Sara Collins Elementary School

1200 Parkins Mill Road
Greenville, SC 29609
www.greenville.k12.sc.us/scollins

Dr. Melissa Burns, Principal

School District of Greenville County

Dr. Burke Royster, Superintendent

Strategic Planning Action Plan
2013 – 2014 through 2017 – 2018

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 *(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

Mrs. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Sydney Mitchell		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Melissa Burns		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Taylor Schneider		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 1200 Parkins Mill Road
Greenville, SC 29607

SCHOOL'S TELEPHONE: (864) 355-3200

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	*NAME*

1. PRINCIPAL   Dr. Melissa Burns

2. TEACHER   Mrs. Susan Matthews

3. PARENT/GUARDIAN   Mrs. Alison Hayes

4. COMMUNITY MEMBER   Mr. Eddie Collins

5. SCHOOL IMPROVEMENT COUNCIL   Mr. Sydney Mitchell

6. Read to Succeed Reading Coach   Mrs. Taylor Schneider

7. School Read to Succeed Literacy Leadership Team Lead Dr. Melissa Burns

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
   ** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*
Instructional Coach	Holli Hamner
Assistant Principal	Cheryl Elliott
Administrative Assistant	April Roberts
Literacy Specialist	Kim Cheney
Reading Interventionist	Katherine Morrissey

*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.

TEACHERS AND SUPPORT PROFESSIONALS   *Updated 2015 – 16*

Wendy Hook	Reagan Stelling	Caroline	Sarah Payne
Anne Nuttall	Misty Strange	Barrington	Cherie Orozco
Patti Renwick	Jane Reid	Jessica Long	Ann Nelsen
Laura Sharp	Lacey Hensley	Carrie Johnson	Melanie Manning
Anne Stolarski	Darlene Currier	Eve Mills	Sarah
Diane Rimer	Jess Lawrence	Danielle Phillips	Lewandowski
Jane Cooper	Carene Montjoy	Debbie Sweet	Katherine
Mary Sims	Julie Owen	Emily Smith	Morrissey
Costigan	Margaret Sprewell	Susan Schlomer	Taylor Schneider
Alissa Edwards	Emily Zizzi	Holly Wilkes	Kim Cheney
Karen Gordon	Allison Gosnell	Adriana Groot	Lauren White
Rebekah Reimers	Virginia Butler	Lisa Frampton	Holli Hamner
Maria Watson	Lauren Baker	Chad LeGate	Lin Bloomquist
Jamie Taber	Gina Davidson	Mary Ries	SueZann Norris
Erin Cross	Bridget Masotti	Susan Matthews	Kim Scavuzzo
Loren Graves	Alex Heil	Keith McCulloch	Melanie Albers
Caroline Reynolds	Christy Thomas	Mary Berry	

PARAPROFESSIONALS   *Updated 2015-16*

Ann Ayer	Connie Johnson	Olga Whaley	Hollingsworth
Doris Beckert	Pam Johnson	Bibber Wright	Paulette Hoots
Deborah Bulzan	Jackie Landrum	Lindsey Young	Bonnie Impson
Laura Crane	Debby Oveson	Cued Lang.	Regina Jones
Katelyn Eichman	Laura Phillips	Transliterator/Aides:	Ruth Kennedy
Maria Donofrio	Amber Piper	Kaitlyn Andrews	
Kirsten Hansen	Geraldy Rodriguez	Crystal Brothers	
Nona Janowski	Ann Templeton	Leslie	

OTHER STAFF MEMBERS   *Updated 2015-16*

Mary John McNair – Media Clerk	Janet Head – Cafeteria Staff
Sebrinka O'Steen – Nurse	Julie Wolfrath – Cafeteria Staff
Vickie Price – Nurse	David Clark – Plant Engineer
Lorna Sexton – Orderly	Jeannie Hedrick – Custodian
Deborah Garraux – Attendance Clerk	Obdulio Ramirez – Custodian
Teresa Tuggle – School Secretary	Bobby Williams – Custodian
Pam Hadel – School Secretary	Glinda Abercrombie – Custodian
Kim Geddie- Receptionist	Amy Mayfield – Dist. Support Service Vision
Kaci McGrew – Cafeteria Manager	Meriam Merlin – District Support Service OT
Vera Bryson – Cafeteria Staff	Ashley Brewington – Dist. Support Serv. PT
Todd Cheney – Cafeteria Staff	Terri Wilson – Dist. Support Serv. PT Assist.
Betty Drummond – Cafeteria Staff	Beth Grindle – Dist. Support Service OT
Kathy Duston – Cafeteria Staff	Assist

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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Introduction

Sara Collins Elementary School's strategic plan was developed to document the school's progress and plans for improvement. The plan provides our staff with an on-going means for self-assessment, communication, continuous improvement and accountability. This school plan describes Sara Collins Elementary and gives evidence of our progress. It describes our learning community and includes our vision and goals for student learning. We consider both our achievements and needs as we plan for continued growth and success.

The school plan was developed through our regular committee governance structure and community support groups. Planning is a result of the work of grade-level and cohort teams, the School Improvement Council, the PTA Executive Board, and the school's professional vertical teams which include: Leadership Team, ELA/IB Team, Math/Technology Team, two Response to Intervention Teams, Science/Social Studies Team, CATCH Team, and Curriculum Support Team. Leadership of the self-study process was provided by the Administrative Team, the Instructional Coach, and Vertical Team Chairs. Feedback from surveys completed by staff, parents, and students, were analyzed for this plan.

Because we are an International Baccalaureate Primary Years Programme school, we also complete a comprehensive IB self-study and evaluation visit every five years. Our most recent study was completed in 2011 – 12 with the site visit in December 2012. The report received from IB in April 2013 affirmed our continuing progress implementing IB principles and our IB PYP 5-year plan of action for advancing our implementation of the IB programme of inquiry.

EXECUTIVE SUMMARY

Our staff set Student Achievement, Teacher and Administrator Quality, and School Climate goal statements for 2013-14 through 2017-18 based on state, district, and school data and reports, including the State Department of Education Report Card (https://ed.sc.gov/data/report-cards/), ESEA Federal Accountability Rating (https://ed.sc.gov/data/esea/), Palmetto Assessment of State Standards (PASS) tests, ACT Aspire Tests (2015 only), SC READY (ELA and Math from 2016 on), ITBS school summary, and data from staff, parent, and student surveys.

NEEDS ASSESSMENT FOR STUDENT ACHIEVEMENT
Five year academic achievement goal statements and annual progress towards those goals:

Writing:
Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from **80%** in 2012 to **85%** in 2018. The ACT Aspire Test was given only in 2015. The SC READY test was administered beginning in 2016.

2012	2013	2014	2015	2016	2017	2018
PASS	PASS	PASS	ACT Aspire	SC READY	SC READY	SC READY
80%	75.5%	80.7%	23.8%	New baseline		

Comment: Only 5th graders took the PASS Writing test in 2012, while 3rd – 5th graders took the test in 2013 and 2014. The ACT Aspire writing test had a time limit of 30 min. Third graders wrote narratives, 4th graders wrote expository essays, and 5th graders wrote persuasive pieces.

ELA:
Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from **81.3**% in 2012 to **86.3**% in 2018. The ACT Aspire Test was given only in 2015. The SC READY test was administered beginning in 2016.

2012	2013	2014	2015	2016	2017	2018
PASS	PASS	PASS	ACT Aspire	SC READY	SC READY	SC READY
81.3%	84.7%	83.9%	73.8%	New baseline		

Comment: The balanced literacy model was introduced at Sara Collins in 2012-13.

PASS AVG. AMO

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

	2012	2013	2014	2015	2016	2017	2018
Target	630	635	640	645	650	655	660
3rd – 5th grades	669.2	673.4	659.3	"Pause year," no AMO data	"Pause year," no AMO data		

Comment: All subgroups met the AMO in 2013 with the exception of disabled students. In 2014, subgroups under the AMO included African-Am., disabled, limited English proficiency, and subsidized meals.

Math:

Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from **79.3** % in 2012 to **84.3**% in 2018. The ACT Aspire Test was given only in 2015. The SC READY test was administered beginning in 2016.

2012	2013	2014	2015	2016	2017	2018
PASS	PASS	PASS	ACT Aspire	SC READY	SC READY	SC READY
79.3%	78.3%	83.1%	64.6%	New baseline		

PASS AVG. MATH:

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

	2012	2013	2014	2015	2016	2017	2018
Target	630	635	640	645	650	655	660
3rd – 5th grades	665.5	665.3	663.8	"Pause year," no AMO data	"Pause year," no AMO data		

Comment: All subgroups met the AMO in 2013 and 2014 with the exception of African-American students, disabled students, and students on subsidized meals.

Percentage of Students Tested:

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

	2012	2013	2014	2015	2016	2017	2018
ELA	100%	99.8%	99.7%	100%			
Math	100%	100%	99.3%	100%			

Comment: We continue to place a high priority on testing all of our students.

SCIENCE:

Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from **73.2**% in 2012 to **80.2**% in 2018.

2012	2013	2014	2015	2016	2017	2018
73.2%	74.3%	75.8%	**78.5%**			

PASS AVG. SCIENCE

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

	2012	2013	2014	2015	2016	2017	2018
Target	630	635	640	645	650	655	660
3rd – 5th grades	632.0	635.5	639.8	"Pause year," no AMO data	"Pause year," no AMO data		

Comment: Science is an area of relative weakness in all grade levels. The total school missed the higher AMO target by 0.2 points. The only subgroups to exceed the target in 2014 were white students (663.9) and male students (634.6).

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SOCIAL STUDIES:

Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from **83.9**% in 2012 to **87.4**% in 2018.

2012	2013	2014	2015	2016	2017	2018
83.9%	83.5%	88.4%	**87.1%**			

PASS AVG. SOCIAL STUDIES

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

	2012	2013	2014	2015	2016	2017	2018
Target	630	635	640	645	650	655	660
3rd – 5th grades	654.9	652.1	660.3	"Pause year," no AMO data	"Pause year," no AMO data		

Comment: All subgroups met the AMO in 2014 with the exception of African-American students, disabled students, and students on subsidized meals.

ITBS (2011-12 through 2013-14) **and IOWA** (2014-15 through 2017-18):
Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Reading Comprehension	67th percentile	69th percentile	71st percentile	Reading 72nd percentile	Reading 65th percentile		
Math Concepts	60th percentile	54th percentile	52nd percentile	Math 69th percentile	Math 54th percentile		
Math Problems	59th percentile	56th percentile	61th percentile				

Comment: Composite CogAT scores for Sara Collins 2nd graders: Fall 2013 = 59th percentile; Fall 2014 = 58th percentile.

NEEDS ASSESSMENT FOR TEACHER AND ADMINISTRATOR QUALITY

Professional Development:
Maintain a program of professional learning that results in 95% or more of professional staff completing a minimum of 24 hours of professional development annually.

2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2017 - 2017	2017 - 2018
98%	97%	99%	Update in June 2016		

Comment: Data will be updated at the end of the 2015-16 school year.

NEEDS ASSESSMENT FOR SCHOOL CLIMATE

Student Attendance:
Achieve an annual student attendance rate of 95%.

2011-12	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2017 - 17	2017 - 18
97.2%	96.8%	97.1%	96.5%	Available in June 2016		

Learning Environment:
Parent Satisfaction
Increase the percent of parents who are satisfied with the learning environment from **83.1**% in 2012 to **88.1**% by 2018.

2012	2013	2014	2015	2016	2017	2018
83.1%	89.7%	91.9%	87%			

Student Satisfaction
Increase the percent of students who are satisfied with the learning environment from **90.4**% in 2012 to **92.9**% by 2018.

2012	2013	2014	2015	2016	2017	2018
90.4%	87.5%	94.6%	90%			

Teacher Satisfaction
Increase the percent of teachers who are satisfied with the learning environment from **93.5**% in 2012 to **96**% by 2018.

2012	2013	2014	2015	2016	2017	2018
93.5%	100%	98.2%	100%			

Safety:

Parent Satisfaction
Increase the percent of parents who indicate that their child feels safe at school from **94**% in 2012 to **95**% by 2018.

2012	2013	2014	2015	2016	2017	2018
94.0%	98.3%	98.6%	97.4%			

Student Satisfaction
Increase the percent of students who feel safe at school during the school day from **92.6**% in 2012 to **93.6**% by 2018.

2012	2013	2014	2015	2016	2017	2018
92.6%	92.9%	96.9%	92.9%			

Teacher Satisfaction
Increase the percent of teachers who feel safe at school during the school day from **96.8**% in 2012 to **98.8**% by 2018.

2012	2013	2014	2015	2016	2017	2018
96.8%	100%	98.2%	100%			

A kindergarten class' "Bagel Café" raised money for a Lego set.

Significant Challenges (from past 3 years)

Our challenges have been to maintain gains and to continue to improve:
- **IB** implementation and training (timely training for new and experienced teachers)
- Implementation of the **Balanced Literacy** model based on the Fountas and Pinnell framework for instruction
- Initial training (K – 2nd grade in 2015-16) and beginning implementation of the Lucy Calkins Writing Workshop. Will train and implement in 3rd – 5th grades in 2016-17.
- Implementation of **strategies to maximize learning** for all students
- Implementation of **assessment** models
- Implementation of **healthy living initiatives** including CATCH, Culinary Creations, and Live Well, Greenville

Significant Awards and Accomplishments (from past 3 years)

- International Baccalaureate Primary Years Programme School; authorized in 2004, successful self-study and reevaluation visits in 2007 and 2012
- Accreditation by Regional Southern Association of Colleges and Schools, 2007-08 – 2012-13, 2013-14 – 2018-19
- Palmetto Gold Academic Achievement Award – 2012, 2013, 2014, 2015
- Palmetto Silver Award – 2010, 2011, 2012, 2013, 2015 (Closing the Gap)
- State Department Red Carpet Award – 2009, 2010-2013
- NPTA Parent Involvement School of Excellence
- SCPTA Outstanding PTA Unit 2011-12, 2012-13, 2014-15, 2015-16
- SCPTA 100% Membership Award since 1976
- Safe Kids School 2007 – 2014
- CATCH (Coordinated Approach to Child Health) School
- Culinary Creations School
- "Live Well, Greenville" named school and grant-winner
- "Eat More, Move More" Grant Recipient
- Twelve National Board Certified Teachers
- Initial training and implementation of the Fountas and Pinnell Balanced Literacy model
- Initial training of implementation of Writers' Workshop using the Lucy Calkins framework
- Established and organized two bookrooms of leveled readers for reading instruction
- Strong partnership with School Improvement Council and PTA for many kinds of support with our program, curriculum, and facilities
- Battle of the Books, County Champions 2012, 2011

SCHOOL PROFILE

Our School Community

Sara Collins Elementary School is one of 51 public elementary schools in the School District of Greenville County, South Carolina, and is one of four International Baccalaureate Primary Years Programme schools in the district. It currently houses about 840 Kindergarten through Fifth Grade students and over 100 staff members. The purpose of Sara Collins Elementary is to provide students with a sound foundation for lifelong learning.

Our **facility** is modern with many special features. Sara Collins opened in 1964 and the school was rebuilt in 2004. The two-story building houses classrooms for Kindergarten through Fifth Graders. The school has a gymnasium, library, computer lab, cafeteria with stage, therapy room, and special classrooms for art, music, and Spanish classes. The grounds have an outdoor walking track, an in-ground slide, a fitness playground, and multiple playground sites, including an adapted playground for students with orthopedic impairments.

Our school has a variety of **resources** to support student learning. The media center hosts a collection of over 14,000 bound books, 2,500 paperbacks, 1,600 professional books, and more than 750 videos and CDs. There are two leveled-book bookrooms with more than 2,000 titles, (18,000+ books) for small group reading instruction. Technology resources include interactive Promethean boards in all classrooms, five student computers in each classroom, a hard-wired computer lab, 3 mobile laptop labs on carts, a variety of cameras, and several sets of audience response systems. Each classroom received a Chromebook or a student iPad in the spring of 2016. The district is planning for one-to-one devices for $3^{rd} - 5^{th}$ grade students within the next couple of years. Students use the school broadcast studio to share daily news with the school.

The majority of Sara Collins Elementary **students** reside in our attendance zone. This zone covers a large area and includes a wide variety of neighborhoods: single family homes, apartment homes, and subsidized housing. Through the International Baccalaureate Primary Years Programme (IB PYP), a few dozen students attend Sara Collins though they live outside the attendance zone. As the designated district "satellite" elementary school, we serve students with orthopedic, hearing, and visual impairments. These students are bused from across the district and are served by classroom, resource, and itinerant teachers in full day school programs.

All regular **classrooms at all grade levels are "self-contained"** meaning the class stays together with their teacher for the entire day, except for related arts classes. Classes include a program for students with hearing impairments, self-contained classes for some orthopedically-impaired students, and regular education classes in grades K – 5. Kindergarten is a full-day program. Students are supported by speech pathologists, physical and occupational therapists, cued language transliterators, classroom aides, an orderly and two registered nurses. A well-developed inclusion program mainstreams most special-needs students for at least part of the day, and provides students with the needed assistance.

The **curriculum is enriched with related arts** classes in physical education, art, and music. All classes have access to the computer lab and media center for lessons and research. All students

in grades 2 – 5 receive Spanish instruction. The goal of the Spanish program is that all students exit the fifth grade communicating at the Junior Novice level of the Student Oral Proficiency Assessment Test. Third through fifth grade students identified via district guidelines as academically gifted and talented participate in the weekly Challenge program. Artistically talented student may audition for an opportunity to participate in the ARMES after school program in the areas of music, art, dance, and writing.

Students who need **special services** may receive speech, physical, and/or occupational therapy at school. Additionally, the guidance department offers a comprehensive developmental program to all students. This includes the guidance curriculum (conflict resolution, test-taking skills), individual planning, responsive services, and system support. Additionally, the guidance counselor serves as the Student Council (grades 3 – 5) advisor.

Because we are an IB Primary Years Programme (PYP) school, **curriculum** is organized according to the PYP model. The IB PYP program is school-wide and includes special education satellite students. The PYP is designed to foster the growth of each child through teaching and learning by guided inquiry. We aim to help our students grow as principled learners who take responsibility for actions, becoming people who can both listen to others and think for themselves. Classes and individual students are encouraged to respond to their learning by taking meaningful action.

Kindergarten Pajama Project gives to others.   *First Grade learns about how we use resources.*

We believe the following **curriculum, instruction, assessment, and environmental factors support effective learning** for Sara Collins students.

> Curriculum:
> - South Carolina standards and International Baccalaureate standards drive the curriculum
> - Transdisciplinary skills including social skills, research skills, communication skills, thinking skills, and self-management skills are taught in all disciplines.
> - Curriculum is organized through our Programme of Inquiry with an emphasis on concept-building. The framework includes the IB PYP essential elements of Knowledge, Transdiscplinary Skills, Attitudes, and Actions.
> - Reading, Writing, Listening, and Speaking are the tools of inquiry and are used throughout every lesson.

- There is a strong emphasis on questioning and research as the foundation of learning.
- Technology and technology skills are woven into all subject areas.

Instruction:
- The guided inquiry approach is used throughout all disciplines.
- We follow district instructional programs such as Balanced Literacy based on the Fountas and Pinnell framework and a writing approach based on the Lucy Calkins framework.
- Teachers plan and implement a variety of approaches including using higher-order thinking, problem-based learning, and the project approach.
- Students are encouraged to create their own questions for learning.
- Teachers plan for a variety of learning styles, modes, and rates of learning.
- Graphic organizers are widely used.
- A variety of grouping for tasks is used for short and long-term assignments, including individual work, pairs, small group, and whole group learning.
- Teachers plan activities for hands-on learning.
- Teachers provide opportunities for students to construct meaning as they learn by discovery.
- Teachers differentiate instruction by creating a reasonable range of approaches in order to adapt to students' differences.
- Our faculty is deemed "Highly Qualified."

Assessment:
- Teachers plan both formative and summative assessments.
- Assessment is recorded through rubrics, benchmarks, holistic scoring, and analytical scoring.
- Self-assessment and reflection are key components and are used to build responsible students.
- Portfolios (grades K – 3) and electronic portfolios (grades 4, 5) are maintained.
- Backward design is foundational to planning assessments and instruction.

<u>Environment</u>:
- We are committed to upholding our reputation for creating a "learner-centered" school.
- Learning at Sara Collins takes place throughout the school and beyond its walls. It includes planned field experiences, outdoor classrooms, internet research, communicating with students in other places, and distance learning.
- Safety is a key element, and we have earned the designation of a "Safe Kids, Safe School" every year since 2007-08.
- We have high expectations for learning for all students.
- We enjoy a rebuilt school that was opened in the 2004-05 school year.
- The PYP Learner Profile and IB Attitudes promote a safe and caring environment and provide the basis for our school rules.

<u>School-wide Rules</u>

As a student at Sara Collins Elementary I will:

Be kind to myself and other students.
(Empathy and Integrity)

Show respect to all adults and children.
(Respect and Tolerance)

Cooperate and follow directions.
(Confidence and Cooperation)

Take care of school property and materials.
(Appreciation and Cooperation)

Practice responsibility through self-control.
(Independence and Commitment)

Sara Collins Elementary School is a "learning community" in the best sense of the phrase. Led by Dr. Melissa Burns, principal, the school continues to enjoy a **long-standing tradition of support from the PTA and the community** we serve.

<u>PTA</u>:
Our PTA has a long history of volunteerism, going back to Mrs. Sara Collins in the early 1960s. The PTA hosts several initiatives to bring families and school together, to raise funds, and to support student learning. These include:
- Freaky Friday: Begun in 1964, this is now a huge community event partnering with the local technical college and many businesses and community members.
- Fundraisers: Freaky Friday and "Give 100%" are the primary fundraisers. These PTA monies have provided interactive white boards, mobile computer labs, a stationary computer lab, funds for grade level allotments, playground

improvements, an renovated track, IB and literacy training, a leveled reader book room, reading programs, tutoring programs, and academic support.

- Sizzlin' Saturday: Throughout the year special events for families are held on Saturday mornings. These include the Reindeer Run (a 1-3 mile run on the school campus) and a Bike Rally.
- Breakfast Buddies: This PTA initiative brings male role models and special guests into our school. They sponsor parent-child breakfasts, special speakers, and MENtors, a group of men and high school boys who tutor students in reading.
- Tuesday Tutoring: Volunteers from the community read with second graders once a week before school.
- Greenville Mentor Program: Parents are trained as mentors and matched with students identified as needing additional adult support.
- Pay It Forward: This PTA outreach provides resources to other schools in need of extra support. Monies for this outreach are generated through special projects.
- Communication: A quarterly PTA newsletter, marquee in front of the school, phone messages, classroom newsletters, websites and fliers, the school website, and weekly email PTA news blasts keep the school community informed.
- Awards: Over the years our PTA has won numerous state awards for communication, best program, best unit, and more. In 2011-12, 2012-13 and 2015-16 our unit was again named the State PTA Unit of the Year.

Partnerships:
- We partner with local colleges and universities to provide pre-service learning experience for student teachers and practicum students.
- Teacher Cadets from JL Mann High School
- Student volunteers from local colleges and universities for Freaky Friday.
- Many business partnerships including Palmetto Family Orthodontics, Chick-fil-A, Publix, Frodo's Pizza, Papa John's Pizza, Firehouse Subs, Sky Zone, Subway, Kona Ice.
- Peace Center Outreach Program
- Community Partnerships with: Greenville Hospital System , Julie Valentine Center, Frazee Center, J L Mann High School Lacrosse Team, Service Learning volunteers from 2 local middle schools and 4 local high schools
- Clemson University ICAR coaches for Lego robotics
- Student buddies for Special Olympics from Mauldin High School
- Students may participate in a variety of community programs, including YMCA after-school care program, Carolina Karate, Boy Scouts, Girl Scouts, Girls on the Run, local recreation department programs, classes at Roper Mountain Science Center, Greenville Art Museum, ARMES, South Carolina Children's Theater, Upstate Children's Museum, Greenville Zoo, music/dance lessons, sports teams.

Our People:

Personnel:

- 65 Professional Educators
  - 3 Administrators
  - 62 Classroom Teachers and Specialists
  - 59 females, 3 males
  - 65 Caucasian
  - About one-third of the staff has over 20 years of teaching experience
  - An additional one-third has over 10 years of teaching experience
  - 12 are National Board Certified Teachers
  - 60+% hold advanced degrees
  - 2 hold a Doctorate Degree
  - Numerous grant winners
  - 96% attendance rate
- 46 Support Staff
  - 3 instructional assistants are certified teachers

Students:

- **835 students** in Kindergarten through 5th grade

Total # of Students (3/16/2016) = 835
Male: 418 Female: 417

Kindergarten:	*139*	*Caucasian:*	*518 (62%)*
1st Grade:	*141*	*African-Am.:*	*229 (27.4%)*
2nd Grade:	*148*	*Hispanic:*	*49 (5.9%)*
3rd Grade:	*128*	*Asian:*	*17 (2%)*
4th Grade:	*139*	*Two or More Races: 18 (2.2%)*	
5th Grade:	*140*	*Nat. Hawaiian/Pac. Islander:4 (0.5%)*	

- **Subsidized Meals** = **38%**
- **Poverty Index** (includes Medicaid billing) = **44.63%**
- **Special Education** program: 130 students (among speech, inclusion, resource, and self-contained groups) = **15.6%** of student population
- **ESOL** program: 55 students = **6.7%** of student population
- **Gifted/Talented** program: 118 students, and 2 students gifted in the arts, = **14.4%** of student population

Percentage of Students on Free and Reduced Lunch

01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
45	36	41	39	41	39	39	37	40	38	39	40	39	40	38

Student Attendance Percentages for Sara Collins Elementary School

01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
96.3	96.5	96.3	96.2	96.5	96.2	96.2	96.3	96.2	96.8	97.2	96.8	97.1	96.5
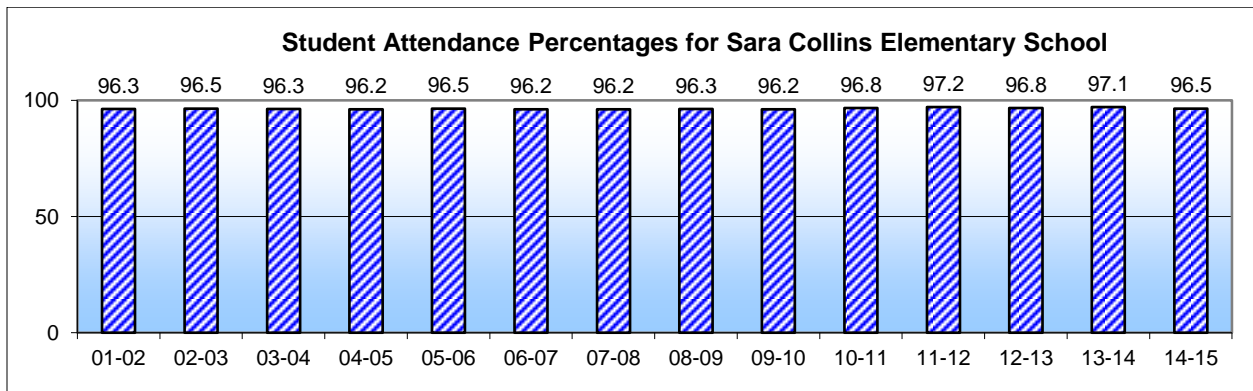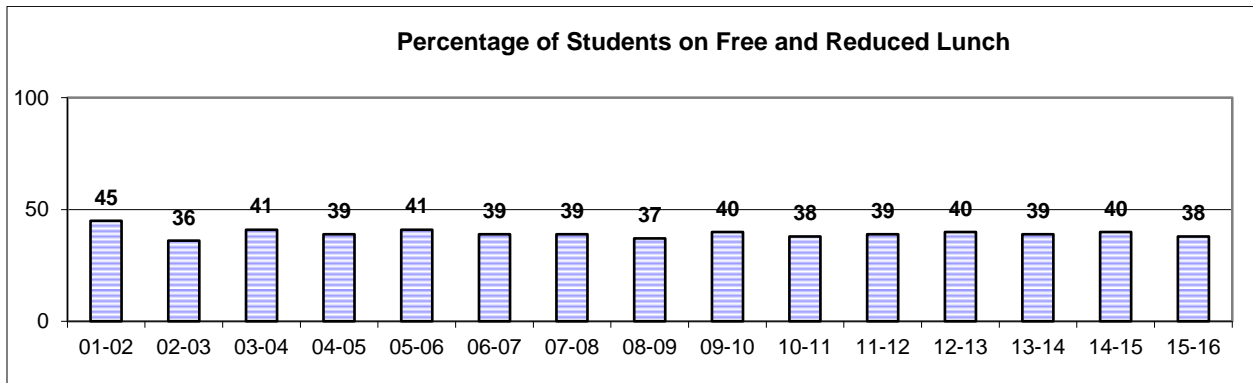
Programs and Features:

Sara Collins Elementary has many programs and features to support student learning. These include:

- International Baccalaureate Primary Years Programme (PYP) authorized school since 2003-04; reevaluations in 2007 and 2012
- Satellite Program for Hearing and Orthopedically Impaired students from across Greenville County
- Fountas and Pinell Balanced Literacy, Grades K – 5th
- Lucy Calkins writing model
- Response to Intervention (RtI) (Grades Kindergarten – 5th)
- Gifted Education Program
- Spanish Instruction Gr. 2nd – 5th
- PYP Exhibition in 5th Grade
- CATCH (Coordinated Approach to Child Health) School
- Culinary Creations School
- Active PTA and volunteer programs
- YMCA After School Care (on-site program)
- Compass Learning Odyssey
- LEGO Robotics Team in partnership with CU-ICAR (Grades 4-5)
- Battle of the Books
- School Chorus (Grades 4 -5)
- Safety Patrol and Student Helper Program
- Sizzlin' Saturdays (Parent/Child Learning)
- Student Council (Grades 3-5)
- Tuesday Tutoring with MENtoring Men
- Breakfast Buddies
- Fuss Buster Program (Grade 4)
- IB Learner Profile recognitions
- Greenville Mentoring Program
- Math Olympiads (Grades 4 – 5)
- Author Visits
- Recycling Program
- Family Arts and Curriculum Nights
- Veterans' Day Luncheon
- IB World News Morning Show
- Virtual and Off-Site Field Trips
- Community Tutors
- PTA Newsletter
- Student-led Conferences
- Reading Counts (reading incentive program)
- Freaky Friday Fundraiser since 1964
- "Give 100%" Fundraiser
- First in Math

MISSION, VISION, BELIEFS

Mission:

Our mission is to educate students to become responsible citizens in a global society by providing a meaningful curriculum that integrates community and technological resources.

Vision:

Our vision is that we will provide a learning community that ensures students will:
- be educated in a safe, nurturing environment.
- be challenged to reach their full academic potential.
- work together with staff and parents to create a climate of high expectations in both academic and social areas.
- be recognized for their unique abilities and learning styles.
- use technology to compete in a global society.
- maximize academic success by the use of good study and organizational skills.
- communicate in a foreign language.

Beliefs:

We believe:
- All children have the ability to learn.
- Children can be challenged to reach their maximum potential by promoting high academic standards.
- Children have the right to a safe environment.
- Everyone should be treated with dignity, kindness, and respect.
- Learning should be useful and meaningful.
- Individual differences should be accommodated.
- Learning is a lifelong process.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement:

ESEA/ Federal Accountability Grade:

Year	Percentage	Letter Grade
2015	"Pause Year" Not rated until 2017	
2014	90.1%	A
2013	80.6%	B
2012	89.9%	B

South Carolina Annual Report Card:

Year	Absolute Rating	Growth Rating
2015	"Pause Year" Not rated until 2017	
2014	Excellent	Excellent
2013	Excellent	Good
2012	Excellent	Good
2011	Good	Good
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At Risk

Palmetto Gold 2014 – 15 (General Overall Academic Performance)
Palmetto Gold 2013 – 14 (General Overall Academic Performance)
Palmetto Gold 2012 – 13 (General Overall Academic Performance)
Palmetto Gold 2011 – 12 (General Overall Academic Performance)
Palmetto Silver 2014 – 15 (Steady Growth in Closing the Achievement Gap)
Palmetto Silver 2012 – 13 (Steady Growth in Closing the Achievement Gap)
Palmetto Silver 2011 – 12 (Steady Growth in Closing the Achievement Gap)
Palmetto Silver 2010 – 11 (Steady Growth in Closing the Achievement Gap)
Palmetto Silver 2009 – 10 (Steady Growth in Closing the Achievement Gap)

ITBS Achievement (beginning 2014 test is called the "IOWA" test)

	Percentile Rank READING	Percentile Rank MATH	
2015	65	54	
2014	72	69	
	Percentile Rank Reading Comp.	Percentile Rank Math Concepts	Percentile Rank Math Prob. Solving
2013	71	52	61
2012	69	54	56
2011	67	60	59

CogAT Abilities Test

				Percentile Rank Composite
2015				59
2014				58
	Percentile Rank Reading Comp.	Percentile Rank Math Concepts	Percentile Rank Math Prob. Solving	Percentile Rank Composite
2013	52	51	69	59
2012	44	45	65	51
2011	51	55	72	61

We celebrate achieving a South Carolina Report Card absolute rating of "Excellent"for both Absolute and Growth achievement ratings.

PASS results show relative strengths in ELA, Math, and Social Studies and an overall weakness in Science. We continue to focus on higher achievement for all students, with attention to the achievement gap between white and African-American students, and between students on subsidized meals and full-paying students. Our students with special needs are also a high priority in meeting their individual goals.

We match intervention strategies with individual students' needs. These interventions include Individual Education Plans, small tutoring groups before and during school, differentiation in instruction and assessment, and communication between teachers and parents. Additionally, teachers use a wide variety of classroom activities addressing many learning modalities. While we cannot identify individuals on free and reduced meals, we continue to research and implement proven, effective strategies with whole class and small group instruction.

PASS Overall Results

ELA All 3rd – 5th Graders			
	Exemplary	**Met**	**Not Met**
2009	38.4	37.3	24.3
2010	45.3	34.0	20.8
2011	47.3	34.3	18.4
2012	49.2	32.1	18.7
2013	53.0	31.7	15.3
2014	59.2	24.7	16.1
2015	ACT Aspire test given		

MATH All 3rd – 5th Graders			
	Exemplary	**Met**	**Not Met**
2009	26.4	42.2	31.3
2010	42.3	32.6	25.1
2011	48.9	31.1	20.0
2012	50.3	29.0	20.7
2013	49.3	29.0	21.6
2014	54.9	28.2	16.9
2015	ACT Aspire test given		

SCIENCE All 3rd – 5th Graders			
	Exemplary	**Met**	**Not Met**
2009	14.9	51.9	33.2
2010	16.8	50.8	32.4
2011	14.4	54.0	31.6
2012	21.2	52.0	26.8
2013	27.6	46.7	25.7
2014	29.9	45.8	24.2
2015	29.3	49.2	21.5

SOCIAL STUDIES All 3rd – 5th Graders			
	Exemplary	**Met**	**Not Met**
2009	31.5	46.9	21.6
2010	32.9	45.0	22.1
2011	41.1	40.7	18.1
2012	46.5	37.4	16.1
2013	40.8	42.7	16.5
2014	53.7	34.7	11.6
2015	46.5	40.6	12.9

WRITING All 3rd – 5th Graders			
	Exemplary	**Met**	**Not Met**
2009	40.0	31.9	28.1
2010 5th only	47.3	26.6	26.1
2011 5th only	40.9	36.2	22.8
2012 5th only	47.4	32.6	20
2013	42.9	32.6	24.5
2014	55.8	24.9	19.3
2015	ACT Aspire test given		

PASS Results (% Met or Exemplary) by Grade Levels

ELA

	3rd Grade	4th Grade	5th Grade
2010	83.2	74.2	81.7
2011	81	86.8	77.2
2012	79.1	83.2	82.2
2013	83.5	88.1	83.3
2014	88.2	76.0	83.4
2015	ACT Aspire test given		

MATH

	3rd Grade	4th Grade	5th Grade
2010	76.3	71.9	78.2
2011	72.4	91.5	76.2
2012	73.9	79.9	84.3
2013	70.9	87.3	76.9
2014	80.9	80.3	83.3
2015	ACT Aspire test given		

SCIENCE

	3rd Grade	4th Grade	5th Grade
2010	60.9	66.1	79.7
2011	56.7	75	67.7
2012	65.2	76.3	75.8
2013	65.6	81.3	68.9
2014	71.0	74.8	74.0
2015	Not tested	77.2	76.8

SOCIAL STUDIES

	3rd Grade	4th Grade	5th Grade
2010	83.3	79.2	73.8
2011	75	86.8	77.8
2012	83.8	83.2	85.3
2013	79.7	89.5	73.3
2014	89.6	85.7	86.3
2015	Not tested	89.0	83.1

WRITING

	3rd Grade	4th Grade	5th Grade
2010	75	71.8	78.3
2011	N/A	N/A	77.2
2012	N/A	N/A	80
2013	71.7	82.0	73.1
2014	84.4	75.0	80.6
2015	ACT Aspire test given		

By following the data diagonally, by color, these tables allow us to track the progress of each grade level cohort of students across several years. We can easily see if a grade level (of mostly the same students from the previous year) maintains, drops, or exceeds performance from the previous year.

Teacher and Administrator Quality

Teacher and Administrator Quality begin with highly qualified staff. Continuous professional development is essential to continuing to build professional capacity. Professional educators at Sara Collins Elementary are organized by both grade level or cohort teams and by curricular vertical teams. Teams provide and participate in professional development. The administration and instructional coach, together with the vertical teams, plan for in-school professional development. Teachers take additional hours of workshops and classes through the Greenville County School District, and various online and face-to-face opportunities provided through universities and other professional education providers.

Our overall professional development priorities include:
- IB training for full-time teachers new to our school and for continuing full-time teachers on a 5 year cycle
- SC State-mandated Learning Standards
- Fountas and Pinnell Balanced Literacy Model
- Lucy Calkins Writing Workshop model
- Technology Integration
- Developing a Culture of Student-Centered Learning through Professional Learning Communities
- Curriculum study and updates in ELA, Math, Science, and Social Studies
- Best practices to meet the needs of all students through differentiation, variety of strategies, and effective assessments

Sara Collins Elementary School Professional Development Schedule for 2015-16

- Aug. 10 – Writing Workshop Introduction for K - 5
- Aug. 10 – Getting Started with Writing Workshop K-2
- Aug. 11-12 – Welcome Back: Review of procedures, safety videos, handbooks
- Aug. 11 – Social Studies Note booking
- Aug. 12 – PAS-T Updates, Behavior Support Team updates, District Updates/Policies
- Aug. 12 – Handwriting for Students - Teachers of 2nd-5th grades
- Aug. 17 – Student Learning Objectives
- Aug. 19 – School-wide Expectations; Classroom Management Plans; School Counselors' Model Program; Setting norms for grade level teams
- Week of Aug. 17 - Set up grade books – meet with Holli Hamner during planning times
- Aug. 21 – K-2 Teachers Narrative Writing Workshop with Kristy Jennings
- Aug. 26– MAP testing in-service (tentative)
    Overview of literacy focus – first 20 days
    Challenge Qualifications
    Science Updates
- Sept. 2 – Discuss procedures for Open House
    Review of PAS-T expectations and procedures; SLOs discussed
    A-Team: Meeting Learners' Needs

- Sept. 9 – Employee Performance Review for Nonexempt Staff
     Teachers will discuss Student Learning Objectives
- Sept. 16 – Shawna Galloway from Julie Valentine Center and School Counselors, Sarah Payne & Cheri Orozco - Erin's Law, GCS Schools' employees responsibilities and procedures
- Sept. 21(k-2nd) – Sept. 22 (3-5th) – IB Upstate PYP Workshops - Concepts and Inquiry with Chris Overhoff
- Sept. 23 – IB – Program of Inquiry
- Sept 30 – no meeting - Freaky Friday (Friday, Oct 2)
- Oct. 7 –   Cathy Hale – Overview of Focus Learning Best Practices
- Oct. 9 - K-2 Teachers Informational Writing Workshop with Kristy Jennings
- Oct. 14 – No staff meeting – end of quarter
- Oct. 21 – Dr. Harry Shucker – Concerns Regarding the Mental Health of Our Youth
- Oct. 28 – Vertical Teams – Program of Inquiry
- Nov. 4 –   Tim VanHuele – Virtual Field Trips/Distance Education
- Nov. 11 – Staff Picture - Sharing Our Learning: Reports from IB workshops
- Nov. 18 – Vertical Teams – Program of Inquiry
- Weeks of Nov. 16 – Nov. 24 – Set up Class Data Sheets (w/ Hamner planning time)
- Dec. 2 –   Mr. Jed Dearybury - Inquiry
- Dec. 9 – Share district information from Academics Division
- Dec. 16 – Staff Celebration
- Jan. 6 –   PLCs: Intro to Professional Learning Communities
- Jan. 13 – Review Lock Down Procedures based on drill
     PLCs: Shifting to a Culture of Student-Centered Learning
- Jan. 20 – PLCs: State of our Learning Teams
- Jan. 27 – Vertical Teams – Program of Inquiry
- Feb. 3 –   Balanced Literacy: Supporting Best Practices w/ Katherine Morrissey and Taylor Schneider
     PLCs: Doing Data Right
- Feb. 10 – New Laptops – Windows 8 training (refresh)
- Feb. 11 – K-2 Opinion Writing – Writer's Workshop with Kristy Jennings
- Feb. 17 – PLCs: Establishing Norms
- Feb. 24 – PLCs: Professional Learning
- Mar. 2 – Share district information from Academics Division
- Mar. 9 - Balanced Literacy: Benchmark Assessments for Reading Comprehension
- Mar. 16 – Technology: Introducing Chromebooks and iPads
- Mar.23 - SC Teachers' Report Card Survey
- Apr. 6 - Best Practices in Math Instruction
- Apr. 13 - State Testing In-service
- Apr. 20 – Spring Testing In-service
- Apr. 27 – Spring Testing In-service
- May 4 -   End-of-year procedures; Begin drafts of class lists
- May 11 - MAP Results – analyzing data; Review of progress on School Goals
- May 18 – Review of School-Wide writing plan and introduction for 3rd-5th grades
- May 25 - Share district information from Academics Division
- June 1 – Staff Celebration and Recognitions

Sara Collins Elementary School Professional Development Priorities for 2016-17

International Baccalaureate Primary Years Programme
        Programme of Inquiry – self-evaluation and review of practices
        Student engagement through unit provocations and lines of inquiry

Literacy
        Fountas & Pinnell model of Balanced Literacy – continue to implement and refine
        Implementing the Lucy Calkins model of writing workshop in Grades 3-5
        Continuing implementation of the Lucy Calkins model of writing workshop, Grades K-2

Creating a Culture of Student-Centered Learning
        Establishing functioning PLCs

School Climate

Student Attendance:
Achieve an annual student attendance rate of 95%.

2011-12	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2017 - 17	2017 - 18
97.2%	96.8%	97.1%	96.5%	Will update after June		

Comment: We have a long history of meeting this goal. We support this goal through many healthy-living initiatives (outlined in our strategies.)

Learning Environment:
    Parent Satisfaction
    Increase the percent of parents who are satisfied with the learning environment
    from **83.1**% in 2012 to **88.1**% by 2018.

2012	2013	2014	2015	2016	2017	2018
83.1%	89.7%	91.9	87%			

Student Satisfaction

Increase the percent of students who are satisfied with the learning environment from **90.4**% in 2012 to **92.9**% by 2018.

2012	2013	2014	2015	2016	2017	2018
90.4%	87.5%	94.6	90%			

Teacher Satisfaction

Increase the percent of teachers who are satisfied with the learning environment from **93.5**% in 2012 to **94.5**% by 2018.

2012	2013	2014	2015	2016	2017	2018
93.5%	100%	98.2	100%			

Comment: Our PTA and SIC are very involved in decision-making at Sara Collins. In 2013-14 a new school website was launched. In 2014-15 all teachers updated their websites using Google Sites. The faculty and PTA communicate to families through the website, weekly PTA e-mail blasts, Phone Messenger messages from the principal, weekly classroom newsletters, personal notes, calls, and emails from teachers, a quarterly PTA newsletter that is focused on students and their contributions, Facebook updates, and the marquee in front of the school. We continue to make it a priority to communicate the needs, interventions, and growth to all stakeholders for each child.

Safety:

Parent Satisfaction

Increase the percent of parents who indicate that their child feels safe at school from **94**% in 2012 to **95**% by 2018.

2012	2013	2014	2015	2016	2017	2018
94.0%	98.3%	98.6%	97.4%			

Student Satisfaction

Increase the percent of students who feel safe at school during the school day from **92.6**% in 2012 to **93.6**% by 2018.

2012	2013	2014	2015	2016	2017	2018
92.6%	92.9%	96.9%	92.9%			

Teacher Satisfaction

Increase the percent of teachers who feel safe at school during the school day from **96.8**% in 2012 to **98.8**% by 2018.

2012	2013	2014	2015	2016	2017	2018
96.8%	100%	98.2%	100%			

Comment: The data shows that while most students feel safe at school, we must continue to be diligent to combat bullying, reassure students through safety drills, improve procedures for visitor check-in and check-out, and maintain the presence of police officers on campus.

Data Pages and Action Plan

Data pages include performance goals over five years.
Data for each area is followed by Strategies and Actions to address those needs.

<u>*Note: Data Pages reflect different testing platforms*</u>
The state of South Carolina changed testing platforms in the middle of this five year plan. PASS tests were given in ELA, MATH, Science and Social Studies through 2013-14. In 2014-15 students were given the ACT Aspire test in ELA and Math, and the PASS test in Science and Social Studies. Beginning in 2015-16, students completed the SC READY tests in ELA and Math, and the PASS tests in Science and Social Studies. The following charts are provided by the school district. Because we believe this document should reflect all progress over the five year accreditation period, the old test scores and charts are archived at the end of this document.

Student Achievement: **SC READY WRITING**

<div align="center">

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

</div>

☒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 SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.
DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

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

Baseline data to be established in 2015-16.

Student Achievement: **SC READY 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 SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

Student Achievement: **SC READY 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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

☒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 SC READY.

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

DATA SOURCE(S): ESSA 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			

	Baseline 2014-15			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

Student Achievement: **SCPASS SCIENCE**

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

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

FIVE YEAR PERFORMANCE GOAL: 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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	**78.5**			
District Projected	X			
District Actual	72.9			

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

Student Achievement: **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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	**87.1**			
District Projected	X			
District Actual	81.2			

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

Student Achievement: **DISTRICT ITBS/IOWA**

☒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
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile	62nd 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	51st percentile		

Fall 2014 students began taking a new form of the ITBS

Student Achievement: **SCHOOL ITBS/IOWA**

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

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

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

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

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading (pre 14-15: "Comprehension Proj")			50th %tile	READING 50th %tile	READING 50th %tile	READING 50th %tile	READING 50th %tile
Reading (pre 14-15: "Comprehension Act.")	67th %tile	71st %tile		READING 72nd %tile	READING 65th %tile	READING	READING
Mathematics (pre 14-15: "Concepts Proj.")			50th %tile	MATH 50th %tile	MATH 50th %tile	MATH 50th %tile	MATH 50th %tile
Mathematics (pre 14-15: "Concepts Actual")	60th %tile	52nd %tile		MATH 69th %tile	MATH 54th %tile	MATH	MATH
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	59th %tile	62nd %tile					

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

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

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

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

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading (pre 14-15: "Comprehension Proj")			50th %tile	READING 50th %tile	READING 50th %tile	READING 50th %tile	READING 50th %tile
Reading (pre 14-15: "Comprehension Act.")	67th %tile	71st %tile		READING **72nd %tile**	READING **65th %tile**	READING	READING
Mathematics (pre 14-15: "Concepts Proj.")			50th %tile	MATH 50th %tile	MATH 50th %tile	MATH 50th %tile	MATH 50th %tile
Mathematics (pre 14-15: "Concepts Actual")	60th %tile	52nd %tile		MATH **69th %tile**	MATH **54th %tile**	MATH	MATH
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	59th %tile	62nd %tile					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading (pre 14-15: "Comprehension Proj")			50th %tile	READING 50th %tile	READING 50th %tile	READING 50th %tile	READING 50th %tile
Reading (pre 14-15: "Comprehension Act.")	67th %tile	66th %tile	67th %tile	READING **60th** %tile	READING **62nd %tile**	READING	READING
Mathematics (pre 14-15: "Concepts Proj.")			50th %tile	MATH 50th %tile	MATH 50th %tile	MATH 50th %tile	MATH 50th %tile
Mathematics (pre 14-15: "Concepts Actual")	52nd %tile	50th %tile	49th %tile	MATH **52nd** %tile	MATH **51st** %tile	MATH	MATH
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58th %tile	55th %tile	57th %tile				

Strategies for Improving Student Achievement (Writing, ELA, Math, Science, Social Studies)

Strategy or Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue implementation of SC State standards and assessments	On-going	Professional teaching staff	$200 for materials and copies	PTA and Local Funds	• PD Schedule • Lesson Plans • PD records on portal
Continue implementation of the Fountas and Pinnell model of balanced literacy	On-going	Professional teaching staff	$800 for materials	Local Funds	• PD Schedule
2016-17 Continue implementation of Lucy Calkins Writing Workshop model to include Grades K-5	On-going	Professional teaching staff	$500 for materials	Local Funds	• PD Schedule • Lesson Plans • PD records on portal
Tuesday Tutoring for 2nd graders	Weekly	2nd grade teachers and PTA volunteers	$150	PTA	• Attendance records of students
Early morning tutoring in ELA and Math for selected 3rd – 5th graders	Daily	IC, 3rd – 5th gr. teachers, selected assistants	$500	Local Funds	• Attendance records of students
Identify students for reading intervention and implement RtI for ELA	Daily	Reading Interventionists and K-2 classroom teachers	None	N/A	• Attendance records of students • Lesson Plans
Conduct PD targeting specific instructional strategies (e.g. Lunch and Learn summer sessions on writing, running records, active classroom)	On-going	Principal, IC, professional staff	N/A	N/A	• PD Schedule
Vertical Teams review and analyze data and present best practice workshops for all curriculum areas	On-going	Principal, IC, professional staff	N/A	N/A	• PD Schedule
Implement school-wide reading incentive program	On-going	Media Specialist, PTA Committee, & 1st -5th Grade Classroom	$2,000	PTA	• Reading Count reports

		Teachers			
Implement online math program, First In Math, or similar	Begin new subscription July1	Instructional Coach & 1st -5th Grade Classroom Teachers	$8,000	Local Funds	• Program reports
Continue Math Olympiads for 5th graders and selected 4th graders	On-going	Instructional Coach, 5th grade teachers	$600 annually	Local Funds	• Math Olympiads challenge reports
Continue LEGO Robotics program and partnership with ICAR	2016-17 school year	Principal and PTA committee	$1,000	PTA	• Attendance of student participation • LEGO Robotics meeting schedule
Science Team will analyze data and will present PD to highlight specific steps to improve planning, instruction, and assessment.	2016-17 school year	Sci./PE/Health vertical team	N/A	N/A	• PD Schedule
Establish grade level text set lists to correlate with IB curriculum units	Throughout 16-17 school year	IC, and Classroom Teachers	None	N/A	• Completed text set lists
Implement 5 yr. IB self-study plan	On-going	All Staff	N/A	N/A	• IB 5-year plan record

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain a program of professional learning that results in 95% or more of professional staff completing a minimum of 24 hours of professional development annually.

ANNUAL OBJECTIVE: Maintain a program of professional learning that results in 95% or more of professional staff completing a minimum of 24 hours of professional development annually.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	95% or more	95% or more	95% or more	95% or more	95% or more
Actual	not calculated	98%	97%	100%	Will update after June 30.		

Strategies for Improving Teacher and Administrator Quality (Professional Development)

Strategy or Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
IB Training for every full-time teacher, GOAL: once every 5 years	on-going	Principal and IB Coordinator	$1,500 - $2,000 per teacher	District PD fund; local funds; possibly some grants	• Completion of workshops • Records of attendance are kept by the IB Coordinator
School-based professional development plan outlined annually. Plan to be based on district initiatives, IB program requirements, school needs	Annually	Principal, Admin. Team, IC, and professional staff	To be determined, based on needs	District PD fund; local funds; possibly some grants	• Completion of workshops • Records of attendance are kept by the IB Coordinator
Annual goal-setting conferences, mid-year (for those under formal evaluation) and end-of-year conferences with all professional staff	2-3 conferences per year	Principal, Assistant Principal, Administrative Assistant	N/A	N/A	• Schedule of conferences
Formal and informal observations, and walk-throughs	Minimum of 4 observations per year	Principal, Assistant Principal, Administrative Assistant	N/A	N/A	• Schedule of observations • E-PAS records
Provide orientation and background PD to new hires to include IB PYP, Fountas and Pinnell, Lucy Calkins Writing Workshop model, Promethean Board	As needed	Principal, IC/IB Coordinator	$150/teacher to cover substitute teachers	District PD Funds; Local Funds	• Trainings held
Provide training in Lucy Calkins writing program to all classroom and special education teachers	2015-16 (K-2) 2016-17 (3rd – 5th)	Principal, IC, and Kristy Jennings (ELA consultant w/ GCS)	$150/teacher to cover substitute teachers	District PD funds; Local Funds	• Trainings held • Writing Workshop implemented as reflected in schedules, lesson plans, and teacher observations

School Climate: **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: Achieve an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.2	96.8	97.1	96.5			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

School Climate: **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 **83.1**% in 2012 to **88.1**% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84.1	85.1	**86.1**	**87.1**	**88.1**
School Actual	**83.1**	**89.7**	**91.9**	**87.0**			
District Projected	X	X	89.0	89.5	**90.0**	**90.5**	**91.0**
District Actual	**88.0***	**88.1**	**88.1**	**89.9**			

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

School Climate: **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 **90.4**% in 2012 to **92.9**% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0.5** 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	90.9	91.4	91.9	92.4	92.9
School Actual	**90.4**	**87.5**	**94.6**	**90.0**			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	**83.8**	**82.7**	**81.6**	**83.9** (ES, MS, & HS)			

School Climate: **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 **93.5**% in 2012 to **94.5**% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0.2** 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	93.7	93.9	94.1	94.3	94.5
School Actual	**93.5**	**100**	**98.2**	**100**			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	**98.0**	**92.6**	**93.5**	**93.3**			

School Climate: **PARENT SATISFACTION – SAFETY**

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from **94**% in 2012 to **95**% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0.2** percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.2	94.4	94.6	94.8	95.0
School Actual	**94.0**	**98.3**	**98.6**	**97.4**			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	**93.5***	**92.8**	**93.1**	**91.7**			

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

School Climate: **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 **92.6**% in 2012 to **93.6**% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0.2** 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	92.8	93.0	93.2	93.4	93.6
School Actual	92.6	92.9	96.9	92.9			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

School Climate: **TEACHER SATISFACTION – SAFETY**

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from **96.8**% in 2012 to **98.8**% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0.4** percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.2	97.6	98.0	98.4	98.8
School Actual	**96.8**	**100**	**98.2**	**100**			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	**98.9**	**98.3**	**98.2**	**98.3**			

Strategies to Improve School Climate (Attendance, Learning Environment, Safety)

Strategy or Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
ATTENDANCE					
Follow up calls and/or letters to parents for students with excessive absences/tardies	Quarterly	Administrative Assistant, Attendance Clerk	Minimal postage	Local Funds	• Log of calls, letters, and conferences
Automated phone call to parents for every student absence	Daily	Attendance Clerk	N/A	District provides	• Calls made/attendance log
Hand sanitizer stations	Available daily	Plant Engineer Assistant Principal	$100	PTA and/or Local Funds	• Stations in place
Health and wellness initiatives: CATCH program, Live Well Greenville – maintain exercise initiatives such as Turkey Trot, Reindeer Run, Bicycle Safety	Daily	PE Teacher, FANS Manager, YMCA After-School Program	$100	PTA and/or Local Funds, Grants	• Attendance at activities • Teachers' schedules • PE plans • PTA calendar
Culinary Creations	Daily	FANS Manager		Lunch Fees District	• Staff Trained • Daily Menus
LEARNING ENVIRONMENT					
Scout-terrific recognition of students showing exemplary actions	On-going	IB Coordinator and Staff	$100/year	Local Funds	• Tokens awarded
Letter to parents and survey to collect input on how to improve the learning environment. Strategies will be developed, based on the feedback given.	Annually	Principal, IC, SIC, Staff	$20	Local Funds	• Surveys sent, information summarized, written plan
Teacher – Parent Contact Logs	On-going	Admin &teachers	N/A	N/A	• Completed logs
Essential Agreement on behavior in place school-wide and in individual classrooms	Updated annually	All Staff	N/A	N/A	• Posted in classrooms, in halls, and weekly newsletters • Published in student handbook
Communication with families through weekly classroom newsletters, class DOJO, teacher	On-going	All Staff	$1,000	Local Funds and teacher allotment	• Copies of newsletters, email records, school

				from the state	website
Classroom resources and technologies to include: document cameras, bulletin boards, book sets, Chromebooks, iPads	In place by end of fiscal year, annually	Principal and Technology Team	$10,000	District and Local Funds	• Supplies purchased, distributed, and in use
Prioritize grade level requests for PTA funding for classroom resources and materials	In place by end of fiscal year, annually	Principal and PTA	Approx. $40,000 (2014) $28,000 (2015) $25,000 (2016)	PTA	• Supplies purchased, distributed, and in use
SAFETY					
Uniformed officers visit school daily	Daily	Principal	N/A	District	• Officers visible and log in
Uniformed officers at large school events	As scheduled	Principal	$30/ hour	Local Funds and/or PTA	• Officers visible and log in
"Ignore the Door" signs on exterior doors	Continuous	Principal / PTA	Minimal for paper/laminate	Local Funds	• Signs in place on exterior doors
Fire, Tornado, Earthquake Drills	Monthly / as required	Principal	N/A	N/A	• Log of drills
Lock Down (full and partial) drills	2 of each, annually	Principal	N/A	N/A	• Log of drills
Safety video trainings required for all staff members	Annually	Administrative Assistant	N/A	N/A	• Log and certificates of completed videos
Visitor check-in daily	Daily	Receptionist	Minimal for nametags	Local Funds	• Computer Log of visitors
Visitor sign-in sheets for special events during school hours	As needed	Principal, PTA	Minimal for paper supplies	Local Funds	• Sign-in sheets completed
Refine procedures for field day visitor check-in	7 days annually	Principal, Leadership Team	Minimal for paper supplies	Local Funds	• Written plan and completed sign-in sheets
Review of safety procedures with staff	2x/year	Principal, Assistant Principal	N/A	N/A	• Staff meeting minutes
Implement new carline codes for student dismissal	Begin in April 2016	Admin. Team	$2,500	Local Funds	• iPads and technology in place • Procedures used daily

SC STATE REPORT CARD AND ESEA RATINGS

ESEA/ Federal Accountability Grade:

Year	Percentage	Letter Grade
2015	*Not rated until 2017*	
2014	**90.1**	**A**
2013	**80.6**	**B**
2012	**89.9%**	**B**

South Carolina Annual Report Card:

Year	Absolute Rating	Growth Rating
2015	*Not rated until 2017*	
2014	**Excellent**	**Excellent**
2013	**Excellent**	**Good**
2012	**Excellent**	**Good**
2011	**Good**	**Good**
2010	**Good**	**Good**
2009	**Average**	**Average**
2008	**Average**	**Below Average**
2007	**Average**	**At Risk**

Palmetto Gold 2014 – 15 (General Overall Academic Performance)
Palmetto Gold 2013 – 14 (General Overall Academic Performance)
Palmetto Gold 2012 – 13 (General Overall Academic Performance)
Palmetto Gold 2011 – 12 (General Overall Academic Performance)

Palmetto Silver 2014 – 15 (Steady Growth in Closing the Achievement Gap)
Palmetto Silver 2012 – 13 (Steady Growth in Closing the Achievement Gap)
Palmetto Silver 2011 – 12 (Steady Growth in Closing the Achievement Gap)

DATA AVAILABLE ONLINE:

- SDE School Report Card – website = https://ed.sc.gov/data/report-cards/

- ESEA Federal Accountability Rating – website = https://ed.sc.gov/data/esea/

Action Plan - SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority
GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.
FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from **80%** in 2012 to **85%** in 2018.
ANNUAL OBJECTIVE: Annually **increase** by **one** percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).
WRITING DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81	82	83	84	85
School Actual	**80**	**75.5**	**80.7**				
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	**77.8**	**78.8**	**79.9**				

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

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 | The ACT ASPIRE test was given for one year. It was found to have many flaws and shortcomings, in content, format, and rubrics.

This data is recorded for historical context, but does not reflect the achievement of our students. This data does not correlate with nationally-normed MAP testing data. |
|---|---|---|---|---|---|
| **School Projected** | X | | | | |
| **School Actual** | 23.8% | | | | |
| **District Projected** | X | | | | |
| **District Actual** | | | | | |

Baseline data to be established in 2014-15.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from **81.3**% in 2012 to **86.3**% in 2018.

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

ELA DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.3	83.3	84.3	85.3	86.3
School Actual	**81.3**	**84.7**	**83.9**				
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	**78.0**	**80.5**	**78.6**				

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

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

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

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

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	**669.2**	**673.4**	**659.3**				
Male	666.8	666.9	657.1				
Female	671.5	678.5	661.5				
White	686.2	692.1	679.0				
African-American	638.7	646.3	624.2				

Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	604.4	608.4	605.5				
Limited English Proficient	658.1	651.7	634.6				
Subsidized Meals	637.6	640.9	625.8				

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	**671.1**	**672**	**653.2**				
Male	665.7	666.7	648.2				
Female	676.8	677.6	658.6				
White	685.1	684.6	667.1				

African-American	644.4	648.3	627.0				
Asian/Pacific Islander	696.1	697.5	682.1				
Hispanic	650.8	653.4	635.0				
American Indian/Alaskan	688.2	677.3	658.7				
Disabled	614.9	618.2	605.9				
Limited English Proficient	654.9	657.2	638.0				
Subsidized Meals	649.2	652.5	632.4				

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

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

PERFORMANCE STATEMENT: 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	The ACT ASPIRE test was given for one year. It was found to have many flaws and shortcomings, in content, format, and rubrics.
School Projected	X				
School Actual	73.8%				This data is recorded for historical context, but does not reflect the achievement of our students. This data does not correlate with nationally-normed MAP testing data.
District Projected	X				
District Actual					

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 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	The ACT ASPIRE test was given for one year. It was found to have many flaws and shortcomings, in content, format, and rubrics.
School Projected	X				
School Actual	52.6%				This data is recorded for historical context, but does not reflect the achievement of our students. This data does not correlate with nationally-normed MAP testing data.
District Projected	X				
District Actual					

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 mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from **79.3** % in 2012 to **84.3**% in 2018.

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

MATH DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	80.3	81.3	82.3	83.3	84.3
School Actual	**79.3**	**78.3**	**83.1**				
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	**77.4**	**77.3**	**77.5**				

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

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

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

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

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	**630**	**635**	640	645	650	655	660
Actual Performance							
All Students	**665.5**	**665.3**	**663.8**				
Male	666.0	666.1	667.5				
Female	665.0	664.4	660.3				
White	683.1	689.6	685.4				
African-American	628.1	627.1	623.1				

Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	592.1	592.9	601.8				
Limited English Proficient	670.7	654.5	662.8				
Subsidized Meals	631.5	622.7	622.0				

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	**630**	**635**	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0	656.8				
Male	665.3	663.6	656.6				
Female	664.3	664.4	657.0				
White	677.8	677.3	672.0				

African-American	636.8	634.5	624.4				
Asian/Pacific Islander	703.1	701.1	699.7				
Hispanic	649.0	650.6	640.4				
American Indian/Alaskan	668.4	674.4	663.3				
Disabled	607.9	606.9	602.3				
Limited English Proficient	656.1	657.6	648.1				
Subsidized Meals	643.6	643.0	632.1				

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

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

PERFORMANCE STATEMENT: 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	The ACT ASPIRE test was given for one year. It was found to have many flaws and shortcomings, in content, format, and rubrics.
School Projected	X				
School Actual	64.6%				This data is recorded for historical context, but does not reflect the achievement of our students. This data does not correlate with nationally-normed MAP testing data.
District Projected	X				
District Actual					

Baseline data to be established in 2014-15.

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

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

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

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	**100**	**99.8**	**99.8**				
Male	100	100	100				
Female	100	99.5	99.5				
White	100	100	100				
African-American	100	100	100				

Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	96.7				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	100	100	100				
Limited English Proficient	100	97.1	97.2				
Subsidized Meals	100	100	100				

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	99.9	99.9	100				
Male	99.9	99.9	100				
Female	99.9	100	100				
White	99.9	100	100				

African-American	99.8	99.9	100				
Asian/Pacific Islander	99.8	100	100				
Hispanic	99.9	99.8	100				
American Indian/Alaskan	100.0	100	100				
Disabled	99.2	99.6	99.9				
Limited English Proficient	99.8	99.8	100				
Subsidized Meals	99.8	99.9	100				

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance	**100**	**100**	**100**				
All Students	100	100	100				
Male	100	100	100				

Female	100	100	100				
White	100	100	100				
African-American	100	100	100				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	100				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	100	100	100				
Limited English Proficient	100	100	100				
Subsidized Meals	100	100	100				

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	100.0	100	100				
Male	99.9	99.9	100				
Female	100.0	100	100				
White	100.0	99.9	100				
African-American	99.9	99.9	100				
Asian/Pacific Islander	100.0	100	100				
Hispanic	99.9	100	100				
American Indian/Alaskan	100.0	100	100				
Disabled	99.8	99.7	99.9				
Limited English Proficient	99.9	100	100				
Subsidized Meals	99.9	100	100				

	Grades 3 – 5 in 2014			
	ELA Mean	**Math Mean**	**Science Mean**	**Soc. St. Mean**
All Students	**659.3**	**663.8**	**639.8**	**660.3***
Male	657.1	667.5	643.6	664.5*
Female	661.5	660.3	635.7	656.1*
White	679.0	685.4	663.9*	675.2*
African-American	624.2	623.1	601.3	633.6*
Disabled	605.5	601.8*	586.8*	617.2*
Limited English Prof.	634.6	662.8*	N/A	N/A
Subsidized Meals	625.8	622.0	600.4	633.0*
Annual Measurable Objective (AMO)	**640.0**	**640.0**	**640.0**	**640.0**

Data shown in dark red indicates mean scores below the AMO.
*Data in light gray highlight additional areas of concern. *Significant gain.*

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from **73.2**% in 2012 to **80.2**% in 2018.

ANNUAL OBJECTIVE: Increase by **1.4** percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15*	2015-16	2016-17	2017-18
School Projected	X	X	74.6	76.0	77.4	78.8	80.2
School Actual	**73.2**	**74.3**	**75.8**	**78.5**			
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	**75.9**	**77.0**	**75.6**	**72.9**			

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014. * Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.* **In previous years, half of the 3rd and 5th and ALL 4th graders took the test**.

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

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

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

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15*	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance				Beginning in 14-15, ALL 4th – 5th graders take PASS Science			
All Students	**632.0**	**635.5**	**639.8**				
Male	633.7	637.4	643.6				
Female	630.3	633.6	635.7				
White	647.9	657.7	663.9				

African-American	599.0	601.9	601.3				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	569.9	572.9	586.8				
Limited English Proficient	628.6	617.4	N/A				
Subsidized Meals	599.1	600.5	600.4				

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0	**635.5**				
Male	633.7	633.6	636.6				
Female	631.8	632.4	634.3				

White	645.2	642.2	650.8				
African-American	607.3	606.2	607.2				
Asian/Pacific Islander	655.9	660.5	661.2				
Hispanic	617.0	616.2	616.0				
American Indian/Alaskan	640.3	644.0	638.6				
Disabled	585.9	587.2	592.0				
Limited English Proficient	620.7	620.9	620.5				
Subsidized Meals	614.1	613.8	614.4				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014. .* Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.* **In previous years, half of the 3rd and 5th and ALL 4th graders took the test**.

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from **83.9**% in 2012 to **87.4**% in 2018.

ANNUAL OBJECTIVE: **Increase** by **0.5** percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

SOCIAL STUDIES DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15*	2015-16	2016-17	2017-18
School Projected	X	X	84.4	84.9	85.4	85.9	86.4
School Actual	83.9	83.5	88.4	87.1			
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5	80.8				

.* Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.* **In previous years, half of the 3rd and 5th and ALL 4th graders took the test**.

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

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

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

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance				Beginning in 14-15, ALL 4th – 5th graders take PASS Social St.			
All Students	**654.9**	**652.1**	**660.3**				
Male	661.0	652.2	664.5				
Female	648.7	651.9	656.1				
White	669.2	669.1	675.2				

African-American	623.6	624.1	633.6				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	604.4	599.4	617.2				
Limited English Proficient	658.1	643.6	N/A				
Subsidized Meals	637.6	623.8	633.0				

Social Studies - District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6	654.3				
Male	651.8	658.3	655.4				
Female	646.6	652.6	653.2				

White	661.3	667.6	665.7				
African-American	626.1	631.1	631.6				
Asian/Pacific Islander	676.9	683.5	682.9				
Hispanic	632.8	640.0	640.4				
American Indian/Alaskan	655.8	660.8	662.8				
Disabled	605.3	611.2	615.3				
Limited English Proficient	637.7	644.9	642.9				
Subsidized Meals	629.0	635.6	634.8				

Beginning in 2014-15, grades 4-8 will take Science **and Social Studies.*
In previous years, half of the 3rd and 5th and ALL 4th graders took the test.