Grove Elementary School

Strong Minds. Strong Programs. Strong Partners.

SCHOOL RENEWAL PLAN FOR YEARS: 2013 - 14 through 2017 – 18

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015 - 2016

Deborah Bauer, Principal

1220 Old Grove Road

Piedmont, SC 29673

Mr. W. Burke Royster, Superintendent

Greenville County School System

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Grove Elementary

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 *(one year)*

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Beatrice Drees		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ms. Deborah Bauer		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1220 Old Grove Rd. Piedmont, SC 29673

SCHOOL'S TELEPHONE: (864) 355 - 5900

PRINCIPAL'S E-MAIL ADDRESS: dbauer@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

POSITION	*NAME*
1. PRINCIPAL	Debbie Bauer
2. INSTRUCTIONAL COACH	Marie Havran
3. PARENT/GUARDIAN	Jodi King
4. COMMUNITY MEMBER	Deborah Heaton
5. SCHOOL IMPROVEMENT COUNCIL	Beatrice Drees

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

POSITION	*NAME*
PTA 2nd Vice President	Jochebed Walker
SIC Vice President	Kyle Jefferies
Title I Facilitator	Lauren Phillips
Instructional Coach	Rebecca Ratcliffe

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

_X__ **Academic Assistance, PreK–3**

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

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

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

__X__ **Parent Involvement**

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

__X__ **Staff Development**

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

__X__ **Technology**

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

N/A___ **Innovation**

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

__X__ **Recruitment**

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

__X__ **Collaboration**

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

__X__ **Developmental Screening**

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

__X__ **Half-Day Child Development**

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

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

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

__X__ **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be

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

__X__ <u>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</u>
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Grove Elementary School Strategic Plan
Table of Contents

Introduction

Grove Elementary's School Portfolio was developed to document the changes and progress our school has made. This plan is constantly evolving and documents our actions and changes we have made to support student success. We believe the School Portfolio provides staff a means to further develop capacity, self – assessment, communication and accountability.

The School portfolio was developed through collaboration with all stakeholders. The faculty and staff, along with parent and community members of SIC and PTA, assisted in the self-reflection process in order to better build our plan for the purpose of increasing student success. In order to maintain high standards and expectations, a great deal of discussion centered on changes over the past five years, such as curriculum, programs, organizational changes, and improvements. As each section was reviewed and updated, feedback was considered essential and provided the Leadership Team with the opportunity to develop a document representative of Grove Elementary.

Executive Summary

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed South Carolina schools to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school.

Ratings Over 5 – Year Period Source: SC State Report Card		
Year	**Absolute Rating**	**Growth Rating**
2014	**Average**	**Excellent**
2013	**Average**	**Excellent**
2012	**Average**	**Average**
2011	**Average**	**Average**
2010	**Average**	**Average**

Student Achievement Summary

Strengths

- Longitudinally, all subjects percentage of students scoring Exemplary has increase, while the percentage of students scoring Not Met has decreased.

- From 2013 to 2014 data, Reading, Writing, Social Studies, and Math Not Met has decreased and Exemplary has increased.

- All AMO's increased except Reading, with Social Studies meeting with a 640.

Weaknesses

- Longitudinally, 3rd to 4th grade – Reading, Math and Science Exemplary is decreasing; however, from 4th to 5th Reading, Writing and Math are improving

- Math Weaknesses – Operations

- Science Not Met increased from 2013 to 2014

- Writing – Conventions prove to be weak across all grade levels

- Reading – Research is weak in grades 3 and 5; Nonfiction is weak in 4th

Student Achievement Goals

- Increase student achievement in all content areas.

- Continue to enhance science curriculum through the science lab usage and extension programs.

- Improve communication with parents, outside agencies and organizations to yield more involvement and participation in the school.

- Continue to collect data, review with students, assisting them to establish goals and encourage self-assessment for continuous improvement.

- Expand knowledge and continue practice of the authentic writing process throughout the school and community.

- Increase knowledge and practice of Learning Focused instructional strategies.

- Implement a balanced literacy framework (Fountas and Pinnell) to ensure that students on various reading levels are best served.

- Increased involvement of parents and community.

Successful Strategies

- Continued refinement of Balanced Literacy, including Empowering Writers

- Frequent use of Title I Academic Specialists to support literacy, math and technology

- School visits based on data that support our current initiatives

- Data driven instruction through the implementation of Data Days with teachers/grade levels

- Participation in local, regional, and state conferences

- Support from instructional coaches

    - Modeling, guiding

    - Facilitation of collaborative groups

    - Consistent, focused, well-planned curriculum meetings

    - Individual support

Student Learning Needs and Desired Results

Need: Increasing PASS in Math, English Language Arts, Social Studies and Science scores among student subgroups in grades 3 through 5.

- Desired Result: Measurable increased student achievement and Annual Measurable Outcomes (AMO's).

Need: Continuing use of data collection to help in decision-making and goal setting for student achievement. (MAP, PASS, Aimsweb, ELDA, LLI, Fountas and Pinnel benchmarking)

- Desired Result: Visual evidence of increasing student achievement through charts and graphs.

Need: Increasing English fluency among ESOL students

- Desired Result: Meaningful communication with teachers and peers through increased vocabulary and language acquisition.

Need: Consistently analyze in grade level teams common assessments in reading and math throughout the school year.

- Desired Result: Formative assessments guide instruction before administration of summative assessments.

Teacher and Administrator Quality Findings

Grove Elementary School has made significant progress. Especially notable accomplishments include the following:

- The school has made significant progress toward its goal of becoming a data-driven school. The principal is highly knowledgeable about data and its effective use for instructional planning and has provided strong leadership to the data analysis process.
- Teachers are consistently using technology to support teaching and learning.
- Collaboration is evident throughout the school. Teachers are planning cohesively at all grade levels and taking active roles in student decisions through collaboration.
- Teachers have a significant leadership role within the school.

- Professional development of teachers is a high priority across the school environment.

- The focus on health and wellness is a strong support for student learning.

The administrators, teachers, and other school staff demonstrate a genuine respect and concern for the education and well-being of all students, and they, along with parents, are enthusiastic about the leadership, vision, and passion of the principal. Parents believe their children are safe and secure in this academic learning environment.

A strong foundation is in place for continued improvement in student achievement at Grove. The faculty and staff have an opportunity to foster and build on their current strengths and continue the progress each has made through participation in continued study, dialogue, and collaboration.

School Climate/Environment Findings

Grove Elementary School is a modern, attractive, well-maintained school which provides an environment conducive to student learning. Teachers, students, and parents are surveyed annually, and results are reported on the school report card issued by the state. Results from the 2013-14 survey indicate that all three groups feel that our school is a safe place during the school day.

Significant Challenges

- Lack of parent involvement among some demographic groups

- High mobility rate of students/families

- Lack of readiness on the part of many children entering school for the first time

Significant Accomplishments

- 2014, 2013 & 2012, Grove has been designated as a Title I Reward School for Performance – amongst the highest performing Title I schools in a given year.

- 2013, Grove received an "A" rating according to the ESEA waver annual measurable objectives. Our school performance has substantially exceeded the state's expectations.

- 2011 – 2012, Grove was recognized as a Title I Distinguished School for Performance.

- 2012 Palmetto Silver Award for Performance

- Public Education Partners - award recipient to support literacy implementation

- Grove has a comprehensive plan to provide nutritional education to our students in all classroom environments.
  - The Coordinated Approach to Child Health (CATCH) program integrates healthy eating, activity, and instruction in to a coordinated program to promote a healthy lifestyle. The program focus is a combined efforts of school, home, and community.
  - The Fresh Fruits and Vegetables grant (FFPV) provides daily fresh fruit or vegetable snacks to the entire school population.

- The principal is a strong, knowledgeable, involved instructional leader.

- Dedicated administrators and faculty genuinely care about the students and their families.

- There is strong communication and focus from the current administration.

- There is a high level of collaboration among faculty.

- State-of-the-art technology is in place in all classrooms, and resources to support student learning are plentiful.

- The school has developed common grade-level assessments based on state academic standards in English language arts and mathematics. These common assessments are administered consistently with follow-up analysis and discussion of results.

School Profile

School Community

Grove Elementary School is located in the southwest area of Greenville County. The original building was constructed in 1969 on thirty-two acres in rural Piedmont. Grove Elementary opened with an enrollment of 350 students and a staff of fourteen teachers, a principal, a media specialist, a secretary, two cafeteria workers, and one custodian. The area served by the school was a stable community of two-parent families of average income who owned their homes. Community members frequently volunteered and attended school events. The first student body was 60% white and 40% African-American.

An increase in enrollment resulted from the closure of West Gantt Elementary School and the building was renovated and enlarged in 1979 to accommodate that change. The facility included thirty seven classrooms, a computer lab, health room, an accelerated learning classroom, guidance office, classrooms for the reading teacher and the speech teacher, a media center, a resource room, and administrative offices. The campus also included three playground areas used for physical education classes and recess. At the end of the 2002-03 school year, the Greenville County School District made the decision to demolish the structure and to build a new school on the present site. Grove Elementary moved to a temporary location during the construction of the new building. The temporary site was too small to accommodate the students; therefore, twenty-two classrooms were placed in portables.

At the end of the 2003-04 school year, Sirrine Elementary School was closed and the ESOL (English Speakers of Other Languages) Program was reorganized. The ESOL students returned to their home-based schools. In addition, attendance zones were adjusted which resulted in a loss/gain of students between Grove and Sue Cleveland Elementary. These factors had a significant effect on the student population. The enrollment increased to approximately 600 students and the Hispanic population increased from 4% to 13% that first year alone. The change in enrollment presented a challenge due to the limited facility in which the school was housed.

The new building was completed and occupied in August of 2005. Over the past five years (2009 – 2014), the student enrollment increased significantly coupled with the demographics of the population has changing as well. In 2014 - 2015, our student population consists of the following:

- Current population: 781 students

- 357 females and 424 males

- 341 African American, 317 Hispanic, 93 white, 28 are classified as other (2 or more races)

- Percent Poverty: 98.35%

- English is the predominant language spoken in the homes of Grove students; however, 315 students reside in homes where English is the second language.

- There are eight subgroups that Grove is accountable for on statewide assessments for state and federal accountability, and they are as follows: male, female, African American, Hispanic, White, Limited English Proficient, Disabled and Subsidized Meals.

The residents of our attendance area are transient. For example, during the 2014-15 school year, the mobility rate is at 38%. This high mobility rate affects the stability of the student population, and ultimately cohesive instruction. The rate of mobility continues to remain close to 50%. Many homes in the Grove attendance area are rental properties and mobile homes.

Grove Elementary serves students with disabilities in the areas of speech/language, learning disabilities, Other Health Impairments, and Autism. Students with disabilities currently receive services in the least restrictive environment (LRE). Instruction occurs in resource and inclusion settings. Efforts have been successful to change the LRE of students previously assigned to self-contained special education classrooms to a maximum resource delivery model first piloted in 2011-2012. Due to student success, the delivery model remained in place through 2013-2014, resulting in an increase their time with non-disabled peers. Grove is currently allocated 2.5 special education resource teachers and 1.2 speech language pathologists.

To assist with our high enrollment of ESOL students, we currently provide one fulltime ESOL teacher, one .8 ESOL teacher, and a .6 ESOL teacher assistant. Through Title I resources, we have added two bilingual Parent Coordinator positions to assist and support all parents, including non-English-speaking families. The current ESOL enrollment is 351 students.

Grove Elementary employs 55.2 certified personnel to meet the educational needs of the students. Many staff members have less than ten years of experience with 34% having five or fewer years of experience.

Community Partnerships

Grove Elementary continues to turn for support within the community for assistance with the design, implementation and improvement of a high-impact learning support for students.

Our community partnerships assisting with tutoring and donations include:

- Communities in Schools

- Salvation Army Boys and Girls Club

- Michelin Partnership for Education

- Mentor Greenville

- Healing Species

- New Spring Church

- Peace Center

- Public Education Partners

School Personnel Data

Due to our Title I funding, we are able to support reduced class size in five grade levels. For 2013-14 school year, nine teacher positions are provided by Title I funds. The student-teacher ratio varies by grade level, but is lower than state and district requirements in each grade level. In Kindergarten, the ratio is 24:2. Each Kindergarten class has a full time teaching assistant included in the ratio. The first grade student-teacher ratio is 18:1. The second grade student-teacher ratio is 18:1. The third grade student-teacher ratio 19:1. The student-teacher ratio for fourth is 18:1. The fifth grade ratio is 18:1.

Grove Elementary employs 62 certified personnel to meet the educational needs of the students. Lifelong learning is encouraged, 38.3% of the staff has received a Master's Degree/plus, or are currently working towards this goal. 76.6% of the teachers are continuing contract teachers. Teacher attendance is 94.8%.

School Staff Source: SC School Report Card	2010 - 11	2011 - 12	2012 - 13	2013 - 14
Teachers with Advanced Degrees	40.9%	39.1%	36.7%	30.3%
Continuing Contract Teachers	90.9%	N/AV	67.3%	76.6%
Teachers Returning from Previous Year	82.9%	83.8%	88.2%	85.6%
Teacher Attendance rate	92.5%	94.3%	95.1%	94.8%
Professional Development Days/Teacher	12.1 days	9.2 days	13.0 days	11.8 days

Student Population Data

English is the predominant language spoken in the homes of Grove students; however, three hundred fifteen (315) students reside in homes where English is the second language. Two hundred eighty (280) students at Grove have been identified through language screenings conducted at the district level to be sufficiently limited in English proficiency. Of the 781 students, 98.35 percent qualify for free or reduced lunch. 1.1 percent of students are identified as gifted and talented. 2.1 % of students were retained for the 2013 - 2014 school year. The attendance rate for students is 96.5%.

Grove is accountable for multiple subgroups on statewide assessments for state and/or federal accountability, and they are as follows: male, female, African American, Hispanic, Disabled, Limited English Proficiency, and Subsidized Meals.

Source: SC School Report Cards	2010 - 11	2011 - 12	2012 - 13	2013 - 14
Student Attendance Rate	96.5%	96.5%	96.3%	96.5%
Students Served by Gifted and Talented Program	N/AV	N/AV	1.2%	1.1%
Student Retention Rate	2.6%	2.0%	3.5%	2.1%

Student Population
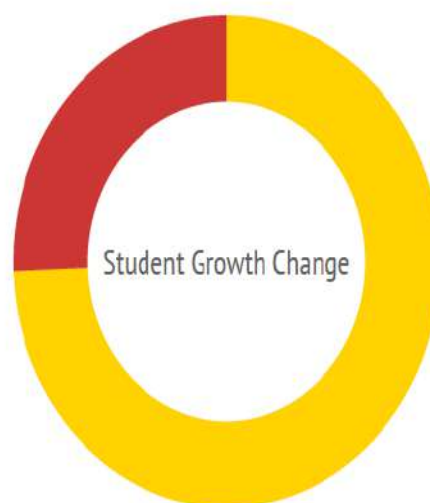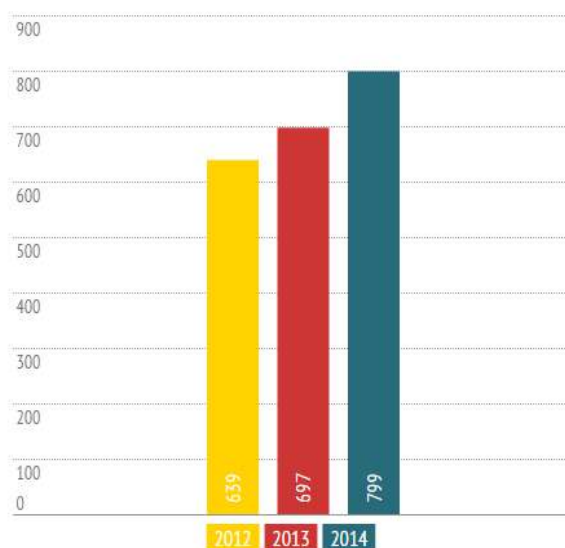
Student Ethnicity

Ethnicity: Free Lunch: 98.35%

African American	341
Hispanic	317
Caucasian	93
Other	28

Academic Programs/ Initiatives

The processes at Grove Elementary School support our belief that teachers, students, parents, and community must all work together to educate our students. There are many processes and programs at Grove that strive to meet our student's needs.

Reading Instruction - Balanced Literacy Model (Fountas and Pinnell)

Grove Elementary teachers believe that literacy is the foundation of student success.   Understanding that reading growth was stagnant, Grove implemented significant change in reading instruction adopting a balanced literacy framework for instruction. This program emphasizes that literacy is an important part of each student's academic day. Staff members continue to participate in professional development to enhance their reading instructional strategies and assessment. Grove introduced and implemented a leveled literacy instructional model referred to as Balanced Literacy. Students receive differentiated reading instruction in a small group setting, allowing individual conversations with teachers about their reading. Teachers use strategies that promote word attack skills, fluency, phonetic skills, vocabulary, and reading comprehension.

Extensive support for this initiative has come from multiple education partners, allowing Grove to develop a literacy resource room of leveled literature available for reading instruction in any genre.

Response to Intervention (RtI) / Early Reading Intervention (ERI)

In 2007, Grove implemented RtI for identified students in Kindergarten, first and second grades who were in need of more intense small group instruction.   Each of

these grade levels use the AimsWeb online data program to input and receive information to monitor student progress during program participation. Kindergarten paraprofessionals facilitate the Early Reading Intervention Program daily to the lowest five students in each classroom.

Writing Instruction

Empowering Writers provides powerful structural models of narrative (the diamond), expository and persuasive (the pillar) writing that makes the organization of writing transparent for teachers and students. The Empowering Writers materials introduce writing in kindergarten and first grade, having students differentiate between narrative and expository texts and laying the foundation for narrative writing structure, recognizing the diamond framework that consistently appears in the narrative form. Throughout students build their understanding of the narrative writing diamond structure through both their reading and writing experiences.

All students complete writing samples assigned by the Language Arts Consultant at the School District of Greenville County. Teachers assess the writing samples using the Smarter Balanced writing rubric for the genre of writing assigned. These assessments guide writing instruction and allow teachers to differentiate their writing curriculum to fit the needs of individual students. Intermediate grades incorporate blind scoring techniques to ensure rigor and consistency in grading and expectations.

Math Instruction

Greenville County Schools adopted McMillan-McGraw/Hill in Spring 2009. Greenville County Schools will adopt Houghton Mifflin *Go Math* to be used at the elementary level (grades K-5) for the 2013-2014 school year. The math instruction is

common core standards-based. All teachers have been trained in Every Day Counts Calendar Math. Fifteen minutes of required instruction provides the following through the Every Day Counts Calendar Math model: builds concepts on variety of topics over time, provides starting point for class discussions involving math, gives multiple representations of important concepts, allows students to analyze and predict patterns, and provides students with problem solving/multiple paths to a solution. In addition, teachers incorporate manipulatives (hands-on and/or technology) daily to model mathematical concepts, and to assess children's understanding and mastery of the concepts. A variety of assessment methods are utilized to reach all learners. Those assessments include: performance tasks, open ended questions, recorded observations, student interviews, journal entries, tests, quizzes, student presentations, and student self-assessments.

Social Studies/Science Instruction

Grove teachers use hands-on science to teach the state science standards. We believe that students who learn science with hands-on experiments and activities learn science much better than those students who are only taught with a textbook. Many teachers use the school district provided science kits to enhance the learning of key science concepts. We believe that all students must be provided instruction in their own learning style. Many of our students need visual and kinesthetic experiences. Using the science kits and science experiments to teach the standards provides these modalities for our students. A fully equipped Science Lab is available for classroom educational use.

New for the 2014 – 15 school year, fourth and fifth grade classes attend weekly virtual science lab class. These virtual labs help students learn basic laboratory techniques and practice methods using the scientific method.

The A-Team Process

Students who continue to experience difficulties after receiving interventions and/or accommodations may be referred to the Academic Assistance Team (A-Team), which includes classroom teacher, assistant principal/A-Team Coordinator, School Psychologist, and parents of the student. This team identifies interventions designed to assist the student with achievement in the content area of need. If data indicate that the student did not respond to the interventions, a referral for formal testing occurs. Based on preset guidelines, a multidisciplinary team determines if the student meets criteria for Special Education Services. If a student qualifies for Special Education Services after testing, the team develops an individual plan for each student which will be implemented by the special education and regular education teacher in an inclusion or resource setting.

Technology

Technology is an integral part of the educational process at Grove. To facilitate this integration into the curriculum, Grove has a minimum of four student computers in each classroom and each certified employee has a laptop and i-Pad. Grove also has an updated, state of the art, 27 station computer technology lab. An additional lab with student computers was created from laptops that were housed on laptop cards. Also available for student and teacher use are 17 computer stations in the Media Center. Classes use the lab daily to teach the district's technology standards and reinforce

Common Core curriculum standards. Students use the Internet for research and then use multimedia software for presenting the research. The lab is also used for reinforcing state standards through the use of curriculum software.

Our district has developed a Technology Survey that is administered to all staff members yearly. The survey indicated areas of strengths and weaknesses. Our teachers continue to develop technology skills through integration classes. Staff development classes at Grove provide support and encourage trying new methods of technology integration. All district personnel will be required to demonstrate technology knowledge and application. Grove is supporting this state-wide mandate by providing technology courses on site.

During the 2014 – 2015 school year, Grove went through a technology refresh and new teacher laptops. Every classroom was previously equipped with a promethean boards for every classroom to assist in student learning and engagement. In addition to computers, each classroom teacher has an iPad for instructional use with an additional set to be checkout through the media center.

There are six Smart Technologies Wireless Slates available for checkout from the media center. Second thru fifth grade teachers have been issued a class set of ActivExpressions. The ActivExpressions Response System can be used during classroom instruction, review, and assessment. Title I has assigned a technology specialist to assist with integration and lesson planning.

Beginning the 2015 academic year, Grove will become a personal learning device school. At this point, the school technology committee is researching with our

Title I technology facilitator the most appropriate technology to fulfill our technology needs.

Special Education / Stetson Inclusive Practices

During the 2014 – 2015 school year, a team consisting of administrators, special education and classroom teachers received training through Stetson and Associates regarding best practices for inclusive classrooms. It is important to have a clear understanding of the multiple support models that may be provided for students with special needs. There are three basic options for providing support for students with disabilities: External Support, In-Class Support, and Specialized Support.

The Step by Step team training emphasized the importance of individual student-centered decisions for assigning supports and services. Through the training, we created an action plan and identified criteria for determining successful implementation of effective practices. This action plan addressed six of the critical themes covered in the Step by Step training:

1. Instructional Setting
2. Collaboration
3. Instruction
4. In – Class Support
5. Peer and Family Relationships
6. Effective Use of Personnel

English for Speakers of Other Languages Program

The English for Speakers of Other Languages (ESOL) Program at Grove began in August of 2004. There is currently one full time ESOL teacher, one .8 ESOL teacher, and one .6 ESOL assistant serving 280 LEP (Limited English Proficient) primarily Spanish speaking students.

ESOL at Grove allows for the success of each LEP student. These students grow in their language acquisition through one-on-one, small group instruction, and inclusion in the regular education classroom. The ESOL teacher is also responsible for:

- the development of individual students plans, Limited English Proficient (LEP) plans

- meeting with parents to discuss their child's progress

- assisting the clerical staff with PowerSchool coding

- updating and maintaining the ESOL paperwork for compliance

- assessing all new ESOL students' language acquisition levels

- collaboration with to provide teachers with resources to use within the classroom

- meeting the needs of the individual student by addressing a range of learning styles through strategies such as Balanced Literacy, Empowering Writers, hands on manipulatives, and technology

- Ensuring that modifications are to allow every ESOL student to experience success in ESOL resource classroom and regular classroom settings.

Having an ESOL program at Grove Elementary has been vital in sustaining the progress and achievements of the ESOL students. We have seen a tremendous growth in our LEP students, not only in their academic progress, but also their social and

emotional well-being. This is primarily due to the opportunity available for them to receive extra assistance in acquisition and mastery of social and academic English.

Data Analysis Workshops

Three times a year, teachers work in groups to analyze data. In the fall, state assessment and fall MAP scores are analyzed for areas of strengths and weaknesses. Both winter and spring focus on classroom common assessments and MAP testing.

Teachers administer common assessments as grade levels in reading and math. They are required to thoroughly analyze each one and to discuss them at Curriculum Meetings with Instructional Coaches. Teachers use this information to make instructional decisions and plan instruction. Discussions also include challenges and successful strategies, encouraging teachers to learn from each other. Benchmark assessments are administered three times a year. Data is collected and looked at for improving classroom instruction.

School Committees

Teachers in each grade level are represented on the school's Professional Learning Community. We have four additional committees that include: School Environment, Positive Behavior Supports/CATCH, Literacy and Numeracy.   These committees assist in guiding the direction of student achievement in our school.

Communities in Schools

During the 2014 – 2015 school year, Communities in Schools began a partnership with Grove Elementary. Communities in Schools is the nation's largest and most effective organization dedicated to keeping kids in school and helping them succeed in life. Their unique model positions site coordinators inside schools to assess

students' needs and provide resources to help them succeed in the classroom and in life. CIS partner with local businesses, social service agencies, health care providers and volunteers. Whether it's food, school supplies, health care, counseling, academic assistance or a positive role model, Communities In Schools is there to help.

Professional Learning Community (PLC)

Grove's PLC consists of a representative from each grade level or team, as well as an instructional coaches and the principal. This group meets monthly representing the entire faculty in decision making and problem solving for the school. Discussions and decisions centers on curriculum, instruction, and assessment.

Community Involvement

The Grove Parent Teacher Association (PTA), School Improvement Council (SIC) and an extensive list of community resources support learning in math, language arts, science, fine arts, and character education. Community resources are provided by the business community, local churches, higher education institutions, nonprofit organizations and philanthropic organizations. Support comes from Michelin, North America, South Greenville Community Partnerships, Clemson University, Furman University, The Salvation Army, Public Education Partners, as well as many others. Some of programs supported by these organizations are: the Back Pack program (weekend food for identified families), literacy materials for instruction, take home and keep books for students, tutoring, mentoring, Terrific Kids, interns, practicum students, and many more. School involvement activities include Fall into Reading Night, Math Night, Health Fair, South Carolina Night, Science Fair, April Arts Fair, SOAR Store to support PBIS initiative, Fifth Grade Day, SOAR Fun in the Sun, parenting classes,

English classes for parents who are learning English as a second language, and grade level field trips.

School Improvement Council

The School Improvement Council is composed of representatives from all stakeholder groups - parents, and community concerns, to make recommendations to the principal, and to prepare the annual School Profile and Report to the Community.

Smart Center Afterschool Program

Grove Elementary offers a no-cost or low-cost aftercare program for our students. This program provides supervised childcare and homework assistance for the 180 day school year for children enrolled in Kindergarten through fifth grade. Sponsored by the Salvation Army Boys and Girls Club at the Kroc Center in Greenville, South Carolina this program supports students who need behavioral and/or academic intervention. The program operates from 2:30-5:30 each school day. Students have a structured daily schedule of a hot meal, homework, outdoor activities, creative playtime, snack and games.

Behavioral Programs/ Initiatives

Positive Behavior Interventions and Support (PBIS)

Grove began implementing the PBIS philosophy in the 2006-2007 school year. Each year, behavior increasingly improves through using school-wide procedures, expectations, and positive reinforcements. During the 2013 – 2014 school year, CHAMPS was added as an additional support system.

Guidance Services

Students receive bi-monthly classroom guidance lessons focusing on character education and life skills. Small groups are held to serve students in all grades. Group topics include: family, transition, school success and study skills, and self-concept. These groups change as needed. Guidance services facilitates middle school transition and middle school registration. Students visit their perspective middle schools and representatives from each school attend a parent meeting to provide information about the school programs and expectations.

In addition, the counselor helps Kiwanna's and honor terrific kids every nine weeks. Students who demonstrate academic achievement are honored through Principal's Academic Achievement Award, A/B Honor Roll and the BUG award.

Mission, Vision, and Beliefs

Grove Elementary continued the theme Believe, Achieve, SOAR for the 2011-2012 school year and developed a marketing tagline that we believe identifies Grove – Strong Minds, Strong Programs, Strong Partners. This theme and tagline shares our belief and vision for all students. Coupled with the school developed mission statement, Grove has a focus and a goal for success.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The staff brainstormed independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

We believe…

- All students deserve an environment that is nurturing and safe, where cultural diversity is respected and celebrated.

- All students can acquire the knowledge and skills necessary to become productive citizens and members of society; therefore, students will excel in an environment that engages them in rigorous academics that promote higher level thinking, creative thinking, and questioning.

- Students learn in different ways; therefore, teachers must provide a variety of approaches to support the diverse learning styles in every classroom.

- The whole child must be nurtured in a variety of ways; therefore, physical activities, advancements in technology, the fine arts, character development, and extra-curricular activities must compliment a rigorous academic program.

- Assessment of student learning must provide a variety of opportunities for students to demonstrate the achievement of rigorous standards.

- Students, parents, staff, and community members must form a caring unit that values each individual student's unique needs.

- The school program should foster leadership opportunities both in the school environment and throughout the community as well.

- Collegiality and teaming for excellence is central to the decision-making process. All aspects of the learning environment must be committed to continuous improvement for all.

Mission Statement

Grove Elementary School will develop and promote an environment that ensures all students will attain the highest level of academic success as determined by state and national standards. The entire school population: faculty and staff, parents, students, and community members will function as a system of support to provide an atmosphere where mutual respect, promoting a high quality curriculum, and embracing learning as a life-long activity is fostered.

School Tagline

Strong Minds, Strong Programs, Strong Partners

Data Analysis and Needs Assessment

Grove Elementary has maintained our absolute rating and growth rating according to the SDE School Report Card. The following tables show data collected for 2014, Grove received a B rating according to the ESEA waver annual measurable objectives. Our school performance has substantially exceeded the state's expectations. For the same academic school year, Grove was recognized as a Title I Distinguished School for Performance.

Ratings Over 5 – Year Period Source: SC State Report Card		
Year	**Absolute Rating**	**Growth Rating**
2014	**Average**	**Excellent**
2013	**Average**	**Excellent**
2012	**Average**	**Average**
2011	**Average**	**Average**
2010	**Average**	**Average**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine the subject areas results with grades to determine if a school met the target or made progress towards the target. The analysis resulted in a letter grade for the school rather than a pass/fail system of previous years.

ESEA/Federal Accountability Rating System Source: SC State Report Card	
Overall Weighted Points Total	84.3
Overall Grade Conversion	B

Performance Levels for PASS Mathematics (All Students)

Overall Math Performance			
Year	% Not Met	% Met	% EX
2012	26	41	33
2013	29	36	35
2014	27	37	36

Performance Level by Group

Mathematics Grade 3					
Performance	2010	2011	2012	2013	2014
Not Met	20.9	38.5	33.9	35.1	33
Met/ EX	79.1	61.5	66.1	64.9	67
Grade 4					
Not Met	27.6	24.2	31.3	28.6	19
Met/ EX	72.4	75.8	67.8	71.4	81
Grade 5					
Not Met	48.9	29.6	15.7	23.2	24
Met/ EX	51.1	70.4	84.3	76.8	76

PASS Mathematics Performance

Subgroups	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	647.8	645.0	653.2
Male	645.9	646.2	648.2
Female	650.2	643.8	658.6
White	N/A	657.6	667.1
African American	645.1	632.0	627.0
Asian/ Pacific Is.	N/A	N/A	682.1
Hispanic	647.8	653.9	635.0
American Indian/ Alaskan Native	N/A	N/A	658.7
Disabled	596.8	N/A	605.9
Limited English Proficient	648.2	653.9	638.0
Subsidized Meals	644.8	643.9	632.4
Migrant	N/A	N/A	N/A
Annual Measurable Objective	630.0	635.0	640

Performance Levels for PASS ELA (All Students)

Overall Reading/Research Performance			
Year	% Not Met	% Met	% EX
2012	30	41	29
2013	25	44	31
2014	29	39	32
Overall Writing Performance			
Year	% Not Met	% Met	% EX
2012	39	43	18
2013	35	42	22
2014	22	49	29

Performance Level by Group

ELA Grade 3					
Performance	2010	2011	2012	2013	2014
Not Met	28.6	28.2	17.9	22.1	30
Met/ EX	71.4	71.8	82.1	77.9	70
Grade 4					
Not Met	42.9	36.3	32.5	28.6	33
Met/ EX	57.1	63.7	67.5	71.4	67
Grade 5					
Not Met	39.1	29.6	34.9	35.6	20
Met/ EX	60.9	70.4	65.1	74.4	80

PASS ELA Performance

Subgroups	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	644.7	649.6	626.4
Male	640.9	645.0	623.3
Female	649.4	654.4	630.6
White	N/A	671.3	642.0
African American	643.2	639.2	621.4
Asian/ Pacific Is.	N/A	N/A	N/A
Hispanic	637.2	652.2	627.7
American Indian/ Alaskan Native	N/A	N/A	N/A
Disabled	597.3	N/A	595.4
Limited English Proficient	637.0	652.7	627.6
Subsidized Meals	642.1	647.4	625.1
Migrant	N/A	N/A	N/A
Annual Measurable Objective	630.0	635.0	640

PASS Science Performance for All Students

Overall Science Performance			
Year	% Not Met	% Met	% EX
2012	37	57	6
2013	41	54	5
2014	41	51	8

2013 and 2014 ESEA Means by Content Area			
ESEA MEAN	ELA	MATH	SCIENCE
2012	28	58	14
2013	19	56	26
2014	17	48	34

PASS Data Summary

The state of South Carolina and the School District of Greenville County require the use of the Palmetto Assessment of State Standards (PASS), a criterion referenced test, at grades 3 -5. As mentioned previously, strengths and weaknesses for data collected are as followed.

Strengths

- Longitudinally, all subjects percentage of students scoring Exemplary has increase, while the percentage of students scoring Not Met has decreased.

- From 2013 to 2014 data, Reading, Writing, Social Studies, and Math Not Met has decreased and Exemplary has increased.

- All AMO's increased except Reading, with Social Studies meeting with a 640

Weaknesses

- Longitudinally, 3rd to 4th grade – Reading, Math and Science Exemplary is decreasing; however, from 4th to 5th Reading, Writing and Math are improving

- Math Weaknesses – Operations

- Science Not Met increased from 2013 to 2014

- Writing – Conventions prove to be weak across all grade levels

- Reading – Research is weak in grades 3 and 5; Nonfiction is weak in 4th

Summary of Progress

Based on analysis of data from PASS, we have every reason to believe that student achievement levels will continue to increase with the interventions and professional development in place. We have a clear path before us through our Committees/ School Renewal Plan. We know how to implement content and performance standards in our classrooms. We have added additional support in reading and math through team differentiation, inclusion, and research based intervention programs, broadened hands-on learning in the classrooms, and created partnerships with local agencies to support student and family needs. We have also increased our study of student achievement results to align with our school vision.

Next Steps

We are at the point where our work is quite focused and there is broad buy-in to our vision. Our goal is to implement the vision throughout the school and in every classroom. To accomplish this, we plan to incorporate Common Core State Standards and to —

- examine student assessment data regularly, as a whole faculty and in grade-level teams

- collaborate, sharing our work, so that every child in the school can benefit from each teacher's talents

- collect authentic assessment data so we can use it for action research

- provide staff development opportunities in Empowering Writers, Reading Recovery, leveled and differentiated literacy instruction, running reading records

- continue leveled literacy instruction

- continue to provide staff development at Grove in technology integration

- ensure that all new teachers are trained in Everyday Math Counts, Learning Focus, Balanced Literacy and Empowering Writers

- read and discuss current educational research and publications related to school improvement goals through Professional Learning Communities

- communicate frequently with parents about students' progress

- invite parents to school to celebrate achievements

- continue to build teamwork and sense of collaboration throughout the staff and school through the continued growth of our Professional Learning Community

- continue to use team differentiation as an approach to meeting the needs of all students.

Annual Measurable Objectives for South Carolina PASS 2013 Grades 3 – 5

Grove Elementary						11/14/2014	2301104
SC PASS Performance By Group - ESEA/Federal Accountability							
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	626.4	634.2	611.0	640.4	100.0	100.0	99.5
Male	623.3	634.1	614.2	646.3	100.0	100.0	100.0
Female	630.6	634.3	607.0	632.1	100.0	100.0	98.7
White	642.0	651.9	N/A	N/A	100.0	100.0	N/A
African American	621.4	622.4	601.9	631.8	100.0	100.0	98.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	627.7	643.7	615.0	646.8	100.0	100.0	100.0
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	595.4	597.5	N/A	622.1	100.0	100.0	100.0
Limited English Proficient	627.6	644.0	615.0	646.5	100.0	100.0	100.0
Subsidized Meals	625.1	633.9	611.2	638.9	100.0	100.0	99.4
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

Grove Elementary Grade = 84.3 (B)

Student Learning Needs and Desired Results

Our staff has seen the benefit of analyzing student achievement data and has worked closely with administrators and coaches to monitor and disaggregate a wide range of data. Teachers created Student Data Files during Data Days to track the interventions and progress of every student. A data wall depicts the current projection achievement on the PASS test.

The state of South Carolina and the School District of Greenville County require the use of the Palmetto Assessment of State Standards (PASS), a criterion referenced test, at grades 3-5. A summary of our results follows, starting with the overall, followed by disaggregated results. This test has been given since the 2008-2009 school year.

In addition to PASS, the Greenville County School District added a computerized testing program, Measurement of Academic Progress (MAP), in 2005. The MAP tests in Reading, Mathematics, and Language Usage were administered to all second-fifth grade students in the fall, winter, and spring.

Kindergarten and first grade students participate in AIMSWeb testing. Results are used to identify those students who will participate in Response to Intervention (RtI) or Reading Recovery and those who will need classroom interventions.

An afternoon tutorial in the area of reading, math and writing program either two afternoons per week, mornings prior to the start of the school day, on identified Saturdays, or in a school day model have been provided for students. MAP testing continues to provide detailed data of student achievement, allowing teachers to monitor growth and tailor instruction to individual student needs.

Current Conditions

PASS scores showed growth over time. The 12 – 13 PASS results revealed increases in many subgroup populations. Approximately 74.56% of students in grades 3-5 scored Met or Exemplary in PASS ELA and 71.03 % scored Met or Exemplary in PASS Math. This percentage was a significant increase from the year before in these areas.

The Staff believes that improved achievement can result from continuing and/or new approaches, including:

• continued training in Balanced Literacy

- training in the use of Standards in Practice techniques

- training in a research based writing program

- consistent use of Learning Focused strategies

- consistent effective procedures, routines, and school wide reinforcement of expected behaviors

- working with parents

- diagnosing learning needs of all students

- using data to drive instructional decision-making

- using Everyday Counts Math program in grades K-5 through 5

- analysis of MAP data to differentiate instruction

- incorporate music and movement in instruction

- professional collaboration through book studies

- consistent classroom use of computer assisted technology to promote student achievement

Strategies to Increase Student Learning

Teachers participate in staff development opportunities that are offered in the district, on school site, and through nearby universities. Understanding that students learn in a variety of ways, teachers are encouraged to try a multitude of instructional strategies to address the different learning styles. 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. To increase student achievement, we have examined at our current strategies to consider how the strategies are working in our classrooms. We are fortunate that next year, the district will provide the next level of professional development in Balanced Literacy.

Successful Strategies

- Continued refinement of Balanced Literacy, including Empowering Writers

- Frequent use of Title I Academic Specialists to support literacy, math and technology

- School visits based on data that support our current initiatives

- Data driven instruction through the implementation of Data Days with teachers/grade levels

- Participation in local, regional, and state conferences

- Support from instructional coaches

    o Modeling, guiding

    o Facilitation of collaborative groups

    o Consistent, focused, well-planned curriculum meetings

    o Individual support

Professional Development Plan

Instructional Leadership:	**Communication and Community Relations**:
• Rubicon Overview • Balanced Literacy • Title I Support – ELA, Math & Technology • Math Professional Development • Empowering Writers • Inclusive Education	• What is Title I? / Parent Involvement • Grove on the M.O.V.E. • Websites • Facebook/ Twitter • Weekly Newsletters • School Messenger • Community Partnerships
Student Achievement:	**Professionalism:**
• Poverty Workshop • Data Days • Weekly Curriculum Meetings • Common Assessment Analysis	• SCATA • SCASA • Off/ On Site School Visits • Furman Consortium

IOWA Test of Basic Skills (ITBS)

Each test level consists of a series of tests administered in content sections with each section designed to measure specific skills. To gain information about classes and students for instructional planning, to supplement teacher observations regarding student abilities, and to establish a basis for subsequent annual evaluation of student progress. Sections for levels 5-8 include: Vocabulary, Word Analysis, Reading

Comprehension, Listening, Language, Mathematics, Social Studies (Levels 7 and 8 only), Science (Levels 7 and 8 only), and Sources of Information.

2014 ITBS Scores:

SCHOOL SUMMARY
Iowa Assessments™
South Carolina Grade 2 Gifted and Talented Testing Program

School: Grove Elem
District: GREENVILLE COUNTY
Form-Level: F-7
Test Date: 11/2014
Norms: 09/23 2011
Grade: 2   Page: 1

	English Language Arts							Mathematics			CORE COM-POSITE	Social Studies	Science	COM-PLETE COM-POSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Compu-tation*	MATH TOTAL				
Grove Elem 2301104 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	141							147		147				
Average Standard Score (SS)	149.4							145.9		145.9				
Average Predicted Standard Score (PSS)	150.7							146.7		146.7				
Difference (SS-PSS)	-1.3							-0.8		-0.8				
National Percentile Rank of Average SS	34							27		27				
National Percentile Rank of Average PSS	38							29		29				
Difference (NPR-PNPR)	-4							-2		-2				
Iowa Assessments														
Number of Students Tested = 154														
Number of Students Included	142							148		148				
Average Standard Score (SS)	149.4							146.8		145.6				
National Percentile Rank of Average SS	34							27		27				
Percent of Students in NPR Range 75-99	9							7		7				
50-74	22							20		20				
25-49	23							27		27				
1-24	46							46		46				
National Stanine of Average SS	4							4		4				

2013 ITBS Scores:

THE IOWA TESTS

SCHOOL SUMMARY
Iowa Tests of Basic Skills® (ITBS®) / CogAT®
South Carolina Grade 2 Gifted and Talented Testing Program

School: Grove Elem 2301104
District: Greenville 01 2301
Form: C
Test Date: 11/2013
Norms: 09/23 I2005/O2005
Order No.: 0007R6059
Page: 1

	READING			Word Analysis	Listen-ing	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COM-POSITE
	Vocabu-lary	Compre-hension	TOTAL			Spell-ing	Total	Concepts	Problems	Compu-tation*	TOTAL					
Grade 2																
ITBS/CogAT Number of Students Included		143						143	143		143					
Average Standard Score (SS)		155.3						149.1	149.8		149.4					
Percentile Rank of Average SS: National Student Norms		49						34	37		34					
NPR of Average PSS (PNPR)		41						34	34		34					
Difference (NPR-PNPR)		+8						0	+3		0					
Number of Students Tested = 152																
ITBS Number of Students Included		144						144	144		144					
Average Standard Score (SS)		155.3						149.1	149.8		149.5					
Normal Curve Equivalent of Average SS		5						4	4		4					
Percentile Rank of Average SS: National Student Norms		50						41	43		41					
		49						34	37		34					
Number of Students Tested = 152																

Cognitive Abilities Test™ (CogAT®)

	Number of Students	Average USS	Average SAS	AGE SCORES		GRADE SCORES		PR	School Profile Age Percentile Rank				
				PR	S	PR	S		25	50	75	99
Grade 2 VERBAL	145	144.7	87.6	22	3	27	4	V 22				
QUANTITATIVE	145	149.7	90.7	28	4	33	4	Q 28				
NONVERBAL	144	174.8	101.6	54	5	58	5	N 54				
Number of Students Tested = 152 COMPOSITE	144	156.4	92.5	32	4	37	4	C 32				

USS = Universal Scale Score   SAS = Standard Age Score   PR = Percentile Rank   S = Stanine

2012 ITBS Scores:

2011 ITBS Scores:

School Climate Data

SCDE collects school climate data via several surveys. SCDE has administered its School Climate Survey to students, parents, and teachers, annually for more than eight years. It assesses school safety and conditions for learning in the state.

2014 Survey Data:

Evaluations by Teachers, Students and Parents	Teachers	Students*	Parents*
Number of surveys returned	48	68	22
Percent satisfied with learning environment	95.8%	88.3%	90.9%
Percent satisfied with social and physical environment	97.8%	91.2%	95.2%
Percent satisfied with school-home relations	81.2%	94.1%	72.7%

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

2013 Survey Data:

Evaluations by Teachers, Students and Parents	Teachers	Students*	Parents*
Number of surveys returned	52	76	53
Percent satisfied with learning environment	92.3%	82.8%	92.5%
Percent satisfied with social and physical environment	96.2%	88%	98%
Percent satisfied with school-home relations	66.7%	94.7%	96.2%

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

2012 Survey Data:

Evaluations by Teachers, Students and Parents	Teachers	Students*	Parents*
Number of surveys returned	33	81	30
Percent satisfied with learning environment	72.7%	75.3%	86.2%
Percent satisfied with social and physical environment	81.8%	74.1%	83.3%
Percent satisfied with school-home relations	50.0%	82.7%	80.0%

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

2011 Survey Data:

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	42	102	47
Percent satisfied with learning environment	69.0%	79.4%	84.8%
Percent satisfied with social and physical environment	81.0%	80.2%	80.0%
Percent satisfied with school-home relations	64.3%	87.3%	87.0%

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

2010 Survey Data:

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	53	91	61
Percent satisfied with learning environment	83.0%	83.5%	88.5%
Percent satisfied with social and physical environment	86.8%	83.1%	81.4%
Percent satisfied with school-home relations	84.9%	83.3%	85.0%

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

Teacher and Administrator Quality

Each year, certified staff members, parents, and fifth grade students complete the Greenville County School District's survey.

The results of the survey indicate that the school's strengths are:

- Teachers at my school have high expectations for students' learning.

- The school administration has high expectations for teacher performance.

- Student assessment information is used to set goals and plan programs for my school.

- I feel safe at my school before and after school hours.

- I feel safe at my school during the school day.

- I feel safe going to and coming from my school.

- My teachers expect students to learn.

- My teachers expect students to behave.

- My teachers give tests on what I learn in class.

- My parent knows how well I am doing in school.

  Parents are welcomed at my school.

- My child's teachers encourage my child to learn.

- I am satisfied with the learning environment at my child's school.

- My child's school is kept neat and clean.

- My child feels safe at school.

- The level of teacher and staff morale is high at my school.

- Teachers at my school are recognized and appreciated for good work.

All stakeholders agree that Grove Elementary school is a safe and diverse environment with high expectations for students as well as for teachers. Teachers are encouraging, caring, and helpful when students do not understand concepts. State standards are the basis for instruction and assessment data is used to set goals and plan programs. Teachers use effective instructional strategies to meet the needs of low achieving students. Grove believes our home/school communication is vital to student success and we have stressed the importance of parent involvement. We have seen an increasing number of parents attend school functions and many have become members of school committees as their schedule allows.

In analyzing the survey results, we compiled evidence pertaining to our areas of strength and areas of limitations. We analyzed the alignment of instructional practices

and organizational conditions in order to prioritize the areas that needed improvement. The priorities were created with the following goals in mind:

- to build on the school's strengths

- to address our limitations and areas in need of improvement

- to increase the use of Promethean Boards, ActivExpressions, and document cameras

- Continue a technology Club

- Continue use of digital cameras/ iPads/Nooks in classrooms to promote diverse learning style.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE READING

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				

American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

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

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	34th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	27th percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile			

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Use district writing benchmarks to assess student's writing.	2012 - 2018	All teachers	0	N/A	Results of assessment
Schedule ICs to model lessons that support grades 3 – 5 in state assessment.	2012-2018	3-5 teachers, student Instructional Coach	0	N/A	Annual Calendar of Services Provided
Provide assistance in After School Tutorial Program based on teacher recommendation and student test scores (MAP/PASS/ Smarter Balanced).	2012-2018	Title I Facilitators, 3-5 Teachers, IC	$5,400	Title I Funds	Lesson Plans/Observations/pre & post assessments
Use current standards to create instructional calendars and common assessments.	2012 – 2018	All Teachers/IC/ Administration	0	N/A	Lesson Plans/Observations
Continue implementation of Empowering Writers in grades K5 – 5.	2012 – 2018	Principal/IC/All Teachers	$3,000	Title I Funds	Staff Development Calendar/Lesson Plans/Observations
Implement current standards to create instructional calendars and common assessments during curriculum planning time.	2012-2018	Principal/ Instructional Coach/ Teachers	N/A	N/A	Staff Development Calendar/ Syllabi/Lesson Plans

Provide RtI instruction to support students requiring extra support.	2012 – 2018	K5 – 2nd Teachers / Lead RtI Teacher	$65,000	District Funds	Aimsweb Data/ Intervention Plan/ Lesson Plans
Assess student's growth with AIMSWeb reading growth.	2012 – 2018	RtI Lead Teacher/ERI Instructors	$300	District Funds	Aimsweb Data
Require teachers attendance at current standards district workshops.	2012-2018	K5 – 5 Teachers	N/A	N/A	Sign – In Sheets
Use data during curriculum planning meetings to drive instruction.	2012 – 2018	K5 – 5 Teachers/ Instructional Coaches/ ESOL / Special Education/ RtI	N/A	N/A	Sign – In Sheets / Assessment Results
Use Balanced Literacy assessment kits to level students for guided reading.	2012 – 2018	Instructional Coaches/ Teachers/ K5 – 5th Teachers	$355/piece	Title I Funds	Assessment Results
Teachers will administer and analyze running records. These assessments will guide instruction for leveled reading groups.	2012 – 2018	K5 – 5th Grade teachers/ Special Education/ ESOL/ RtI	N/A	N/A	Running Record Tracking Sheet
Provide a library of various sets of titles and genres that will continue to support a multileveled approach to	2012 – 2018	Media Center/ Instructional Coaches	$1,500	Title I Funds	Destiny Quest Print Out / Lesson Plans

literacy instruction.					
Require teacher participation in Balanced Literacy training throughout the school year.	2012 – 2018	All Literacy Teachers / Administration	N/A	District Funded	Sign In Sheets/ Portal Registration
Administer common assessments in grades K5 – 5th grade to determine instructional needs of students.	2012 – 2018	Administration/All Teachers/ Instructional Coaches	N/A	N/A	Common Assessment Results / Lesson Plans
Schedule Instructional Coaches to teach lessons as needed.	2012 – 2018	Instructional Coaches	N/A	N/A	Instructional Coaches Plans/ Calendar
Encourage the use of literature circles to enhance instruction; work with grade levels to develop literature circles.	2012 – 2018	Administration/Instructional Coaches/2nd – 5th Grade Teachers	N/A	N/A	Lesson Plans
Provide daily self-selected reading at students' specific reading level to promote fluency and a love of reading.	2012 – 2018	Classroom Teachers	N/A	N/A	Lesson Plans
Implement a school wide Accelerated Reading Program to encourage on level reading for students.	2012 – 2018	Media Center Specialist / Instructional Coaches/ Classroom Teacher/Administrator	$1,300	N/A	Lesson Plans/ Accelerated Reader Classroom Reports/Media Specialist Data
Reduce class size to facilitate more classroom differentiation and one on one strategies for ELA and	2012 – 2015	Title 1 Facilitator	$400,000	Title I	School Allocations/ Teacher Roster/ Final Student Teacher Ratio

Math instruction.					
Require Everyday Counts Calendar Math in the classroom.	2012 – 2018	District Math Consultant/ Instructional Coaches/Principal/Administration	N/A	District Funds	Required documents displayed in classrooms/observations
Require that teachers follow the Learning Focused lesson planning format.	2012-2018	ICs/Administration	N/A	N/A	Lesson Plans/Observations
Use current standards to create instructional calendars and common assessment.	2012 -2018	Administration/Instructional Coaches/ Teachers/ Title I Academic Specialist	N/A	N/A	Lesson Plans/Syllabi
Use current standards to integrate into other content areas.	2012 – 2018	Administration/Instructional Coaches / All Teachers	N/A	N/A	Lesson Plans/ Observations
Select books for guided reading which support content area learning to integrate learning throughout the day.	2012-2018	Administration/Instructional Coaches / All Teachers	N/A	N/A	Lesson Plans/Observations
Train teachers in the use of higher order level thinking skills for questioning students.	2012-2018	Instructional Coaches	N/A	N/A	Lesson Plans/Observations
Continue technology training (Promethean, iPad, ActivExpressions, Nooks, integrating student computers into curriculum).	2012 – 2018	District Technology Position/Teachers/Instructional Coaches	N/A	District Funds	Sign in Sheets/Observations/ Portal Registration/ Professional Development Calendar/Portal Registration
Encourage integration of					

ELA and Social Studies through novels and children's literature.	2012 - 2018	Instructional Coaches/ Teachers	N/A	N/A	Lesson Plans/Observations
Provide daily Self Selected Reading using books at students' specific reading level to promote fluency and a love of reading.	2012 – 2018	Instructional Coaches/Teachers	N/A	N/A	Lesson Plans/Observations
Provide resources/manipulatives and professional development to teachers to implement small group math instruction and professional development for teachers to implement small group instruction.	2012-2018	District Personnel/Instructional Coaches/Title I Facilitator/Administration / Teachers	$1000	Title I Funds	Lesson Plans/Observations
Provide enrichment opportunities for students identified as high achievers based on classroom performance, PASS data, and MAP data.	2012-2018	Challenge Teacher/Title I Facilitator	$4815.00	Title I Funds	Lesson Plans/Observations
Employ two Instructional Coaches to promote student achievement.	2012-2018	Instructional Coaches	$150,000	General Funds/Title 1 Funds	Annual of calendar provided
Provide summer school for students identified as needed additional assistance to promote student achievement.	2014- 2018	Administration/Title I Facilitator/ Teachers	$40,000	Title I Funds	Attendance, Lesson Plans, Student Achievement, Pretest/Posttest

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will participate in current standards and Balanced Literacy professional development.

ANNUAL OBJECTIVE: 100% of teachers will participate in current standards professional development relevant to the course(s) they teach. 100% of teachers will participate in Balanced Literacy professional development relevant to course(s)/classes they teach.

DATA SOURCE(S): Portal registration and sign in sheets.

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Projected	x	x	100	100	100	100	100
Actual	90	100	100				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Require teacher to participate in current standards professional development offered by the district office.	2012 – 2018	District Personnel	N/A	N/A	Portal Sign – In / Registration
Require two student achievement SMART goal based on CCSS and Balanced Literacy with the IC and administration.	2012 – 2018	Administration/IC	N/A	N/A	Goal Setting Form / Pas-T Notebook
Provide opportunities for teachers to conduct one peer observation.	2012 – 2015	Administration	N/A	N/A	Observation Write Up Form/ Schedule
Represent all performance standards in PAS – T notebook showing evidence of current standards and Balanced Literacy.	2012 – 2018	Teachers	N/A	N/A	PAS – T Notebook
Establish a book study on poverty and/or topics that impact instruction.	2012 – 2015	Teachers/ Instructional Coaches/ Administration	$1,500	District Professional Development Funds	Book Study Summaries
Support Related Arts in the implementation of current standards in the classroom.	2012 – 2018	Related Arts Teachers/ District Personnel	N/A	N/A	Lesson Plans/ Observations
Invite district academic support specialist to actively plan with teachers as they shift to current standards CCSS.	2012 – 2018	District Support Staff/Administration/ Instructional Coaches	N/A	N/A	Curriculum Meeting Agendas/ Sign In Sheets/ Lesson Plans

Use current standards and Balanced Literacy to create calendars and common assessments.	2012 – 2018	Instructional Coaches/Administration/Teachers/ District Support Staff	N/A	N/A	Lesson Plans/Agendas/Observations
Demonstration lessons and classroom observations to support current standards and Balanced Literacy.	2012 – 2018	Instructional Coaches/Administration	N/A	N/A	Instructional Coach Calendar/ Plans
Analyze MAP/ State Assessments/ Smarter Balanced results to group children for differentiated instruction.	2012 – 2018	Instructional Coaches/Administration/Teachers	N/A	N/A	Agendas/Sign In Sheets
Employ two Instructional Coaches to assist with professional development.	2012-2018	Instructional Coaches	$150,000	General Funds/Title 1 Funds	Annual of calendar provided

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.5	96.3	96.5				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 86.2% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.76 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.96	89.72	91.48	93.24	95
School Actual	86.2	92.5	90.9				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 75.3 % in 2012 to 80% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .94 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	76.24	77.18	78.12	79.06	80
School Actual	75.3	82.8	88.3				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 72.7% in 2012 to 80% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.46 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	74.16	75.62	77.08	78.54	80
School Actual	72.7	92.3	95.8				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 96.7% in 2012 to 99% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .46 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.16	97.62	98.08	98.54	99
School Actual	96.7	98	95.2				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 85.4% in 2012 to 93.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.66 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.86	88.52	90.18	91.84	93.5
School Actual	85.2	88	91.2				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 72.7% in 2012 to 80% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.46 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	96.2	97.8				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Update school/parent and teacher handbooks each year.	2012 – 2018	Administration	$320	PTA	Updated handbook
Provide student agendas for daily communication	2012-2018	Administration	$1,600	PTA	Annual Agenda
Continue to utilize the school messenger to update parents on announcements and school events.	2012-2018	Administration	N/A	N/A	Parent attendance at events
Use the marquee to advertise all major school events.	2012-2018	Custodial Staff/Administration	N/A	N/A	Parent attendance at events
Weekly newsletters to parents from homeroom teachers.	2012-2018	Teachers	N/A	N/A	Copies of newsletters
Review the School Report Card/ ESEA waiver data will be reviewed and a school survey will be distributed at the end of the school year.	2012 – 2015	Administration	N/A	N/A	Sign In Sheet/ PTA Agenda/ SIC Agenda

Update the school calendar for parent use through the Grove website.	2012 – 2018	School Webmaster	N/A	N/A	Attendance at meetings/number of views
Maintain communication with local media sources.	2012 – 2013	School Committee/ Administration/ School Headliner	N/A	N/A	News Articles/E - Blast
Increase collaboration with community partners on school projects and activities.	2012-2013	Administration/Teachers	N/A	N/A	Record of activities/Sign in Sheet/ Agendas/ Proposed and Completed Projects
Continue to implement Safe and Healthy School Program, Safety Patrol Programs and Buddy's Safe House.	2012-2015	All Staff / PTA/SIC/Parents	N/A	N/A	Webpage/ School Calendar/ Participation/ Awards
Continue to plan and support ongoing PTA sponsored events and fundraisers.	2012-2018	PTA/ All Staff	N/A	N/A	Activities/ Agenda
Continue implementation of the school – wide CATCH program and Culinary Creations program.	2012 – 2018	All Staff/ Parents/Students	N/A	N/A	CATCH activities/ Lunch Reports/Training Log Sign in Sheets/ Lesson Plans
Continue to plan and support our school – wide partnerships.	2012 – 2018	Michelin/ Salvation Army/Boys and Girls Club/ Public	N/A	N/A	Volunteer Sign In/Student Teacher Placement

		Education Partners Clemson University/Furman University/ Other Business Partners			
Maintain 100% parent attendance at conferences	2012-2018	Teachers/Administration/Social Worker	N/A	N/A	Conference Logs
Make a positive family contact with 100% of their students within the first month of school.	2012-2018	All Teachers	N/A	N/A	Teacher Contact Log
Engage parents and community volunteers through PTA and SIC to participate in school events.	2012-2018	SIC/ Title 1 Facilitator/ PTA/ Administration	N/A	N/A	Newsletters/Calendar of Events
Provide employ two bilingual paraprofessionals to act as liaisons between school and home to translate documents, conferences and meetings.	2012-2013	Administration/TIF	$54,196	Title 1	Position Control
Assign mentors to new teachers to the profession and to Grove.	2012-2018	Administration	N/A	N/A	Teacher Support Program Agenda/ Sign In Sheets/ Mentor Teacher Assignments
Employ highly qualified substitutes for long term	2012-2013	Administration/Teachers	Determined if	District Funds	Substitute Position/

substitute positions.			Needed		District Confirmation of Highly Qualified Status
Provide a school professional development program that supports teacher certification requirements.	2012-2018	Administration/Instructional Coaches	N/A	N/A	Professional Development Calendar
Provide teacher evaluation (PAS – T) workshops to show the correlation between evaluation and instruction.	2012 – 2013	Administration/Instructional Coaches/ PASS Coordinator	N/A	N/A	Professional Development Calendar
Provide professional development days for collaborative planning.	2012 - 2013	Administration/Staff		District Funds	List of teachers using professional days for planning
Provide protected curriculum planning time during the day to foster collaborative planning for all teacher teams.	2012-2013	Instructional Coaches/Administration	N/A	N/A	Planning meeting agendas/ Master Schedule
Expand the school wide PBIS behavior system to include CHAMPS.	2012 – 2018	All Staff	$1,600	District Funds	Planning Meeting Agendas/PBIS Committee Calendar/Number of Referrals/ CHAMPS Book Study
Disseminate information to parents to clarify information concerning school programs.	2012 – 2018	Administration/PTA/SIC	N/A	N/A	Handouts Newsletters

Appendix A

2014 Grove Elementary School Report Card

http://ed.sc.gov/data/report-cards/2014/elem/c/e2301104.pdf

2013 Grove Elementary School Report Card

http://ed.sc.gov/data/report-cards/2013/elem/c/e2301104.pdf

2012 Grove Elementary School Report Card

http://ed.sc.gov/data/report-cards/2012/elem/c/e2301104.pdf

2012 – 2013 Federal Accountability Rating System

http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301104

2011 – 12 Federal Accountability Rating System

http://ed.sc.gov/data/esea/2012/school.cfm?SID=2301104