Average	Below Average	At-Risk
36	22	6	1	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	58.1%	52%
Met	29.7%	31.3%
Not Met	12.1%	16.7%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	53.4%	44.8%
Met	33.2%	35.8%
Not Met	13.4%	19.4%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	16%	21.2%
Met	68.9%	55%
Not Met	15.1%	23.8%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	46.4%	38.7%
Met	44%	43.6%
Not Met	9.7%	17.7%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	37.1%	38.7%
Met	49.4%	37.8%
Not Met	13.5%	23.5%

☐ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Appendix C

Skyland Elementary				11/07/12-2301083
School Profile				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=654)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 0.8%	0.6%	1.0%
Attendance rate	96.9%	Up from 96.4%	96.9%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	66.7%	Down from 68.6%	63.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	87.5%	Down from 90.6%	89.9%	88.7%
Teacher attendance rate	96.7%	Up from 95.8%	95.0%	95.1%
Average teacher salary*	$50,047	Down 0.9%	$49,232	$47,210
Professional development days/teacher	10.3 days	Down from 11.1 days	10.2 days	10.5 days
School				
Principal's years at school	17.0	Up from 16.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 22.7 to 1	20.7 to 1	20.0 to 1
Prime instructional time	93.1%	Up from 92.2%	90.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,775	Down 8.4%	$6,765	$7,247
Percent of expenditures for instruction**	68.4%	Down from 70.5%	69.9%	68.2%
Percent of expenditures for teacher salaries**	67.5%	Down from 69.6%	68.0%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Appendix C

Report of Principal and School Improvement Council

Skyland Elementary School Annual Summary Report to the Community In compliance with the Education Improvement Act of 1984, the Annual Report to the Community is written and reported each year to keep parents and community members informed regarding the progress the school is making in meeting school and district goals and objectives. This report was developed by our School Improvement Council (SIC), which consists of administrators, teachers, parents, and community business representatives. The SIC works closely with the principal in examining the school's annual standardized testing data and setting goals that focus on specific areas of strength and weaknesses. Teacher, parent, and student survey data is also examined by the SIC to determine internal and external perceptions regarding the overall school operations. Utilizing this information, a plan for improvement is established each year. As a result of our improvement plan, Skyland students continued to make steady academic gains on state-wide student achievement testing this school year, earning us the coveted State Department of Education Palmetto Gold Award. The academic success of Skyland students has also been recognized and acknowledged at the district level with Skyland being consistently named among the top performing elementary schools in our district on Measures of Academic Performance Testing (MAP).   We contribute much of our success to several long-term initiatives including a focus on student data, teacher collaboration, teacher professional development that fosters academic success for all students, and early intervention measures at the primary level. However, we acknowledge that these initiatives would be meaningless without an outstanding team of dedicated teaching professionals who are committed to the implementation of these initiatives. Skyland takes pride in building and maintaining a highly-qualified and skilled teaching staff who works tirelessly to support student academic achievement. Along with continued student success, it should also be noted that Skyland was among the few South Carolina schools who continued to meet the federal requirements of Adequate Yearly Progress (AYP) as defined by The No Child Left Behind Act. In addition to this tremendous accomplishment, our PTA and Business in Education Partners continued to provide strong financial, educational, and moral support to our school. To date, Skyland benefits from over 40 business education partnerships and thousands of PTA volunteer hours. We appreciate the PTA and all of the community businesses that contribute so generously to our school. There is no doubt that their active participation is also a contributing factor to our school's success.   In closing, we would like to express our gratitude to you for being an integral part of our team at Skyland Elementary. Building a school of excellence requires teamwork. Please join us in acknowledging Skyland's dedicated teachers, staff, business partners, and volunteers who give selflessly to ensure that every child succeeds. Skyland Elementary continues to provide quality education in "a place where children flourish."

Dr. Carolyn Styles, Principal   Kenna Brannon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	82	37
Percent satisfied with learning environment	100.0%	87.7%	70.6%
Percent satisfied with social and physical environment	100.0%	86.4%	75.0%
Percent satisfied with school-home relations	100.0%	86.4%	75.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Appendix C

Skyland Elementary   **11/07/12-2301083**

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	85.8
Overall Grade Conversion	B

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

Accountability Indicator for Title I Schools

Skyland Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☑ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Appendix C

Skyland Elementary						11/07/12-2301083
Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	678.3	672.8	635.9	657.8	100.0	100.0
Male	676.0	677.1	638.0	660.7	100.0	100.0
Female	680.8	668.1	634.1	653.6	100.0	100.0
White	681.1	675.5	637.8	660.4	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	626.7	625.6	610.7	623.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	664.1	655.8	623.8	643.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Appendix C

Skyland Elementary						11/07/12-2301083

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	108	100	12.9	19.8	67.3	87.1
	4	86	100	17.3	39.5	43.2	82.7
	5	104	100	7.8	42.7	49.5	92.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	121	100	9.3	22.9	67.8	90.7
	4	111	100	14.2	28.3	57.5	85.8
	5	92	100	13.5	40.4	46.1	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	108	100	12.9	20.8	66.3	87.1
	4	86	100	13.6	35.8	50.6	86.4
	5	104	100	11.7	39.8	48.5	88.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	121	100	13.6	28	58.5	86.4
	4	111	100	9.4	35.8	54.7	90.6
	5	92	100	18	37.1	44.9	82
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	54	100	21.6	35.3	43.1	78.4
	4	86	100	21	58	21	79
	5	52	100	15.7	54.9	29.4	84.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	62	100	14.8	55.7	29.5	85.2
	4	111	100	11.3	79.2	9.4	88.7
	5	46	100	24.4	62.2	13.3	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Appendix C

Skyland Elementary						11/07/12-2301083
PASS Performance By Grade Level						
Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies						
2011						
3	54	100	2	38	60	98
4	86	100	14.8	44.4	40.7	85.2
5	52	100	15.4	40.4	44.2	84.6
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A
2012						
3	59	100	10.5	40.4	49.1	89.5
4	111	100	8.5	49.1	42.5	91.5
5	46	100	11.4	36.4	52.3	88.6
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing						
2011						
3	N/A	N/AV	N/A	N/A	N/A	N/A
4	N/A	N/AV	N/A	N/A	N/A	N/A
5	105	100	12.5	47.1	40.4	87.5
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A
2012						
3	N/A	N/AV	N/A	N/A	N/A	N/A
4	N/A	N/AV	N/A	N/A	N/A	N/A
5	92	100	13.5	49.4	37.1	86.5
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample