

# **AUGUSTA CIRCLE ELEMENTARY**

**Mimi Melehes, Principal**

**School District of Greenville County**

**Dr. W. Burke Royster, Superintendent**

**Scope of Action Plan (2018-19 through 2022-23)**



## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Augusta Circle Elementary

**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023** (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020** (*one year*)

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

#### SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Mimi Melehes		3-27-19
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kimberly B. Howard		3/27/2019
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Suzanne Billings		3/27/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Winyah Street, Greenville, South Carolina

SCHOOL TELEPHONE: (864) 355-1200

PRINCIPAL E-MAIL ADDRESS: [mmelehes@greenville.k12.sc.us](mailto:mmelehes@greenville.k12.sc.us)

## Stakeholder Involvement

Position	Name
1. Principal.....	Mimi Melehes
2. Teacher.....	Marilyn Gower
3. Parent/Guardian.....	Marie Richards
4. Community Member.....	Emily Moss
5. Paraprofessional.....	Susan Batson
6. School Improvement Council Member.....	Kimberly Howard
7. Read to Succeed Reading Coach.....	Mary Anna Pastorek
8. School Read To Succeed Literacy Leadership Team Lead.....	Suzanne Billings
9. School Read To Succeed Literacy Leadership Team Member.....	Katelyn Barnett

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**\*\* Must include the School Literacy Leadership Team for Read to Succeed**

Literacy Leadership Team – Katelyn Barnett (4), Holtie Mitchell (2), Casey Vazquez (2), Leslie Deneen (K), Margaret Lanahan (3), Ellen Wilson (1), Kathy Lupinek (Special Education), Eileen Conway (Media Specialist)

Administrative Assistant – Jennifer Holman

## SC SDE Assurances

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> 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.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<b>Parenting and Family Literacy</b> 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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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): parent without a high school graduation or equivalency, 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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## INTRODUCTION

### Augusta Circle School Renewal Plan

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

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

The committees utilized in this school portfolio are –

- Executive Summary – Leslie Deneen (chair), Heathley Cassels, Teresa Brazell, Marilyn Gower, Eileen Conway, Katie Rabe, Stephanie Gamble, Mimi Melehes, Jennifer Holman, Suzanne Billings
- School Profile – Holtie Mitchell (chair), Carroll Farmer, Martha Drake, Margaret Lanahan, Kellen Webster, Thayer Berry, Mark Kish
- Mission, Vision, and Beliefs – Candis Kraning (chair), Lauren Owens, Kirby-Annah Philpot, Mary Margaret Carter, Lindsey Richardson, Kathryn Polley
- Data Analysis and Needs Assessment – Suzanne Billings (chair), Cappy Riley, Meg Plexico, Margaret Murphy, Katelyn Barnett, Meg McKnight
- Action Plan – Kary Mitchell (chair), Ellen Wilson, Rebecca Register, Casey Vazquez, Emily Sanders, Rachel Miller, Kathy Lupinek, Mary Anna Pastorek, Mimi Melehes, Jennifer Holman, Suzanne Billings

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

All members of the staff are involved in our self-study process. School Improvement Committee members and PTA members are also involved in the process. Each teacher chooses which committee he/she wants to join. These committees change members each year. There is a chairman for each committee, and this person leads the committee in its work. Our committees are Executive Summary, School Profile, Mission, Vision, and Beliefs, Data

Analysis and Needs Assessment, and Action Plan. Each committee is charged with the role of responding to the purpose of each individual section.

Our Leadership Team for this year has been Rebecca Register, Heathley Cassels, Teresa Brazell, Emily Sanders, Kary Mitchell, Meg McKnight, Eileen Conway, Mary Anna Pastorek, Mimi Melehes, Jennifer Holman, and Suzanne Billings. Members of our SIC were involved as well. They were Emily Patrick, Emily Moss, Patti Rushing, Kimberly Howard, Brantley Horton, Tiffany Williams, Will Brasington, Cara Puntch, Cindy Crick, Brady Godfrey, EA Easterling, Shannon Herman, and Adam Bach. During these yearly assessments, staff members are asked to contribute “evidence” of our progress, contribute comments, data, etc. - actual documents that shows the changes in our practices.

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

*The Staff of Augusta Circle*



## **Executive Summary**

Augusta Circle is a kindergarten through grade five public school built in 1923 that currently has around 567 students and 42 instructional staff members. The facilities include 25 classrooms, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a challenge room, a media production room, and a speech room.

The student enrollment is made up of 6 percent African-American, 88 percent Caucasian, and 6 percent Other. 11 percent of the students qualify for free and reduced priced meals. Student attendance rates are at an average daily attendance of 97 percent. 7 percent of our current population is enrolled on special permission.

Augusta Circle's teaching staff includes 25 regular classroom teachers, one instructional coach, one media specialist, three related arts teachers, 1.5 special education teachers, one speech teacher, one occupational therapist, one counselor, six instructional aides, one computer lab teacher, one literacy specialist, two interventionists, one part-time Spanish teacher, one challenge teacher, and one mental health worker. The average experience of our staff is 7 years. 95% of our staff is female and 5% is male. 100% of our certified teaching staff is Caucasian. 37% of our staff has Bachelor degrees and 63% of the staff has Master degrees or more.

Our school has a principal, administrative assistant, and an instructional coach. The school leadership structure is called the Leadership Team. It is made up of the grade level chairperson from each grade level, related arts, special areas, the instructional coach, the administrative assistant, and the principal.

The climate of learning is enhanced by involved parents and local business partnerships. Parents and businesses volunteer in a multitude of capacities.

### **Needs Assessment Student Achievement**

Based on SCReady ELA assessment results, students at Augusta Circle fall above the district percentage of students in the meets and exceeds expectations category in ELA by 27%. As a school, the female population in the meets and exceeds category was 81%, while the male population scored 76%. When looking at ethnicity, 86% of white students scored meets or exceeds while 27% of African American students scored in those categories. The implementation of Balanced Literacy will aid in raising test scores for this population, as well as individual student action plans in reading. Students will be taught reading and writing in small, flexible groups based on their reading and writing abilities. Teachers will conference with individual students weekly, and students will read text independently on their level to increase reading fluency and comprehension. In addition to providing a balanced approach, teachers will collect individual student data in reading to set goals with students. Struggling readers will have a written action plan created by the teacher where planned intervention strategies will be implemented in the classroom. Teachers will conference with students regularly during reading workshop to collect data.

For math, SCReady results showed 86% of students scoring in the meets and exceeds categories. This is 26% higher than the district average of 60%. Of the female population, 85% scored meets and exceeds while 87% of males scored in those categories. When comparing performance in math by ethnicity in the meets and exceeds categories, 94% of white and 30% of African American scored in those categories. Teachers will continue the usage of Reflex Math in classrooms to increase math fact fluency throughout the school. Teachers will also meet with small math groups to provide individualized math instruction in the classroom. Common Assessments will be used to track student achievement in the area of math throughout the school year. Mastery Connect will be used to track student mastery of math standards. This will allow teachers to plan instruction based on student needs in the classroom. Students in grades one through five will also complete a spiral math review each week to retain information learned throughout the year.

Based on SCPASS Science assessment results, the percentage of fourth grade students scoring “Met” and “Exemplary” on the SCPASS science test was 87%. This is 27% above the district average. Over the past three years, our students’ percentage for meets and exceeds has fluctuated from 87% down to 77% and then back up to 87% in 2017-2018. As a school, we will continue to provide rigorous science instruction for our students to meet the standards. Teachers will continue to implement interactive notebooks and hands-on instruction.

Based on SCPASS Social Studies assessment results, 78% of students scored in the “Met” and “Exemplary” categories. This is 7% higher than the district average. Over the past three years, the percentage of students’ for “Met” and “Exemplary” has been 77%, 79%, and 78%. In comparison to 2017 scores, social studies decreased by 8%. The instructional coach and literacy specialist will continue to work with grade level teams to plan rigorous social studies lessons that are integrated with reading and writing. This will offer more exposure to the social studies content throughout the school year. The focus for integration will be placed on Interactive Read-Alouds.

### **Student Achievement Needs Assessment Based on Analysis**

- Continue to implement goal setting strategies in our classrooms with students and parents
- Collect authentic assessment data from MAP testing, Mastery Connect, and common assessments in order to guide differentiated instruction
- Continue to contact parents about their child’s positive accomplishments through phone calls, emails and personal notes
- Continue spiraling from one grade to the next to build on the previous year’s experiences, with additional communication needed between teachers
- Continue to ensure safety of students, faculty and staff with nametags, visitor sign-in, front door cameras, and security codes on all outside doors
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten and first grade students based on tests results
- Continue to use our various technology devices for classrooms
- Implement the State Standards
- Provide enrichment activities with Virtual Field Trips throughout the world
- Implement the Balanced Literacy model as our language arts delivery system

In studying our teacher and administrator quality assessment, we found that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our teacher retention rate was 93% in 2017, 92.9% in 2016, 88.1% in 2015, and 88.2% in 2014. Our teacher attendance rate was 93.5% in 2017, 94.1% in 2016, 94.9% in 2015, and 94.6% in 2014. 59.4% of our teachers had advanced degrees in 2017 and 2016, 57% of our teachers had advanced degrees in 2015, and 64.5% of our teachers had advanced degrees in 2014. We had 81.3% of our teachers with continuing contracts in 2017, 78.1% of our teachers with continuing contracts in 2016, 87.1 % of our teachers with continuing contracts in 2015, and 74.2% of our teachers with continuing contracts in 2014. All of our teachers are proficient in technology. Our professional development is designed and correlated to reflect student and teacher needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.

In evaluating our school climate, we studied the results of our surveys. Teachers, students, and parents were very complimentary of our school. The questions asked about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2017, teachers were satisfied in all three areas. In 2016, teachers were satisfied in all three areas with 97.2% satisfied. In 2015 and 2014, teachers were satisfied in all three areas by 100%. In 2017, students were 94.8% were satisfied with learning environment, 96% were satisfied with social and physical environment, and 93.4% were satisfied with school-home environment. In 2016, students were 93.2% satisfied with learning environment, 90.1% satisfied with social and physical environment, and 90.2% satisfied with school-home relations. In 2015, students were 99% satisfied with learning environment, 100% were satisfied with social and physical environment, and 100% were satisfied with school-home relations. In 2014, students were 88.5% satisfied with learning environment, 91.3% satisfied with social and physical environment, and 91.5% satisfied with school-home relations. In 2017, parents were 93.1% satisfied with learning environment, 95.4% satisfied with social and physical environment, and 83.7% satisfied with school-home relations. In 2016, parents were 95.5% satisfied with learning environment, 98.4% satisfied with social and physical environment, and 87.9% satisfied with school-home relations. In 2015, parents were 93% satisfied with learning environment, 95% satisfied with social and physical environment, and 79% satisfied with school-home relations. In 2014, parents were 93.1% satisfied with learning environment, 93.3% satisfied with social and physical environment, and 93.1% satisfied with school-home relations. We were pleased with these results, although there is always room for improvement.

For the past three years, we have been challenged with closing the gap between our non-FARM students and our FARM students. This gap has consistently been a problem for us as we implement various strategies to help scaffold these students so that our gap narrows. We have made some progress targeting these students for extra attention in the classroom and using parent readers with these students. We also have a literacy specialist who works with at-risk students in grades K and 1 in reading. We have a math tutor who works with at-risk math students in grades 2 and 3. We have a volunteer who works with at-risk students in grades 2, 3, and 4 for reading.

Augusta Circle has had several accomplishments in the last few years. We have won ten state Palmetto Gold awards because of our PASS achievement and improvement scores. We also won our eighth Attendance Blitz Award for having the Overall Highest Daily Attendance of any school in the district. Our music teacher had a grant to have a renowned percussionist come for an Artist-in-Residence. We have formed our Leadership Structure which has worked very well for us. We have established a School-Wide Discipline Plan for transitions, lunch, and recess, which has made a positive impact. We have been careful to align our professional development with our goal areas. We were awarded a Safe Routes to School State Grant which allowed us to install sidewalks along the streets adjacent to our school. We are proud of these acknowledgements at Augusta Circle.

## **SCHOOL PROFILE**

### **School Community**

Augusta Circle is a kindergarten through grade five public school built in 1923. Our principal is Mimi Melehes. Jennifer Holman serves as our administrative assistant. Currently around 567 students are enrolled, and there are 43 staff members. It is one of 52 elementary schools in The School District of Greenville County. Augusta Circle is located in Greenville, South Carolina.

The facilities at Augusta Circle consist of 25 classroom, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a science lab/challenge room, a media production room, a speech room, a mental health room, and a resource room.

Our School Community includes many factions. In addition to our staff, parents, and students, we have our local mayor, Knox White, City Council, County Council, School Board (Crystal Ball O'Conner, chair), and local businesses. We have a very active and supportive PTA, and our SIC serves as a think tank to improve our school. We celebrated our 95<sup>th</sup> year in 2018.

### **Augusta Circle School Personnel Data**

The staff at Augusta Circle includes: 25 regular classroom teachers, one instructional coach, 1.5 special education teachers, one media specialist, one physical education teacher, one art teacher, one music teacher, one counselor, a challenge teacher, a part-time computer lab teacher, one speech teacher, one library clerk, one part-time math tutor, and six instructional aides. The average number of years the teachers have taught, by grade level, is shown below:

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K					12			
1					12.5			
2				9.5				
3					14			
4				10				
5			7.5					
Special Education					11.5			

Augusta Circle has 63% of our classroom teachers who have a master's degree or higher. 37% of our teachers have a bachelor's degree. Females make up 96% of our staff. We have 4% males on our faculty. We have a teacher attendance rate of 93.5%.

Additional personnel include the school principal, administrative assistant, instructional coach, counselor, literacy specialist, math tutor, mental health worker, school nurse, secretary, attendance clerk, custodians, and food services workers. Bus drivers and utility workers also provide services to students.

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

The average experience of our teaching staff at Augusta Circle is 13 years. We added two new classroom teachers for the 2016-17 and 2017-2018 school years.

For 2017-2018, we have 24% of teachers with 1-5 years of experience, 24% with 6-10 years of experience, 24% with 11-15 years of experience, 11% with 16-20 years of experience, and 18% with 20+ years of experience. For 2016-2017, we have 36% of teachers with 1-5 years of experience, 17% with 6-10 years of experience, 20% with 11-15 years of experience, 6% with 16-20 years of experience, and 21% with 20+ years of experience. For 2015-2016, we have 34% of teachers with 1-5 years of experience, 17% of teachers with 6-10 years of experience, 20% of teachers with 11-15 years of experience, 6% of teachers with 16-20 years of experience, and 23% of teachers with 20+ years of experience. For 2014-2015, we had 19% of teachers with 1-5 years of experience, 28% of teachers with 6-10 years of experience, 17% of teachers with 11-15 years of experience, 14% of teachers with 16-20 years of experience, and 22% of teachers with 21+ experience. Our staff is getting younger.

Our faculty percentages by gender have remained the same for the last 3 years. Our faculty ethnicity has not changed in the last three years. Our staff attendance remains stable. In 2017, our teacher attendance was 93.5%. In 2016, our teacher attendance was 94.1%.

## **Student Population Data**

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

Grade K - 93  
Grade 1 - 104  
Grade 2 - 101  
Grade 3 - 91  
Grade 4 - 97  
Grade 5 - 81

We have 6% African-American, 88% Caucasian, and 6% other. 11% of our students are free or reduced meals. Student attendance is at 96.8%. We have 145 students in our gifted and talented program. We have 10% of our students with IEPs.

11 percent of the students qualify for free and reduced priced meals. The student population is comprised of students with one home language. Augusta Circle has several funded programs which focus on helping "at risk" students and the special needs of all students. Augusta Circle also has a gifted and talented program for identified students. Our Challenge teacher sees about 145 students in grades 3, 4, and 5. Very rarely do we retain students, however, with the new Read to Success regulations, we will be addressing it more.

## **Attendance and Mobility**

Student attendance rates at Augusta Circle have remained steady over the past few years. In 2018, our student attendance rate was 97%. In 2017, our student attendance rate was 97.4%. In 2016, our student attendance rate was 97.6%. In 2015, Augusta Circle had an average daily attendance of 97.6 %. Enrollment numbers

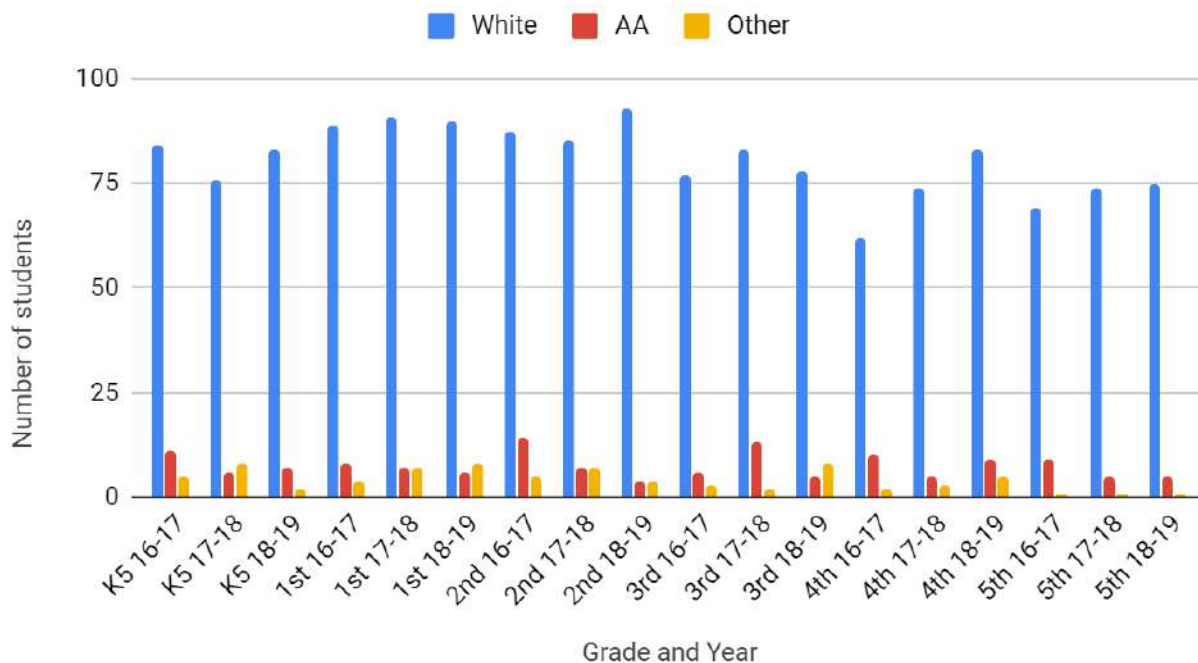
increase/decrease approximately .05 percent annually. The mobility rate is currently at about 4 percent. The previous year it was approximately 2 percent.

Of Augusta Circle’s 567 student population, 3 percent of our current population is enrolled on special permission. This has stayed relatively stable in the last few years.

### Student Demographics

For the last three years, grades 1, 4, and 5 have had a decrease in the number of African Americans. The Asian and Hispanic populations are very minimal. Our population remains a stable one.

### Student Enrollment Over Time by Ethnicity



### FARM students

In the last three years, our FARM population has fluctuated some from grade to grade. Some grades increased and some grades decreased.

### Challenge Enrollment

Grade 3 has fluctuated between 32 and 51 percent. Grade 4 has remained between 39-53 percent. Grade 5 has stayed between 52 and 59 percent. It appears that as each grade moves to the next grade the numbers increase.

### Speech Services

The number of students in this program has fluctuated from 26 to 46 in the last three years. Students from kindergarten to fifth grade are served in Speech Services.

## **Resource Services**

Our one resource teacher had 20 students in 2014-2015. In 2015-2016, we had 1.5 resource teachers. They served 23 students. For 2016-17, there were about 20 students. In 2017-18, there were 19 students. In 2018-2019, there were 26 students.

Student attendance rates at Augusta Circle have remained steady over the past few years. In 2015 and 2016, Augusta Circle had an average daily attendance of 97.6 %. In 2017, our student attendance rate was 97.4. Enrollment numbers increase/decrease approximately .05 percent annually. The mobility rate is currently at about 4 percent. The previous year it was approximately 2 percent.

## **Major Academic and Behavioral Features/Programs/Initiatives**

Augusta Circle has several major academic and behavioral features which enhance our effectiveness as a school.

### ***Balanced Literacy and Writing Across the Curriculum***

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

### ***Teacher Modeling***

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

### ***Differentiated Instruction***

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

### ***Peer Tutoring***

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

### ***Research gathering tool***

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

### ***Accelerated Reader***

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

### ***In-school Field Trips***

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

### ***Cultural Arts Day***

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

### ***Larson's Math Program***

The Larson's Math Program is a supplemental comprehensive computerized math program that tackles a multitude of topics: addition, subtraction, multiplication, division, geometry, fractions, understanding time, money, and measurement, and working with pictographs. The program ensures that students master and apply math skills, become comfortable with a variety of problem presentations, and learn how the mathematical skills they are developing relate to real-life situations.

### ***Reflex Math Program***

Students use Reflex math computerized program designed to support the mastering of basic math facts in addition, subtraction, multiplication, and division for grades 2 and above. This program is adaptive and individualized. It is full of games that take students at every level and helps them gain math fact fluency and confidence. All content is customizable and correlated to state math standards.

### ***RTI***

We have a literacy specialist who works in reading with at-risk students in our kindergarten and third grade classes. We have two part-time interventionists who serve at-risk students in first and second grades.

### ***Behavioral Models***

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

### ***Hallway Behavior***

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

### ***Lunchroom Behavior***

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



***Playground Behavior***

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

***Counseling and Other Student Support Services***

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

***After-School Program***

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

***Professional Learning Communities***

Every grade level meets a minimum of once a week to share expertise and work collaboratively to improve teaching skills and the academic performance of students.

***Vertical Teams***

Augusta Circle has vertical teams for ELA, math, and science. Teachers serve on one of the teams. We meet regularly to share strategies and methods across grade levels.

## Mission, Vision, and Beliefs

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

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

### Beliefs

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

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



Students use technology on the Promethean Board to solve math problems.

## **Vision**

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

## **Mission**

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



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



Students research information using technology.

# DATA ANALYSIS AND NEEDS ASSESSMENT

## STUDENT ACHIEVEMENT NEEDS ASSESSMENT

### Expectations

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

### Curriculum

- Implement state standards into daily academic lessons
- Use district and state adopted materials and align them to district and state standards
- Instruct using research based practices
- Use project-based activities
- Use STEM strategies
- Incorporate technology into daily lessons

### Instruction

- Use Balanced Literacy language arts delivery model
- Use district Science kits that are aligned to state standards
- Implement writing across the curriculum
- Use technology across the curriculum
- Use graphic organizers to organize thought processes
- Use Larson's Math program with some grades 1-5
- Use Reflex Math program with some grades K-5
- Use Promethean Board Flip Charts for academic areas
- Use various Quality Tools strategies
- Use 1-1 chrome books for all first through fifth grade students
- Use iPad minis in all kindergarten and first grade classes

### Assessments

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

- Mastery Connect Benchmarks (grades 2-5)

#### Environment

- Change bulletin boards monthly-displaying student work
- Have computer lab available to all students at least once a week
- Display Word Walls in classrooms or in student notebooks
- Provide enrichment by school-wide performances
- Provide opportunities for field trips that enrich the curriculum
- Utilize PTA and community volunteers to address needs of individual students
- Encourage community involvement...
  - Annual "Circus"
  - Grandparents and Special Friends Luncheon
  - Fund Raisers (Raise Craze)
  - Donations of school supplies and weekend food bags for FARM students
  - Attendance and Honor Roll certificates
  - Community Service Projects (sock/mitten Tree, Canned Food Drives, recycle drives, book drives)
  - Family Fun Night (once each fall)
  - All Arts Night
  - Veterans Day Luncheon
  - Family Reading Night
  - Book Fair
  - Jump Rope for Heart
  - Walk and Wheel Days
- Writing selections in classrooms
- Author's Chair in the classrooms
- Promethean Boards for teacher and student use in classrooms
- Writer's Gallery in the front hallway

#### **Strategies to Increase Student Learning**

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

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

#### **Student Achievement Data**

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

classrooms with the implementation of the PowerSchool program. There is also a new system called the Early Warning Response System which gives information on student profile, attendance, behavior, test data, and grades. This system is used to alert us of students who are at-risk of not graduating. We implement intervention strategies for these students.

### **Student Support Systems**

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

- When a teacher believes a student may need additional help or support services, the student is referred to the Assistance Team. Working together, the team develops strategies, resources, and interventions in hopes that the student will then be successful in class. If the strategies and interventions do not show results, the student is then evaluated by a psychologist to determine if the child has a learning disability.
- We have one and a half resource teachers who collaborate with regular classroom teachers on a daily basis to support the needs of students who have a learning disability or other health impairment. Some students work in an inclusion setting. Some students are pulled out of the regular classroom to work on specific objectives in a small group setting. Each student has an IEP (Individual Education Plan).
- We also have a part-time speech therapist to work with identified students in a small group setting on language and vocabulary development.
- An Occupational Therapist works with students who are identified with that need.
- RTI reading program is used with Kindergarten through third grade at-risk students.

### **Student Behavior**

Historically, Augusta Circle has been a school where student behavior has not been a dominant issue. This is because there are high expectations on student behavior.

Attendance is good at Augusta Circle. We are proud to have such high attendance rates. For 2015-2016, our student attendance was 97.6%. For 2016-2017, our student attendance was 97.4%. For 2017-2018, our student attendance was 97%.

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

### **Summary of Progress for 2018-2019**

At Augusta Circle, we share a common vision. Our work has been to implement this vision throughout the school and in every classroom. We have focused on goal setting strategies with students and parents. Vertical planning is provided each year to address specific needs. Professional Development sessions were held to enable teachers to identify learning needs, styles and strategies to use to combat these challenges in their classrooms. Procedures for the halls, playground, and lunchroom are the same for all classes. We have accomplished a lot but still feel the need to improve. In order to do this, we have established a needs assessment for 2019-2020.

### **Student Achievement Needs Assessment Based on Analysis**

- Continue to implement best practices strategies in our classrooms with students and parents
- Collect authentic assessment data from MAP testing, Mastery Connect and common assessments in order to guide differentiated instruction
- Continue to contact parents about their child's positive accomplishments through phone calls, email and personal notes
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication needed between teachers
- Continue to ensure safety of students, faculty and staff with nametags, visitor sign-in, front door cameras, and security codes on all outside doors – we have a “single entrance” set up
- Continue using a Literacy Specialist to assist with specific needs of kindergarten and first grade students based on tests results
- Continue to implement strategies from the Langford Quality Learning
- Continue to maintain and use our technology devices for classrooms
- Implement the South Carolina State Standards
- Provide enrichment activities with Virtual Field Trips throughout the world
- Continue to implement the Fountas & Pinnell Balanced Literacy model as our language arts delivery system
- Use Mastery Connect for benchmarks and to make assessments and use the data from Mastery Connect to help drive instruction

### **Student Achievement Data**

Teachers analyze data from grade level common assessments that are used to guide instruction and planning. These common assessments are formative and provide teachers information regarding the mastery of skills so that re-teaching can occur prior to the summative assessment for the unit. Teachers use this information to guide classroom instruction and create small groups of students to provide remediation and enrichment.

In addition to graded assignments teachers assess student performance and achievement through additional methods. Data notebooks are used for every student to set individual and classroom goals. Children set goals for themselves based on data kept within their data notebook. FASTBridge assessments are used not only with the RTI groups, but with all K5 – first grade students to monitor growth in reading. Checklists are used in conjunction with state and district standards as proof of mastery. Fluency reading tests are used as a required benchmark to measure student performance in grades one through five. This spring, all teachers will administer the Fountas and Pinnell Benchmark to assess reading levels and calculate growth in reading from the beginning of the school year. Class profiles are developed quarterly and are used as a tool to measure the effectiveness of math instruction.

The district has also adopted Mastery Connect. This is a computerized system that tracks student progress based on mastery of state standards. Second through fifth grade students are required to take a benchmark designed by TE 21 that is aligned to the state standards and district pacing, each quarter. The data used from these benchmarks are used to plan instruction for all students. This data is also used to determine deficit areas and strengthen classroom teaching. The benchmark tests are rigorous and mirror the high stakes standardized tests that students in 3<sup>rd</sup>-5<sup>th</sup> grades take at the end of the year.

## **Gaps and Root Causes:**

- When we looked at our available data and test scores for this year, there were no surprises about our gaps in student achievement. Students who did not qualify for Free or Reduced Lunch outperformed those students who did qualify. At Augusta Circle, minority students make up the clear majority of FARM students. These students show a continued pattern of lower achievement in language arts, math, science, and social studies. Our minority students and our FARM students continue to show significantly lower test scores at all three grade levels in both reading and math. In general, black males have the lowest test scores of all subgroups. After much study and discussion, the staff concluded that this lower pattern of achievement continues to be influenced by several factors:
- Many students come from homes where the main care giver has a lower level of education.
- Many students enter kindergarten with very limited literacy skills.
- Many students have special needs and do not respond as well to the traditional instructional methods and classroom setting.
- In many cases, students come from families which must deal with survival issues and have little time to devote to their children's educational needs.
- The poor economy and jobless rate has increased stresses in lower income homes. Now that the economy is improving, hopefully these families can find and keep jobs.

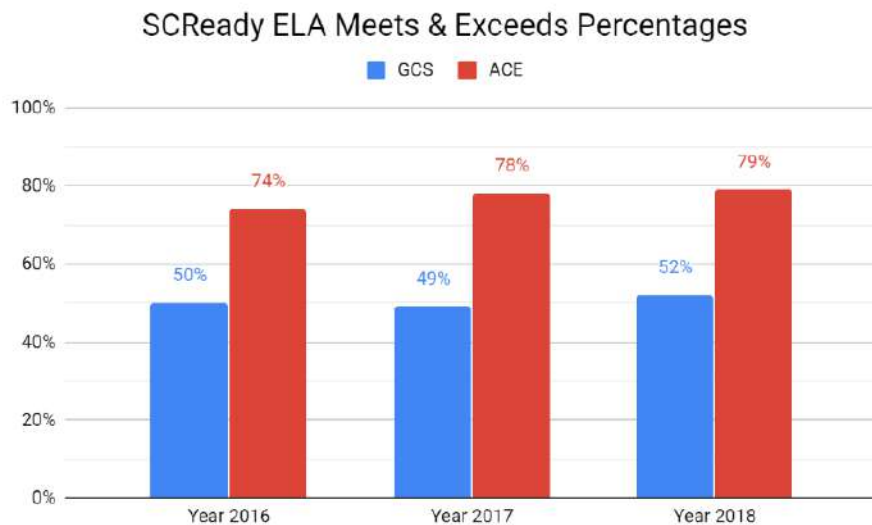


## SCReady Data Results

The graphs below show SCReady scores for Augusta Circle. There are three years of data that will be compared in this section.

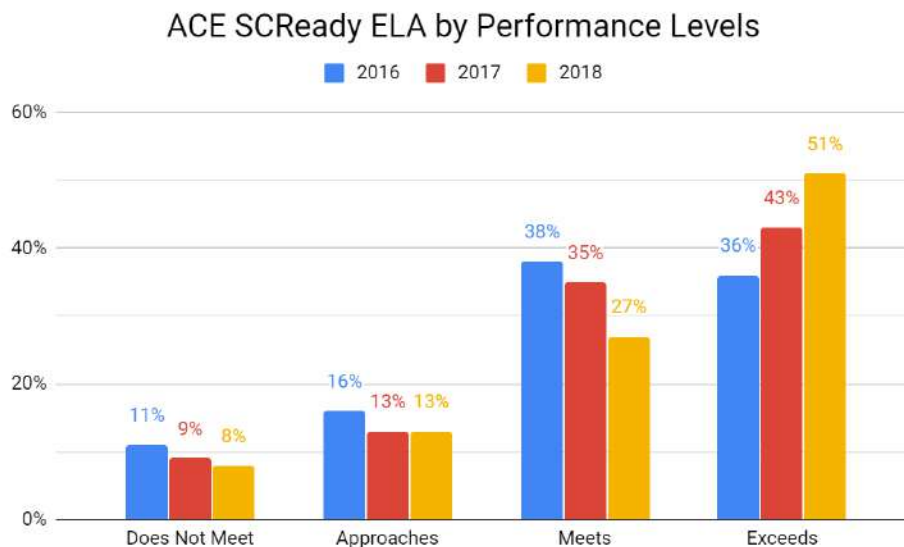
### SCReady ELA Results

The graph below shows SCReady scores for Augusta Circle compared to norm data for Greenville County Schools. The data shows that Augusta Circle students meeting or exceeding for 2018 was 79% in ELA, which was up from the past two years. When compared to the district, our students scored well above the district average in ELA.



### SCReady ELA Results - Data by Performance Level

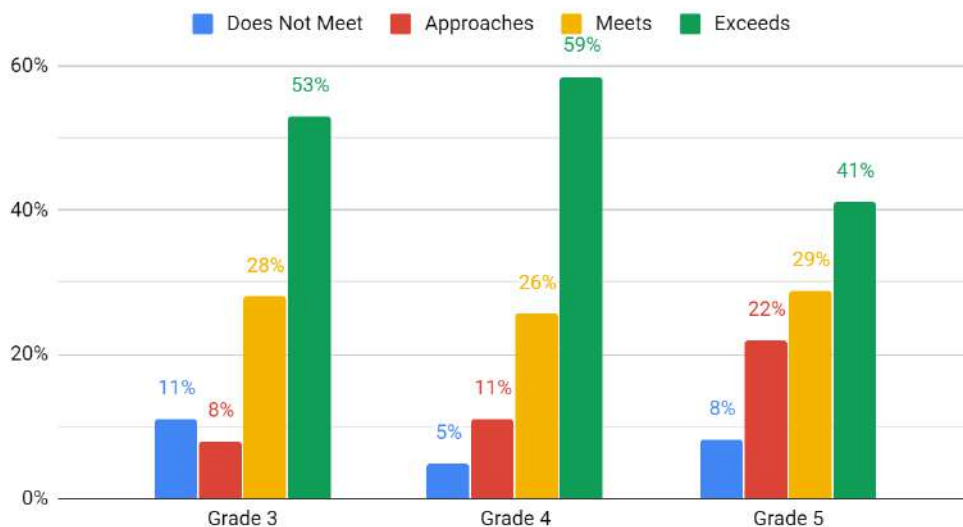
When looking at the data by performance level, it shows that students scoring meets or exceeds is significant higher than those students scoring approaches or does not meet. As the meets category has decreased over the past three years by 11%, our students scoring exceeds has increased by 15%. Both does not meet and approaches categories have decreased in percentage over the past three years.



## SCReady ELA Results - Data by Grade Level

When looking at the data by grade level, it shows that students scoring meets or exceeds is 81% in 3<sup>rd</sup> grade. In fourth grade, 85% of students scored meets or exceeds. In 5th grade, 70% students scored meets or exceeds. In 2017-2018, the data shows that fourth grade students scoring exceeds in ELA is higher than third grade and significantly higher than fifth grade. Teachers have worked with the Instructional Coach and the Literacy Specialist to plan for more rigorous instruction and have collaborated together to reflect and analyze best practices being used across grade levels.

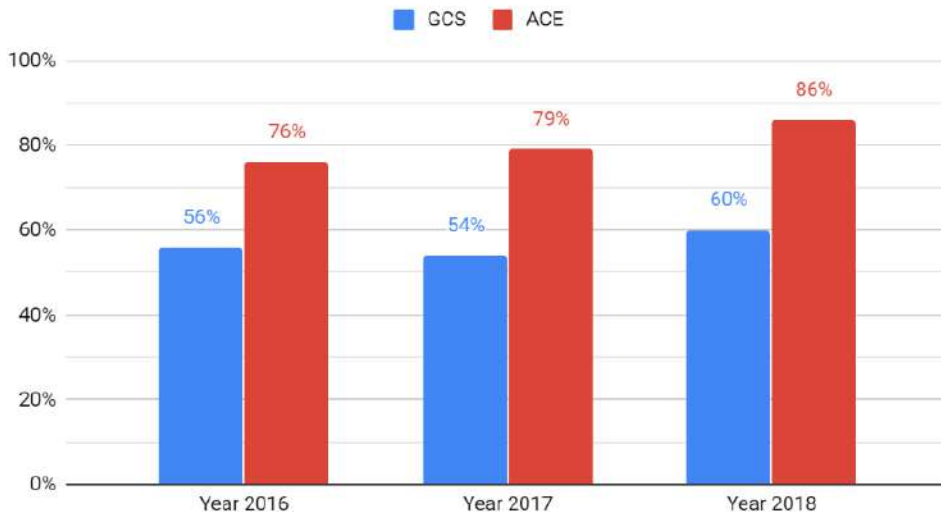
ACE ELA by Grade Level and Performance Level



## SCReady Math Results

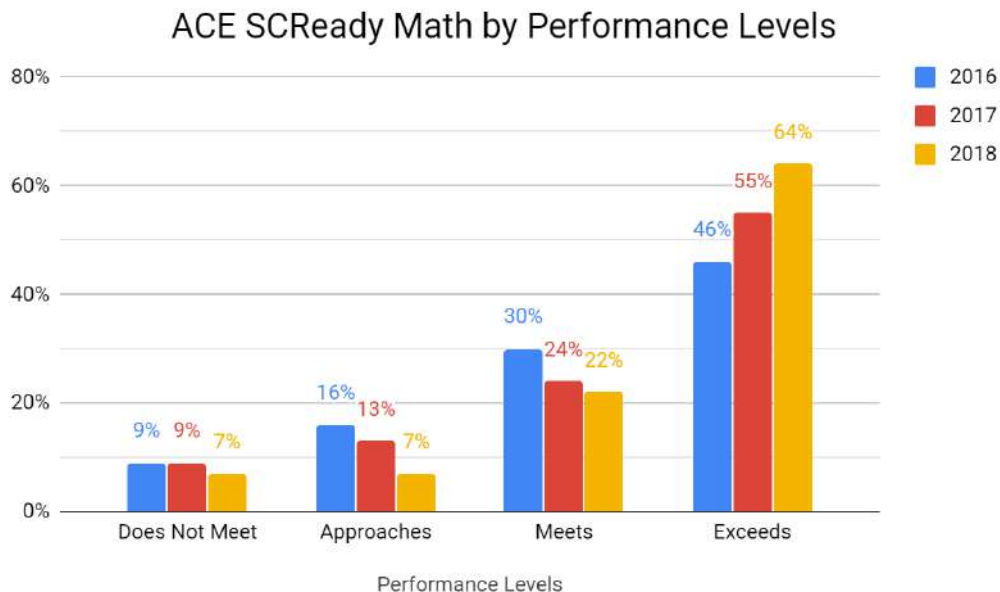
The data shows that Augusta Circle students meeting or exceeding for 2018 was 86% in Math, which was up 7% from last year and continued increase over the past two years. When compared to the district, our students scored well above the district average in Math.

SCReady Math Meets & Exceeds Percentages



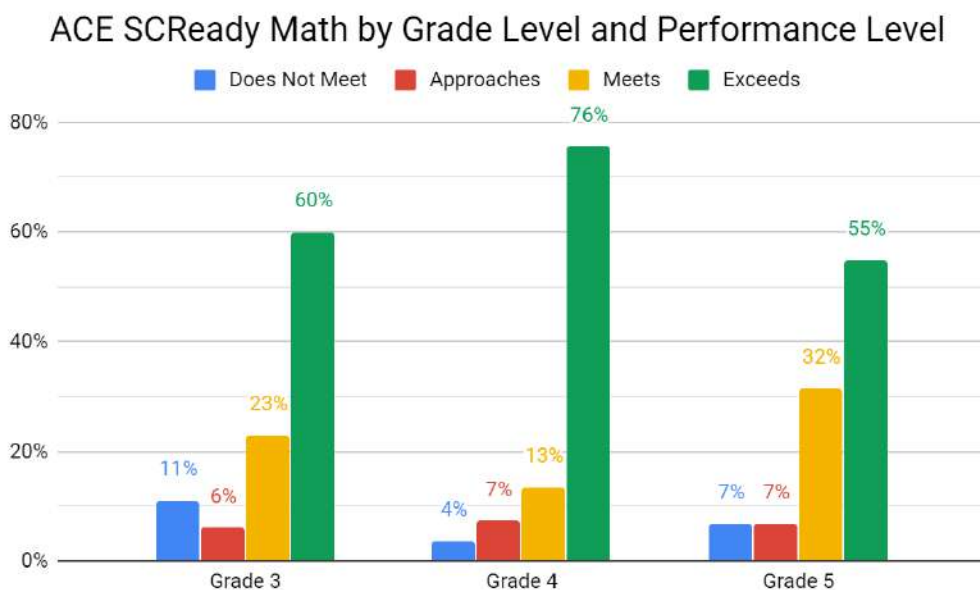
## SCReady Math Results - Data by Performance Level

When looking at the data by performance level, it shows that students scoring meets or exceeds is significantly higher than those students scoring approaches or does not meet. As the meets category has decreased over the past three years by 8%, our students scoring exceeds has increased by 18%. Both does not meet and approaches categories have decreased in percentage over the past three years.



## SCReady Math Results - Data by Grade Level

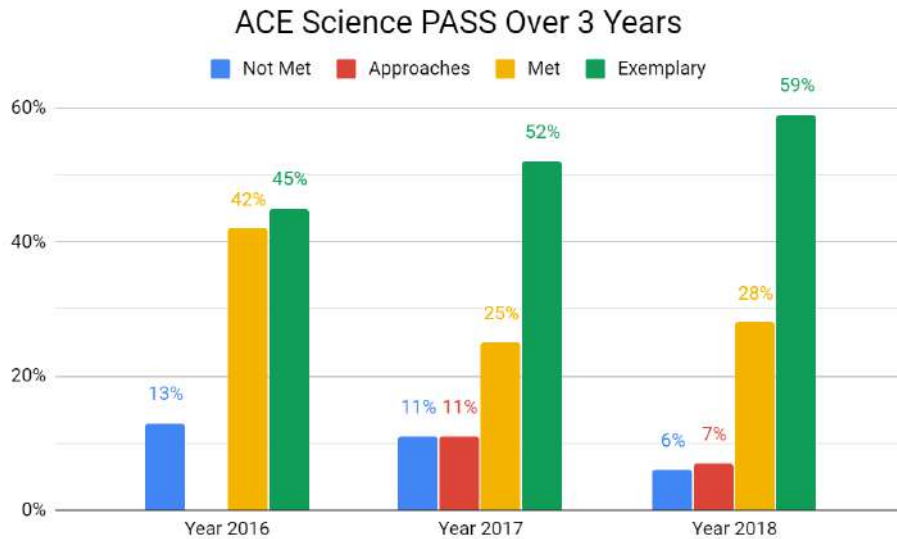
When looking at the data by grade level, it shows that students scoring meets or exceeds is 83% in 3<sup>rd</sup> grade. In fourth grade, 89% of students scored meets or exceeds. In 5th grade, 87% students scored meets or exceeds. Fourth grade math percentage for exceeds surpasses both third and fifth grades.



## SCPASS Data Results

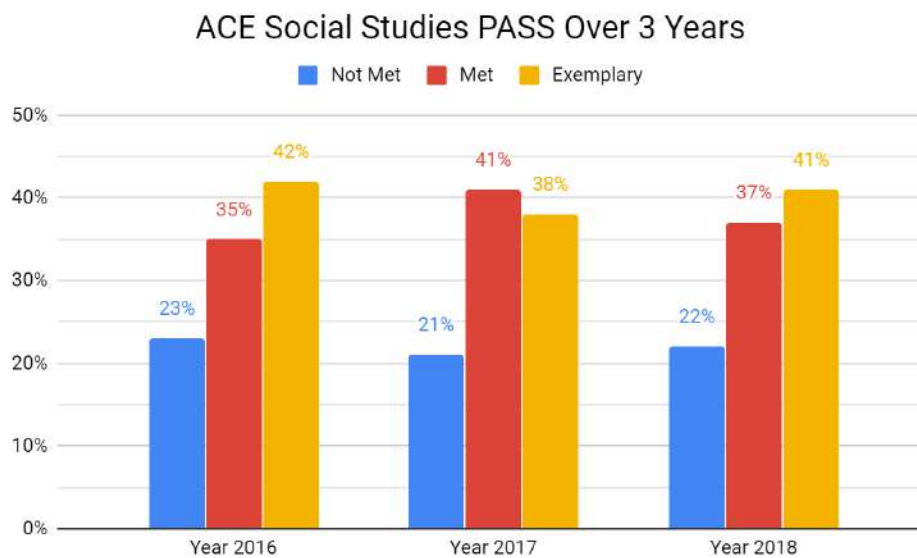
### SCPASS SCIENCE FOR GRADE 4

Fourth grade students are tested in science each year. Of the students tested in 2018, 87% of students scored meets or exceeds. In 2017, 77% of students scored in those categories. This is a 10% increase in one year.



### SCPASS SOCIAL STUDIES FOR GRADE 5

Fifth grade students are tested in social studies. Of the students tested, 78% of students scored in the met and exemplary category in 2018, while 79% scored in those categories in 2017. While this is a decrease of 1% in this subject area, the number of students scoring exceeds increased by 3%.



## Teacher and Administrator Quality

We at Augusta Circle attempt to steer our professional development each year toward our goals and any new initiatives that the district implements from year to year. We conduct a survey in the spring each year to find topics of need for our staff. In studying our teacher and administrator quality assessment, we find that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our professional development is designed and correlated to reflect teacher and student needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.



## Augusta Circle Elementary Professional Development Plan 2018-2019

**Focus on:** Balanced Literacy Components and Implementation using Data to Drive Instruction;  
Personalized Learning; Building a Positive School Culture

Date	Description	Facilitators	Location	Time
June-July	Grade Level Planning Meetings	Mimi Melehes, Jennifer Holman	Conference Room	9:00-12:00 or 1:00-3:00
August 13	Faculty Handbook - Establishing Expectations	Mimi Melehes, Jennifer Holman	Media Center	8:00-11:00
August 14	Literacy Environment - Personalized Learning	Suzanne Billings, Mary Anna Pastorek	Conference Room	9:00-10:00 K5 10:15-11:15 1st grade 1:30-2:30 2nd grade
August 15	Literacy Environment - Personalized Learning	Suzanne Billings, Mary Anna Pastorek	Conference Room	10:30-11:30 3rd grade 1:00-2:00 4th grade 2:00-3:00 5th grade
August 17	Google Classroom Training	Jennifer Holman	Media Center	1:00-2:00
September 5	Leadership Meeting - Establish Norms and Expectations	Mimi Melehes,	Conference Room	3:00-4:00

		Jennifer Holman		
September 12	LIVE PD - Educating the Whole Child	Suzanne Billings, Stephanie Gamble, Amanda Howayeck, Shelby Turner	Media Center	3:00-5:00
September 19	Grade Level Data Meetings - Testing Data Analysis and MasteryConnect Trackers	Suzanne Billings, Mimi Melehes, Jennifer Holman, Mary Anna Pastorek	Conference Room	8:50-2:15 Teachers meet with IC/Administration Team during planning
October 3	Leadership Meeting - School Culture	Mimi Melehes, Jennifer Holman	Conference Room	3:00-4:00
October 10	Vertical Team Meetings - School Culture and Literacy Environment	Mimi Melehes, Jennifer Holman	Media Center, Conference Room, and/or Classrooms	3:00-4:00
October 24	F&P Benchmark Training - Session 1	Suzanne Billings Andi Tilley	Media Center	3:00-4:30
November 7	F&P Benchmark Training - Session 2	Suzanne Billings, Andi Tilley	Media Center	3:00-4:30
November 19	Grade Level Data Meetings - Analysis of MasteryConnect Benchmarks; Using F&P Benchmarks to Collect Data	Suzanne Billings, Mimi Melehes, Jennifer Holman, Mary Anna Pastorek	Conference Room	8:50-2:15 Teachers meet with IC/Administration Team during planning
November 28	Leadership Meeting - Safety and Collaboration	Mimi Melehes, Jennifer Holman	Conference Room	3:00-4:00

December 5	LIVE PD - Windows 10 Training	Mimi Melehes, Stephanie Williams	Media Center	3:00-4:00
December 12	Vertical Team Meetings - Collaborative Communication focused on technology and school book room	Mimi Melehes, Jennifer Holman	Media Center, Conference Room, and/or Classrooms	3:00-4:00
January 16	LIVE PD - Writing Strategies Workshop (teacher choice)	Suzanne Billings	Media Center	3:00-4:00
January 23	Leadership Meeting - Team Building; Celebration of First Semester Successes	Mimi Melehes, Jennifer Holman	Conference Room	3:00-4:00
January 23	Grade Level Data Meetings - MasteryConnect Analysis of Formative/Summative Data; Progress Monitoring	Suzanne Billings, Mimi Melehes, Jennifer Holman, Mary Anna Pastorek	Conference Room	8:50-2:15 Teachers meet with IC/Administration Team during planning
February 27	Leadership Council Meeting - reflection of Literacy Environment implementation	Mimi Melehes, Jennifer Holman	Conference Room	3:00-4:00
March 13	Grade Level Data Meetings - Reading Workshop: Independent Reading Time	Suzanne Billings, Mimi Melehes, Jennifer Holman, Mary Anna Pastorek	Conference Room	8:50-2:15 Teachers meet with IC/Administration Team during planning
March 20	LIVE PD - Chromebooks and Google Classroom	Suzanne Billings, Stephanie Williams	Media Center	3:00-4:00

March 27	Grade Level Data Meetings - Reading Workshop: Using Data for Goal Setting	Suzanne Billings, Mimi Melehes, Jennifer Holman, Mary Anna Pastorek	Conference Room	8:50-2:15 Teachers meet with IC/Administration Team during planning
March 27	Leadership Council Meeting - Safety and Budget	Mimi Melehes, Jennifer Holman	Conference Room	3:00-4:00
March/April	PD in PJs - How Gender Biases Affect Teaching the Whole Child	Suzanne Billings	Teacher Choice	1 hour of PD credit completed on personal time
March/April	PD in PJs - Student Conferencing within Reading Workshop	Suzanne Billings	Teacher Choice	1 hour of PD credit completed on personal time
April 10	Grade Level Data Meetings - Reading Workshop: Language and Word Study components	Suzanne Billings, Mimi Melehes, Jennifer Holman, Mary Anna Pastorek	Conference Room	8:50-2:15 Teachers meet with IC/Administration Team during planning
April 24	Vertical Team Meetings - Feedback on Technology Integration, School Book Room, Collaborative Planning	Mimi Melehes, Jennifer Holman	Media Center, Conference Room, and/or Classrooms	3:00-4:00
May 1	Grade Level Data Meetings - Reading Workshop: Language and Word Study components	Suzanne Billings, Mimi Melehes, Jennifer Holman, Mary Anna Pastorek	Conference Room	8:50-2:15 Teachers meet with IC/Administration Team during planning
May 8	Leadership Council Meeting - End of Year events; planning for next year	Mimi Melehes, Jennifer Holman	Conference Room	3:00-4:00



May 22	Vertical Team Meetings - Reflections and Celebrations	Mimi Melehes, Jennifer Holman	Media Center, Conference Room, and/or Classrooms	3:00-4:00
May 22	Grade Level Data Meetings - Analysis of Implementation of Balanced Literacy Components; Feedback & Planning for next year	Suzanne Billings, Mimi Melehes, Jennifer Holman, Mary Anna Pastorek	Conference Room	8:50-2:15 Teachers meet with IC/Administration Team during planning

### **Other Professional Development Opportunities:**

- District Professional Development Sessions
- District Curriculum Meetings
- District Technology Proficiency Sessions
- Upstate Consortium
- Upstate Technology Conference
- Summer Academy Sessions
- Roper Mountain Science PLUS

Our Professional Development Calendar for 2019-2020 will be developed this summer once we know our needs and the district initiatives for next year.

### **School Climate Needs Assessment**

In evaluating our school climate, we study the results of our surveys in our [SDE School Report Card](https://ed.sc.gov/data/report-cards/). It is accessible at: <https://ed.sc.gov/data/report-cards/>. Teachers, students, and parents are very complimentary of our school. The questions ask about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2016, teachers 97.2 % of teachers were satisfied with learning environment and social and physical environment, and they were 88.9% satisfied with home-school. In 2017, teachers were 100% satisfied with learning environment, social and physical environment, and school-home relations. In 2018, teachers were 97.2% satisfied with learning environment, 100% were satisfied with social and physical environment, and 100% were satisfied with school-home relations.

In 2016, students were 93.2% satisfied with the learning environment, 90.1% satisfied with the social and physical environment, and 90.2% satisfied with the home-school relationships. In 2017, students were 94.8% satisfied with learning environment, 96% satisfied with social and physical environment, and 93.4% satisfied with school-home relations. In 2018, students were 98.5% satisfied with learning environment, 97% satisfied with social and physical environment, and 95.6% satisfied with school-home relations.

In 2016, 95.5% of parents were satisfied with the learning environment, 87.9% were satisfied with home-school relations, and 98.4% were satisfied with the social and physical environment. In 2017, parents were 93.1% satisfied with learning environment, 95.4% satisfied with social and physical environment, and 83.7% satisfied with school-home relations. In 2018, parents were 92% satisfied with learning environment, 98% satisfied with social and physical environment, and 87.8% satisfied with school-home relations. We are pleased with these results, although there is always room for improvement.

Our lowest percentages fluctuate among the different surveys. We will strive to improve the results of these surveys, particularly the school-home relations with parents.

## **AdvancED Survey Results**

Students, parents, and teachers were surveyed by AdvancED to determine areas of strengths and weaknesses in the school climate and culture. In regard to interactions with the staff at the school, parents chose respectful, supportive, comfortable, and helpful most often. When asked what teachers most often say to students during the school day, the majority chose, “You got it right!”, “Explain your work,” “You are learning...” and “We will be working on...” The data also showed that 64% of parents felt that students were listening to the teacher most often during the school day. They also felt that students were completing worksheets and writing often during the day. This piece of data highlights a weakness in the area of creating a more student-centered environment.

When students were surveyed, they were asked what words describe what they thought of their teachers. Over 90% of students responded with the words honest, fun, and caring and 84% responded with active. When asked to describe what they do most often in class, the four most popular choices were as follows: listen to teacher (73%), complete worksheets (67%), work with others (54%), and think (51%). Compared to the parent survey data, we see a trend in students viewing the classroom as more teacher than student centered. Students were also asked to choose four words that best describe how they feel during the school day. The top four choices were; happy (70%), interested (68%), challenged (64%), and excited (54%). These words reflect positive feelings about school.

When teachers were surveyed, the top phrases chosen for expectations of students during the school day were as follows: students are learning (100%), students understand (77%), and students are able to explain (92%). When asked about the kinds of things they say to students in the classroom, they chose “what are you thinking?”, “we will be working on...”, “explain it”, and “You got it right!” as the top choices. In response to how they would describe their colleagues, the most popular choices were caring (69%), honest (77%), and caring (69%). When asked how to describe the interactions they have with colleagues at the school, the top responses were respectful (85%), supportive (926%), and helpful (77%). Teachers reported that the physical spaces in the school are bright (62%), open (62%), inviting (69%), and comfortable (100%). While at work, teachers reported that they mostly happy, but also supported, challenged, appreciated, encouraged, and excited at work. They also reported that when trying to complete responsibilities at work, they are patient and deliberate (62%).

After looking at this data, it is evident that Augusta Circle’s school climate and culture is one that is respectful and supportive. Interactions between all stakeholders was rated as both. A weakness in the culture is that of student-centered instruction. Results from this survey have started a very important shift in the school from a teacher centered learning environment to a student centered learning environment.

# **ACTION PLAN**

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

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

- Goal Area 1: Raise the academic challenge and performance of each student
- Goal Area 2: Ensure quality personnel in all positions
- Goal Area 3: Provide a school environment supportive of learning

## **Planning Time**

Each grade level has a minimum of one designated time each week when the teaching team meets as a group for planning lessons. This structure encourages the team collaboration. Most school meetings are held after school. These meetings include approximately three faculty/Leadership Committee meetings per month with one additional grade-level meeting. Participation in district meetings or serving on district committees is an additional commitment. At least ten professional development days are provided throughout the year. Opportunities for curriculum enrichment and/or professional development are often an addition to the above. Since most of the time spent in meetings is beyond the normal workday, there is constant conflict between using time to deal with problems versus using time for quality planning.

## **School Improvement Plan**

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

## **Title 1 Plan**

The percentage of our FARM (Free and Reduced Meals) Students is 11%. We do not qualify for any Title 1 services or funding; therefore, we are limited in providing additional instructional materials or staff to serve our at-risk students.

## **English Language Development Plan**

Our total enrollment is about 567 students. English as a Second Language Program (ESL) is offered on an as needed basis.

## **Technology Plan**

The technology committee of Augusta Circle Elementary School revises our technology plan annually to assist and guide our teachers in the utilization of technology as an instructional tool. It is the result of combining teacher input with the District Educational Plan and the Technology and Curriculum Standards. It is our goal that this plan will lead to consistency within each grade level and provide logical, sequential, developmental steps for students as they progress from one grade level to the next. This plan is designed to make expectations clear for all involved in its implementation and address the training needs required for those people to succeed. In addition, this plan provides a focus and direction that helps us build knowledge in future years. In 2015, we purchased 1:1 chrome books for our students in grades three, four, and five. We provided eight hours of training for iPads and 8 hours of training for chrome books. In January 2017, we provided new laptops to our staff members. We were provided with new 1-1 chrome books for all third, fourth, and fifth grade students from the district in 2018. We then filtered the chrome books that are still working down to second grade and then down to first grade. Grades kindergarten, first, and second also use iPad minis for instructional learning. .

## **District Plan to Upgrade Facilities**

The school district renovated the existing building and added an addition that was ready in August 2002. This construction project brought our facilities up to date. Our school is now handicap-accessible and is totally wired for technology. We installed wireless in our building. In the summer of 2017, we renovated the front of the building to make it safer and we added gates at our breezeway for safety reasons.

## **Budget**

Working under district guidelines of the General Fund, our specific budget is based upon the number of students enrolled each year. Our plan includes a detailed budget outlining specific needs.

## **Summary of Progress for 2018-2019**

The portfolio plan was something that all faculty members took part in producing. The entire staff was involved in our annual self-study and in implementing the plan. We worked to further improve our school-wide plan for student achievement, teacher/administrative quality, and school climate to create excellence throughout the school. We also concentrated on professional development on Balanced Literacy and technology.

### **Needs Assessment for 2019-2020**

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

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

## ACTION PLAN

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 1</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <span style="background-color: yellow;">80</span> % in 2016-17 to <span style="background-color: yellow;">85</span> % in 2022-23.
<i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i>
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <span style="background-color: yellow;">1</span> % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	<span style="background-color: yellow;">80</span> % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	81	82	83	84	85
		School Actual Elementary <span style="background-color: yellow;">79</span>					

SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary</b> 52	52	55	58	61	64
		<b>District Actual Elementary</b> 52					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Balanced Literacy Implementation	Ongoing	Teachers, Instructional Coach, Literacy Specialist, Principal	NA	NA	Classroom Observations Grade Level Planning Classroom Data Fountas and Pinnell Benchmark Data Lesson Plans Professional Development Opportunities
2. Individual Student Reading Goals	Ongoing	Teachers, Instructional Coach, Literacy	NA	NA	Anecdotal Notes

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
		Specialist, Principal			Data Team Meeting Minutes Walkthrough Observations
3. Learning Labs	Ongoing	Literacy Mentors Instructional Coach Literacy Specialist	NA	NA	Coaching Cycle Documentation Schedule of Visits
4. Common Assessments	Ongoing	Teachers, Administration, Instructional Coach, Literacy Specialist	NA	NA	Unit Data Analysis Pre and Post Test Analysis Data Team Meeting Minutes Use data to plan instruction



**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from **81 %** in 2016-17 to **86 %** in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **1 %** annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	<b>81 %</b> Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>
		<b>School Actual Elementary</b> <b>86</b>					
SC READY Math SDE website and School Report Card	<b>54%</b> Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary</b> <b>57</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>

		<b>District Actual Elementary 60</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Reflex Math	Ongoing	Teachers, IC, Administrators	\$4,000	General Funds	Classroom Observations Reflex Math Data Sheets
2. Guided Math Groups	Ongoing	Teachers, IC, Administrators	NA	NA	Professional Development trainings Classroom Observations Lesson Plans
3. Academic Coaching	Ongoing	Administrators, Instructional Coach, Literacy Specialist	NA	NA	Student Goals Schedule Anecdotal Notes

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 3** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by **1 % annually.**

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	88	89	90	91	92
		School Actual Elementary 87					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75

		<b>District Actual Elementary 60</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. TE 21 Benchmark	End of each quarter	Teachers, IC, Administrators	NA	NA	Grade Level Meeting Minutes Data Team Meetings School Reports
2. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes Lesson Plans Classroom Observations
3. Interactive Science Notebooks	Ongoing	Teachers, IC, Administrators	NA	NA	Classroom Observations Lesson Plans Grade Level Meeting Minutes

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The percentage of students scoring **Met and Exemplary** on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring **Met and Exemplary** on SCPASS Social Studies will increase by **3 % annually**.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	<b>School Projected Elementary</b>	<b>81</b>	<b>84</b>	<b>87</b>	<b>90</b>	<b>93</b>
		<b>School Actual Elementary</b> <b>78</b>					
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary</b>	<b>81</b>	<b>84</b>	<b>87</b>	<b>90</b>	<b>93</b>

		<b>District Actual Elementary 78</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Social Studies with ELA Integration	Ongoing	Teachers, IC, Literacy Specialist, Administrators	NA	NA	Lesson Plans Classroom Observations Grade Level Meeting Minutes Coaching Cycles Data Team Meetings
2. TE 21 Benchmark	End of each quarter	5 <sup>th</sup> grade teachers, IC, Administrators	NA	NA	Data Team Meetings Grade Level Meeting Minutes
3. Interactive Read Aloud	Ongoing	Teachers, Media Specialist	NA	NA	Lesson Plans

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 5** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for **standardized tests in English Language Arts and Math** (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>					
SC READY ELA SC SDE Website		<b>School Actual Hispanic</b> 					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 					

SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>					
SC READY ELA SC SDE Website	<b>40</b> % Meets Expectations and Exceeds Expectations	<b>School Projected AA 42</b>	<b>42</b>	<b>44</b>	<b>46</b>	<b>48</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>School Actual AA 27</b>					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>					
SC READY ELA SC SDE Website	<b>34</b> % Meets Expectations and Exceeds Expectations	<b>School Projected SWD 35</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>
SC READY ELA SC SDE Website		<b>School Actual SWD 42</b>					



SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD</b> 14	14	17	20	23	26
SC READY ELA SC SDE Website		<b>District Actual SWD</b> 12					
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	x	x	x	x	x
SC READY ELA SC SDE Website		<b>School Actual LEP</b> x					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP</b> 35	35	38	41	44	47
SC READY ELA SC SDE Website		<b>District Actual LEP</b> 33					
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	x	x	x	x	x

SC READY ELA SC SDE Website		<b>School Actual SIP</b> x					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected SIP</b> 38	38	41	44	47	50
SC READY ELA SC SDE Website		<b>District Actual SIP</b> 33					
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	x	x	x	x	x
SC READY Math SC SDE Website		<b>School Actual Hispanic</b> x					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 39	39	42	45	48	51
SC READY Math SC SDE Website		<b>District Actual Hispanic</b> 42					

SC READY Math SC SDE Website	33 % Meets Expectations and Exceeds Expectations	School Projected AA 35	35	37	39	41	43
SC READY Math SC SDE Website		School Actual AA 30					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28					
SC READY Math SC SDE Website	39 % Meets Expectations and Exceeds Expectations	School Projected SWD 41	41	43	45	47	49
SC READY Math SC SDE Website		School Actual SWD 46					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30

SC READY Math SC SDE Website		<b>District Actual SWD</b> 16					
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	x	x	x	x	x
SC READY Math SC SDE Website		<b>School Actual LEP</b> x					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP</b> 40	40	43	46	49	52
SC READY Math SC SDE Website		<b>District Actual LEP</b> 42					
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	x	x	x	x	x
SC READY Math SC SDE Website		<b>School Actual SIP</b> x					

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected SIP</b> <b>36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>District Actual SIP</b> <b>38</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Mentor Greenville	Ongoing	Principal, School Counselor, Mentors	NA	NA	Log of mentor attendance
2. Academic Coaching	Ongoing	Principal, Administrative Assistant, Instructional Coach	NA	NA	Anecdotal Records Teacher Gradebook TE21 Benchmark Data
3. Second Chance Program	Ongoing	Administrative Assistant, Greenville County Schools Student Services	NA	NA	Calendar GCSource

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 6** Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					

		School Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	School Projected		Grade 2 – 72% Grade 5 – 67%	Grade 2 – 72% Grade 5 – 67%	Grade 2 – 72% Grade 5 – 67%	Grade 2 – 72% Grade 5 – 67%
South Carolina MAP Linking Study – December 2016	2 <sup>nd</sup> grade criteria RIT = 189 62 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 216 66 <sup>th</sup> percentile	School Actual	Grade 2 – 70% Grade 5 – 65%				
Fountas and Pinnell		District Projected					
		District Actual	Baseline will be established in Spring 2019				
Fastbridge		District Projected					
		District Actual	Baseline will be established in Spring 2019				

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	<b>District Projected</b>		Grade 2 – 38% or above Grade 5 – 34% or	Grade 2 – 38% or above Grade 5 – 34% or	Grade 2 – 38% or above Grade 5 – 34% or	Grade 2 – 38% or above Grade 5 – 34% or
South Carolina MAP Linking Study – December 2016	2 <sup>nd</sup> grade criteria RIT = 189 62 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 216 66 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 40% Grade 5 – 42%				

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. RTI intervention for students in K through third grades who are at-risk in reading	2019-2023	Literacy Specialist, RTI reading intervention teacher	NA	NA	Fastbridge Data for K through 2 <sup>nd</sup> grades Fountas and Pinnell Benchmark Data
2. Strategy groups and guided reading groups differentiated for reading instruction with extra scaffolding for students who are at-risk in reading	2019-2013	Teachers	NA	NA	Fountas and Pinnell Benchmark Data Student Conferencing Data



**Performance Goal Area:** ☐ Student Achievement\* ☒ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD

		<b>District Actual</b>					
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<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 1</b> Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE School Report Card Survey	98	<b>School Projected Students</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Students</b> 97					
SC SDE School Report Card Survey	92	<b>School Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Teachers</b> 100					
SC SDE School Report Card Survey	95	<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Parents</b> 98					
SC SDE School Report Card Survey	92	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Students</b> 86					

SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers</b> <b>97</b>					
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents</b> <b>88</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. School Safety Plan	Ongoing	Administrative Assistant, Principal	NA	NA	Copy of plan

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
2. First Responders	Ongoing	School Nurse, Trained responders	NA	NA	First Responder Drill Documentation CPR/AED certification log First Responder Meeting Agendas
3. Guidance Lessons	Ongoing	School Counselor, Teachers	NA	NA	Lesson Plans
4. Safety Drills	Ongoing	Administrative Assistant, Principal	NA	NA	Fire Drill Log Tornado Drill Log Earthquake Drill Log Partial/Full Lockdown Drill Log First Responder Drill

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL: 3** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0.0					
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		<b>District Actual</b> <b>0.8</b>					
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Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	(2016-17) <b>0.0</b>	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>School Actual</b> <b>0.0</b>					
	(2016-17) <b>.04</b>	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>District Actual</b> <b>.04</b>					

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	96	96	96	96	96
		School Actual 95					
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90



		District Actual 89	90				
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Instructional Leadership Book Study <i>The Energy Bus</i> by Jon Gordon	September-March	Principal, Assistant Principal, Instructional Coach, Literacy Specialist, and School Counselor	\$125	Local Funds	Calendar Meeting Agendas Book Discussion Notes
2. Classroom/Grade Level Celebrations	Quarterly	Teachers, School Counselor	NA	NA	Classroom/Grade Level Celebration Schedules

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 5** Achieve and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 97	School Projected	97	97	97	97	97
180 <sup>th</sup> day Attendance Report		School Actual 97					
	(2016-17) 95	District Projected	95	95	95	95	95

180 <sup>th</sup> day Attendance Report		<b>District Actual 95</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Attendance Conferences	Ongoing	Assistant Principal Attendance Clerk Attendance Supervisor	NA	NA	Conference Form/IMS
2. Home Visits	Ongoing	Administrators Attendance Supervisor			Home Visit Log

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 6** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1
		School Actual Afraid – 2% Lonely – 4% Angry – 1%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5

		<b>District Actual</b> <b>Afraid – 5%</b> <b>Lonely –</b> <b>10%</b>	<b>Afraid – 5%</b> <b>Lonely –</b> <b>10%</b> <b>Angry – 8%</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Guidance Lessons	Ongoing	Guidance Counselor	NA	NA	Lesson Plans Guidance Calendar to Teachers Character Education Units and Presentations
2. Mental Health Services	Ongoing	Greenville Mental Health Onsite Counselor	NA	NA	Visit Log
3. Safety Training	Ongoing	Administrative Assistant, Principal	NA	NA	Fire Drill Schedule Lockdown Schedule Severe Weather Schedule

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Internet Safety Presentation with Rick Floyd



**South Carolina Department of Education**  
**Office of Early Learning and Literacy**  
**Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool 2019-2020**  
**School Name: Augusta Circle Elementary**

<b>A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions be provided to all struggling readers who are not able to comprehend grade-level texts.</b>				
<b>Lenses of Assessment</b> A Comprehensive System of Assessment <ul style="list-style-type: none"> <li>• Summative Assessment             <ul style="list-style-type: none"> <li>• SC Ready</li> </ul> </li> <li>• Formative Assessment             <ul style="list-style-type: none"> <li>• Fountas and Pinnell, DRA, Dominic</li> <li>• MAP</li> <li>• Star Reading</li> <li>• 4K Assessments: PALS, Gold, MyIGDIs</li> </ul> </li> <li>• Data Teams             <ul style="list-style-type: none"> <li>• Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans</li> </ul> </li> <li>• Documentation of Data</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>A1.</b> Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations, Cold Reads, Common Assessments
<b>A2.</b> Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>A3.</b> Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>A4.</b> Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

<b>B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.</b>				
<b>Lenses of Assessment</b> Assessing for Supplemental Instruction <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Small Group and Individual</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>B1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
<b>B2.</b> Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>B3.</b> Teachers provide targeted, effective in-class intervention which  -must provide individual and small-group instruction; and  -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



<b>C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.</b>				
<b>Lenses of Assessment</b>				
Assessing for Family Support of Literacy Development				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>C1.</b> Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls, Read Night (K-1 <sup>st</sup> ), book fair

<b>D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.</b>				
<b>Lenses of Assessment</b>				
Assessing for Research-Based Instructional Practices:				
<ul style="list-style-type: none"> <li>• Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data</li> <li>• Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data</li> <li>• Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data</li> <li>• Integration of Disciplinary Literacy</li> <li>• Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D1.</b> Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans, Anchor Charts, work samples, writer's notebook
<b>D2.</b> Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>D3.</b> Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>D4.</b> Teachers use shared writing experiences to scaffold student success and build fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)**

**Lenses of Assessment**

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D5.</b> Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans, Reading response notebooks or sticky notes, mini-lessons
<b>D6.</b> Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>D7.</b> Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)**

**Lenses of Assessment**

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D8.</b> Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans, Rubicon Atlas

<b>E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.</b>				
<b>Lenses of Assessment</b> Assessing for Reading Engagement: <ul style="list-style-type: none"> <li>• Student Choice</li> <li>• Large blocks of time to read, write, and research</li> <li>• Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>E1.</b> Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries, labeled book baskets, grade level planning
<b>E2.</b> Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E3.</b> Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>E4.</b> Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>E5.</b> Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>F. This school provides teacher and administrator training in reading and writing instruction.</b>				
<b>Lenses of Assessment</b> Assessing for Professional Development <ul style="list-style-type: none"> <li>• Literacy Competencies for PreK-5<sup>th</sup> Grade Teachers</li> <li>• Literacy Competencies for Administrators</li> <li>• South Carolina College and Career Ready Standards</li> <li>• Standards for Professional Learning</li> <li>• Early Learning Standards for 4K</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>F1.</b> Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> <li>• Study groups</li> <li>• Collaboration with school coach</li> <li>• Book clubs</li> <li>• Teacher action research</li> <li>• Collaborative planning</li> <li>• Peer coaching</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans, grade level meetings
<b>F2.</b> Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data <ul style="list-style-type: none"> <li>• Study groups</li> <li>• Collaboration with school coach</li> <li>• Book Clubs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.</b>				
<b>Lenses of Assessment</b>				
<b>Assessing for Literacy Partnerships</b>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>G1.</b> Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> <li>County libraries are used to increase the volume of reading in the community over the summer</li> <li>State and local arts organizations</li> <li>Volunteers</li> <li>Social service organizations</li> <li>School media specialists</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
<b>G2.</b> Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**H. This school embeds practices reflective of exemplary literacy-rich environments.**

**Lenses of Assessment**

Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>H1.</b> Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
<b>H2.</b> Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H3.</b> Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H4.</b> Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H5.</b> Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H6.</b> Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H7.</b> Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## Analysis of Data

Strengths	Possibilities for Growth
<p>Results from 2018 SC Ready ELA show that we had 81% of third graders, 84 % of fourth graders, 70 % of fifth graders score meets expectations or exceeds expectations.</p> <p>Results from fall 2018 MasteryConnect ELA show 78.9 % of third graders, 87.2 % of fourth graders, 75 % of fifth graders are projected to score proficient on spring SC Ready ELA. Results from winter 2019 MasteryConnect ELA show 78.9% of third graders, 94.5% of fourth graders, 83.8% of fifth graders are projected to score proficient on spring SC Ready ELA.</p> <p>Results from FastBridge from 2018 show that we had 59 students out of 93 (64%) in kindergarten, 91 students out of 104 (88%)in first grade, 87 students out of 99 in second grade (88%) are on target or above for end of grade level reading expectations.</p> <p>Strengths for all grade levels include team planning and following state standards when planning instruction. Teachers also integrate science and social studies into ELA instruction. Data is used to drive instruction.</p>	<p>Conferencing with individual students on their reading and writing needs and goals.</p> <p>Meeting in flexible reading and writing strategy groups using student driven data.</p> <p>Providing PD and coaching opportunities for teachers in reading and writing.</p>



SMART Goals and Action Steps Based on Analysis of Data	
<p><b>Goal #1:</b></p> <p>Grades K-3:</p> <p>By June of 2020, 70% of students in individual classrooms will increase their comprehension of texts through formative and summative assessments by progressing 3 levels on the F &amp; P Benchmark.</p>	<p><b>Action Steps:</b></p> <p>Grades K-3:</p> <ol style="list-style-type: none"> <li>1. Using F&amp;P and FastBridge data the literacy team will determine which students qualify for intervention using LLI.</li> <li>2. Teachers will use anecdotal notes and data collected to drive instruction.</li> <li>3. Teachers will use flexible small group instruction to help meet students evolving needs.</li> </ol>
<p><b>Goal #2:</b></p> <p>Grades 4 &amp; 5:</p> <p>By June of 2020, 75% of students in individual classrooms will increase their comprehension of texts through formative and summative assessments by progressing 1 or more levels on the F &amp; P Benchmark.</p>	<p><b>Action Steps:</b></p> <p>Grades 4&amp;5:</p> <ol style="list-style-type: none"> <li>1. Teachers will use anecdotal notes and data collected to drive instruction.</li> <li>2. Teachers will use flexible small group instruction and conferencing to help meet students' reading needs.</li> <li>3. Using F &amp; P data, goal setting will be put in place to help meet the needs of students.</li> </ol>

### References

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.