

# Skyland Elementary Strategic Plan

Scope of Action Plan (2013-14 through 2017-18)  
Accredited Since 1967  
2013 Calendar Year



Dr. Carolyn Styles, Principal  
Greenville County Schools  
Mr. Burke Royster, Superintendent

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Skyland Elementary School

**SCHOOL DISTRICT:** Greenville County Schools

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

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

### Assurances

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

### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kenna Brannon		
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Dr. Carolyn Styles		
PRINTED NAME	SIGNATURE	DATE

SCHOOLADDRESS: 4221 Hwy N. Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-7200

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u>   | <u>NAME</u>        |
|---|--------------------|
| 1. PRINCIPAL:   | Dr. Carolyn Styles |
| 2. TEACHER:   | Cyndie Bryan       |
| 3. PARENT/GUARDIAN:   | Angie Horton       |
| 4. COMMUNITY MEMBER:  | Ellen Rogers       |
| 5. SCHOOL IMPROVEMENT COUNCIL:  | Kenna Brannon      |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                    |

<u>POSITION</u>	<u>NAME</u>
PTA President	Christy Sanford
Guidance Counselor	Phil Liston
Business Partner	Dr. Beth Ehlich
Business Partner	Larry James
Parent	Ginnifer Jones

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

## ASSURANCES FOR SCHOOL PLAN

### Act 135 Assurances

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

- x      **Academic Assistance, PreK–3**  
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- x      **Academic Assistance, Grades 4–12**  
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- x      **Parent Involvement**  
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- x      **Staff Development**  
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- x      **Technology**  
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- x      **Recruitment**  
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

x

**Collaboration**

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

x

**Developmental Screening**

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

x

**Half-Day Child Development**

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

x

**Developmentally Appropriate Curriculum for PreK–3**

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

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

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

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

The Administrative and Curriculum Committees have looked at the data disaggregated from the 2012-13 test scores. From this, summaries were formed and next steps developed. This information was presented to the Skyland faculty and staff for review and recommendations. Final drafts were then presented to the Leadership Committee, the School Improvement Council, and the PTA Board for input.

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

School-wide committees help Skyland to stay focused on our mission and offer a way to communicate throughout the process of evaluation for continuous student improvement. Our school committees play an integral role in the development of the strategic plan. They include: The Leadership Committee, Curriculum Committee, Student Recognition Committee, A-Team Committee, Fitness Club, Social/Sunshine Committee, Technology/Promethean Support Committee, Student Council, Skyland Express, Art Club, Headliners/Skyland Scoop, and SETV.

<b>Leadership Committee</b>	<b>Responsibilities</b>
<b>Chair - Carolyn Styles</b> <b>Members – Beth Fisher - K</b> <b>Peggy Smith - 1</b> <b>Janie Leonhardt- 2</b> <b>Rosemarie Vaughn - 3</b> <b>Ron Gunter - 4</b> <b>Debby Huff - 5</b> <b>Cyndie Bryan - RA</b> <b>Kim Coggins - SpEd</b> <b>Sara Schnoor - AP</b>	<ul style="list-style-type: none"> <li>➤ The Leadership committee will be comprised of grade level chairs and led by the principal.</li> <li>➤ The team will meet monthly to discuss and plan upcoming grade level events and specific committee-lead functions.</li> <li>➤ Additional functions may be assigned by principal.</li> <li>➤ Smaller committees can be formed within the committee as needed to carry out specific functions or address specific school needs.</li> </ul>
<b>Specific Committee-led Functions</b>	<b>Requirements</b>
<ol style="list-style-type: none"> <li>1. Veteran's Day</li> <li>2. Volunteer Recognition Program</li> <li>3. All A, A/B, &amp; Most Improved parties</li> <li>4. Perfect Attendance &amp; AR rewards</li> <li>5. Other grade level functions/activities</li> </ol>	<ul style="list-style-type: none"> <li>➤ The committee will complete a planning form for <u>each function</u> and submit for principal approval no later than 3 weeks prior to the function/activity.</li> <li>➤ Each leader will be responsible for updating office calendar of grade level events.</li> <li>➤ Each leader will be responsible for submitting a paragraph quarterly regarding grade level happenings for Skyland Scoop.</li> </ul>
<b>Curriculum Committee</b>	<b>Responsibilities</b>
<b>Chair – Kenna Brannon</b> <b>Members – Cindy Grice –Primary ELA</b> <b>Angie Lewis- Intermediate ELA</b> <b>Kathleen Ross -Primary Math</b> <b>Erin Painter – Intermediate Math</b> <b>Janice Jeffries –Primary Social Studies</b> <b>Susan Menard– Prim/Int Social Studies</b> <b>Markisa Fowler– Primary Science</b> <b>Fonya Page -Intermediate Science</b>  <p style="text-align: center;">*District Meeting Dates: Monthly Contact Meetings TBA</p>	<ul style="list-style-type: none"> <li>➤ The Curriculum committee will be comprised of two representatives for each subject- one primary and one intermediate.</li> <li>➤ Representatives will share the responsibility of attending district meetings* and reporting information to all grade levels through general faculty meetings, e-mails, and/or handouts.</li> <li>➤ Representatives will be involved in textbook adoption decisions.</li> <li>➤ The team will meet monthly to discuss and plan upcoming grade level events and specific committee-lead functions.</li> <li>➤ Additional functions may be assigned by principal.</li> <li>➤ Smaller committees can be formed within the committee as needed to carry out specific functions or address specific school needs.</li> </ul>



# Executive Summary

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

## Needs

In the area of student achievement, the team identified trends over time and developed future goals based on an analysis of 2012-2013 MAP and PASS data. Skyland students continue to make steady improvement on district and state assessments. This analysis indicated the following needs:

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

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

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

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

- Implement programs to encourage and reward perfect attendance

## Findings

The following performance goals for the 2012-13 school year were developed based on the needs assessment and are outlined in the school action plan.

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

- **Performance Goal 1:** The percentage of students scoring Met and above on the PASS ELA (Reading & Research) test will increase from 83.5% in 2008-09 to 84.7% in 2012-13.
- **Performance Goal 2:** The percentage of students scoring Met and above on the PASS math test will increase from 83.5% in 2008-09 to 84.7% in 2012-13.
- **Performance Goal 3:** The percentage of 5<sup>th</sup> grade students scoring Met and above on the PASS writing test will increase from 78.2% in 2008-09 to 80.2% in 2012-13.

**Goal Area: Ensure quality personnel in all positions. (District Ed. Plan- Goal 2)**

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

**Goal Area: Provide a school environment supportive of learning. (District Ed. Plan- Goal 3).**

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

## **Challenges**

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

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

## **Awards & Achievements**

In recent years, Skyland has received numerous awards and recognition as noted below:

- NCLB Adequate Yearly Progress 2007-2011
- Palmetto's Finest Finalist 2008-2009
- Palmetto Gold or Silver 2004, 2005, 2008, 2009, 2010, 2011, 2012, 2013
- SCEO Closing the Achievement Gap 2005, 2009, 2010, 2011, 2012
- Greenville County School District Clean Glove Award 2008-2009
- PTA Family-School Partnership Award of Merit 2008-2009
- The Bill Page Award for Excellence in Teaching Grant 2009-2010
- Red Carpet Award 2008-2011
- Palmetto Showcase School 2009
- National PTA School of Excellence 2004-2007
- The Peace Center for the Performing Arts Intensive Development in Education Through the Arts 2005-2013
- Greenville County School District Gold and Bronze Website Awards 2002-2007

# School Profile

## Skyland Elementary School

Founded in 1957, our school moved to its current facility in 1998. We are located on 21 acres in a beautiful pastoral setting nestled in the foothills of the Blue Ridge Mountains. Currently we serve 721 students from four-year-old kindergarten through fifth grade. Enrollment has steadily increased over the past few years. Two full day K4 classes and the addition of approximately 124 special permission students have helped to increase our overall numbers. As families move to our area from other parts of the United States, we have seen an increase in the numbers of subdivisions being built in our attendance area. While this is a new trend, it has added a dimension of regional diversity to our school population. New industries in our region partially account for this change, as does the desire of parents to raise their children in a more rural, close-knit community setting. Our community demonstrates a unique socio-economic make-up. Many parents work second and third shift blue-collar jobs with incomes in the lower and middle socio-economic range. Yet, only 47% of our students take advantage of the free or reduced breakfast or lunch program. This interesting dynamic can be attributed to their cultural, mountain pride that will not allow for what they deem as charity. We are noticing an increase in the number of families from the middle to upper-middle socio-economic range with the influx of new families. Many of these families have one stay-at-home parent who actively volunteers in our school. Even with these changes in population, we continue to be a true community school with local citizens desiring this school to remain true to its historical foundation as it continues to serve many generations of families within this community.

### COMMUNITY INVOLVMENT

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

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

### **Safety, Cleanliness, and Adequacy of School Facilities**

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

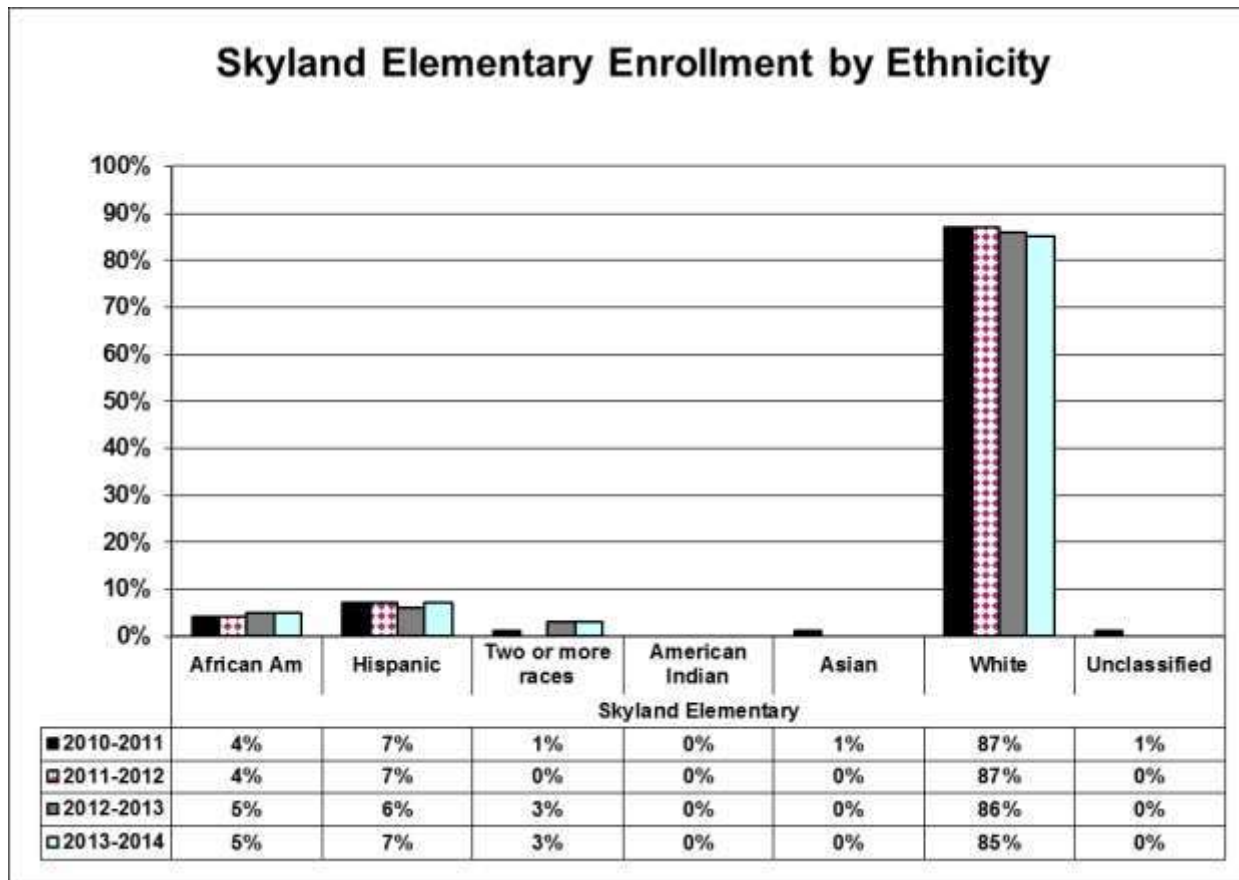
Planning for various potential emergencies is done in coordination with regional agencies, the district, and individual school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates.

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

Other aspects of the school/district safety program include:

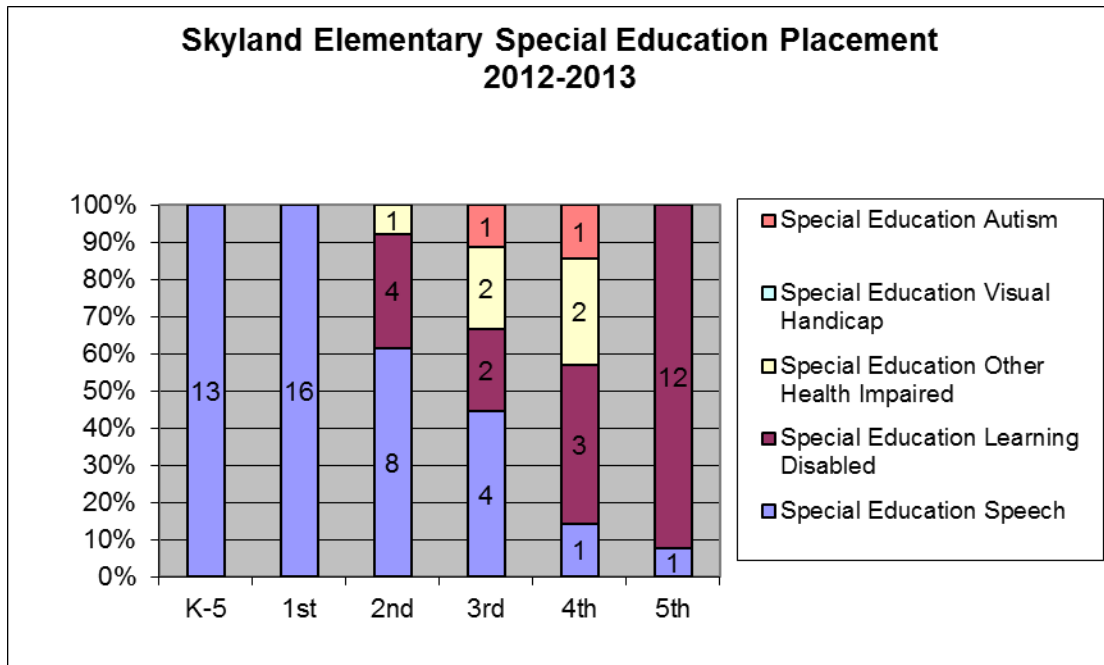
- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

## Skyland Elementary



Enrollment by ethnicity at Skyland Elementary has remained consistent over the past several years. Minorities account for approximately 15% of our enrollment, with the rest being Caucasian.

## Special Education Students



Skyland Elementary serves special needs students through several placements. Students may be served as Speech/Language Disabled, Learning Disabled, Autistic, Other Health Impaired, and Orthopedic Disabled. The Learning Disabled, Autistic and Other Health Impaired students are served in a resource setting for a designated amount of time as set by the student's IEP. Students also receive speech/language services in a pullout program. Additional services such as Orthopedic Therapy are provided by district specialists. Some children qualify for more than one service.

## Gifted and Talented Students

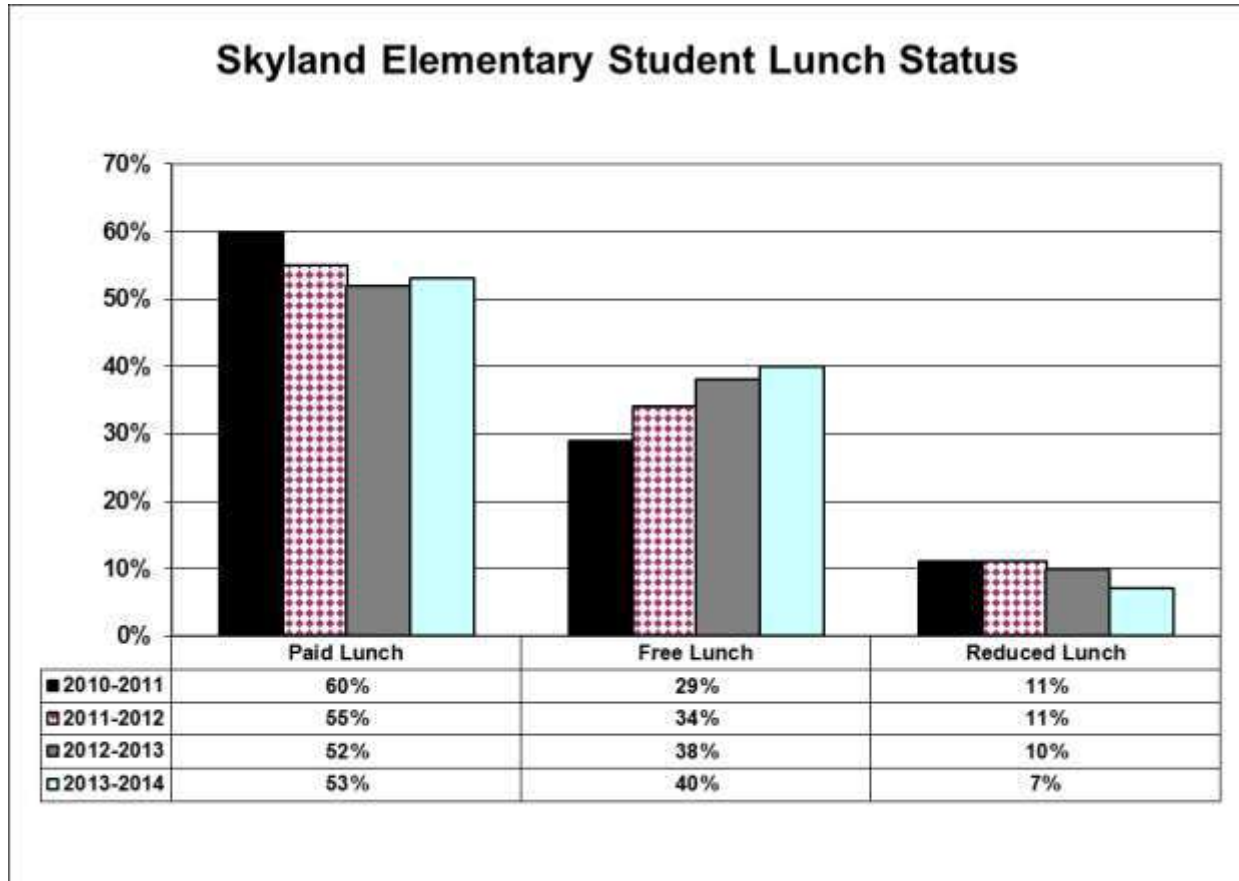
The number of students who qualify for gifted and talented services has varied over the past years at Skyland. From 2012 to 2013, we experienced a slight increase. The gifted and talented students at Skyland Elementary are served through the district Challenge program, which is a weekly pullout enrichment program. Currently, 61 students (19.3%) in grades 3-5 are served.

### Number of Gifted and Talented Students Served 2013-14

	2012	2013
<b>Grade 3</b>	18	19
<b>Grade 4</b>	12	24
<b>Grade 5</b>	26	18
<b>Total</b>	<b>56</b>	<b>61</b>

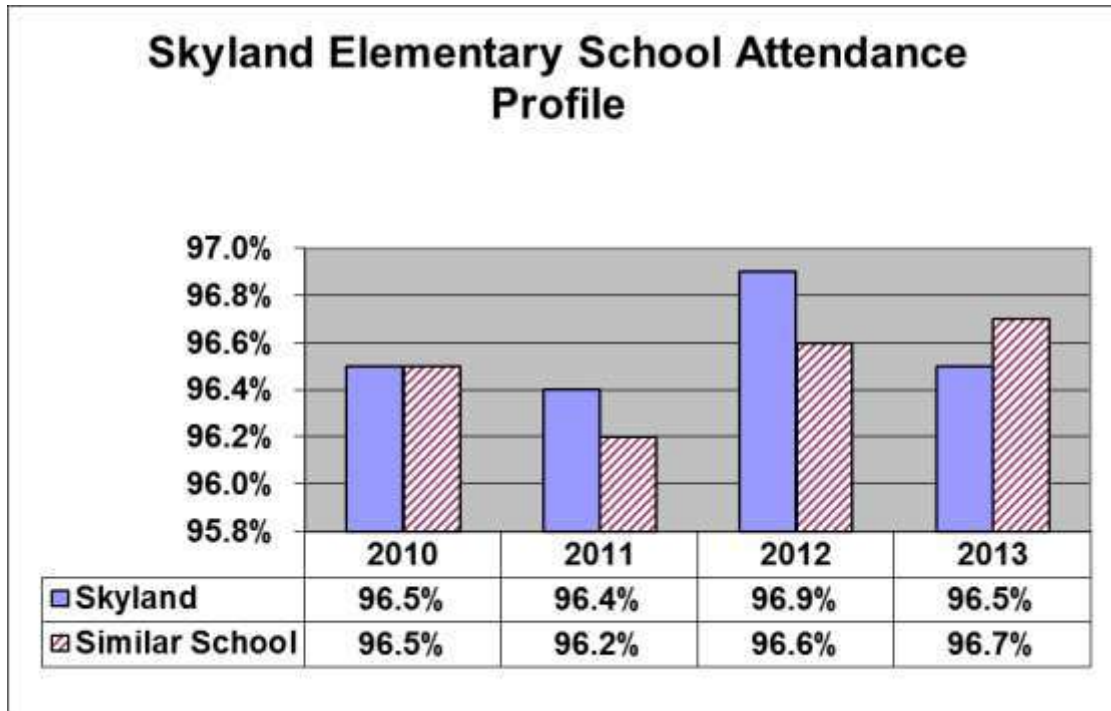
## Free and Reduced Lunch Profiles

The percentage of students in each category has changed little over the past four years. Approximately 47% of our students take advantage of free or reduced lunch.



## Attendance

Student attendance rates have been consistent with the rate of similar schools in the state and district. Skyland attendance decreased slightly from the previous year. Skyland continues to maintain an excellent rating in comparison with similar schools.





## Skyland Elementary School Staff

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

	Number	Bachelors	Bachelors +18	Masters	Masters +30	Doctorate	National Board Certification
<b>Certified Teachers</b>	39	11	2	19	5		6
<b>Principal</b>	1					1	
<b>Assistant Principal</b>	1			1			
<b>Instructional Coach</b>	1				1		1
<b>Guidance</b>	1				1		
<b>Media Specialist</b>	1			1			1
<b>Paraprofessionals</b>	16	6					

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

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

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

### Administration

Our principal, Dr. Carolyn Styles, obtained her Bachelor of Science degree in Education in 1984 from Erskine College and her Master's degree in Elementary Education in 1988 from Furman University. She obtained a second Master's degree in Elementary Administration and Supervision from Furman University in 1992. She completed a doctorate in Educational Leadership from South Carolina State University in December 2010. Prior to becoming the principal, she taught for ten years at various grade levels. Our principal was the first in twenty years in Greenville County to move from the classroom to the position of principal. Her strong

leadership skills and thorough knowledge base in the area of curriculum and instruction prepared her to make such a tremendous move. Prior to becoming the principal, she was twice selected by her peers as Teacher of the Year. In addition, she was recognized by the Rotary Club for Excellence in Education, and by our district for Excellence in Teaching. While in the classroom, she was the recipient of numerous grants including SC EIA grant, Alliance for Quality Education grant, and a BellSouth Grant. She serves as a mentor for beginning principals in our district and is the Blue Ridge area principal cluster leader. Dr. Styles is well respected by community members, parents, and staff as an advocate for children. This is evidenced by her outstanding approval rating on a recent survey of community stakeholders.

Sara Schnoor, our assistant principal, comes to us from Berea Elementary where she was an administrative assistant. She graduated from Lawrence University with a BM in Cello Performance and Music Education. She earned her MEd in Administration and Supervision from Clemson University.

## **School Leadership and Administration Structure**

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

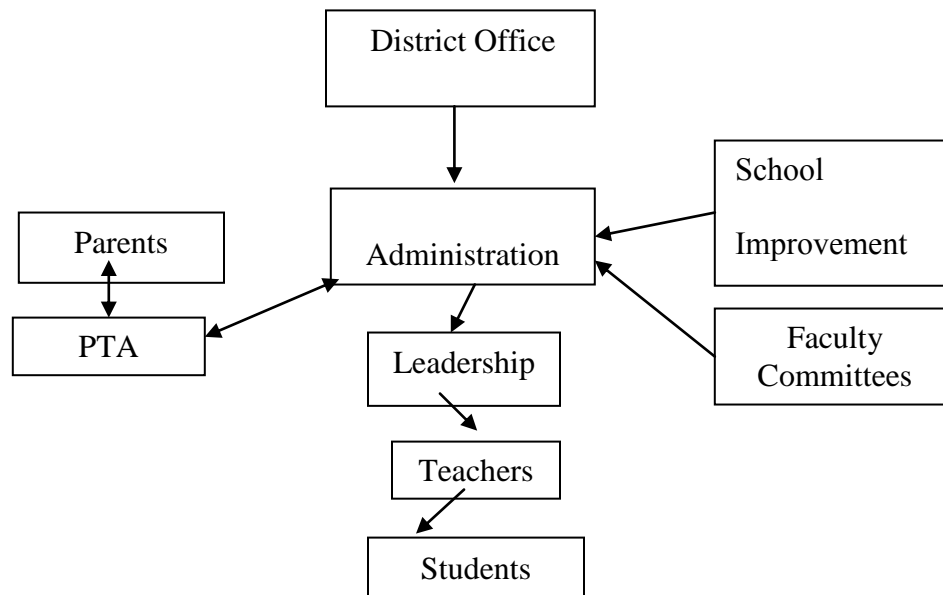
The leadership team, made up of grade level, related arts, and special area teacher chairpersons, is the liaison between the staff and the administration. They meet regularly to discuss curricula and instructional issues and then disseminate information to their colleagues. The teachers, in turn, disseminate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

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

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

## **Decision-making Structure**

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



## Learning Climate

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

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

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

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

## Student Support Services

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

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

## Major Features

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

- Social Studies correlated novel studies in grades three through five
- Response to Intervention program for “at risk” kindergarten and first grade students
- *Compass Learning Odyssey* computer program in grades two through five
- School wide web-based Accelerated Reader Program (Renaissance Place)
- Summer reading challenges
- Annual Literacy Week celebrations
- *English in a Flash* Computer program for limited English proficiency students
- *SRA Corrective Reading* series in special education resource and self-contained classrooms
- *Fountas and Pinnell* balanced literacy program implementation 2013-14
- *SMART arts* (IDEA) arts integration
- Professional Learning Communities

# Mission, Vision, Beliefs

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

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

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

## **Our Purpose**

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

## **Skyland Elementary Mission**

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

## **Skyland Elementary Beliefs**

- We believe student learning is the chief priority of the school.
- We believe all students can learn.
- We believe students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- We believe students learn at different rates and learn best when they are actively engaged in the learning process.
- We believe the commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
- We believe education is the shared responsibility of the home, school, and community.
- We believe school should provide a safe physical, social, and emotional environment in order to promote learning.
- We believe our school must function as a learning organization and promote opportunities for all those who have a stake in the success of the learning community.
- We believe everyone should be treated with dignity and respect.
- We believe cultural diversity aids in a better understanding of our society.
- We believe challenging expectations increase individual student's performance.
- We believe the integration of technology prepares students for the future.
- We believe that a holistic approach to nutrition and fitness aids students in developing healthy lifestyles.
- We believe arts integration aids students in academic achievement and creativity.

# Data Analysis & Needs Assessment:

## Measures of Academic Progress (MAP)

Grade	Reading 2008-2009 Percentage Meeting Growth Target	Reading 2009-2010 Percentage Meeting Growth Target	Reading 2010-2011 Percentage Meeting Growth Target	Reading 2011-2012 Percentage Meeting Growth Target	Reading 2012-2013 Percentage Meeting Growth Target
2	51.8	57.1	49.1	43.0	60.0
3	68.2	72.4	53.0	61.9	43.8
4	61.7	63.0	56.8	50.5	62.1
5	79.2	70.5	61.2	52.2	71.0

Grade	Math 2008-2009 Percentage Meeting Growth Target	Math 2009-2010 Percentage Meeting Growth Target	Math 2010-2011 Percentage Meeting Growth Target	Math 2011-2012 Percentage Meeting Growth Target	Math 2012-2013 Percentage Meeting Growth Target
2	39.8	68.4	55.0	46.8	57.8
3	77.9	86.2	71.0	72.9	65.8
4	66.0	56.5	53.1	45.7	70.7
5	78.1	77.9	80.2	60.0	76.8

We continue to experience student growth in most grade levels in both Reading and Math MAP. We did experience a lower percentage of students meeting their growth targets in the area of Reading than Math. Hopefully the 2<sup>nd</sup> year of our new Journeys Reading Series and the implementation of Fountas & Pinnell in the 2013-14 school year will prove beneficial to increasing student growth in the area of Reading. \*MAP results for 2013-14 were not available at the time of this submission.

# Palmetto Assessment of State Standards

## 3<sup>rd</sup> Grade PASS Comparison

PASS	ELA	ELA	ELA	ELA
	2010	2011	2012	2013
NM	9.9%	13.9%	9.1%	4%
M	24.2%	19.4%	23.1%	12%
E	65.9%	66.7%	67.8%	84%

As seen in the chart above, 96 % of third grade students met the state standard for English Language Arts, which was an increase from the previous year. In addition, the number of students scoring exemplary increased slightly by 16.2%.

PASS	Wr
	2013
NM	20%
M	24%
E	56%

This is the first year in several that third grade has taken PASS in the area of Writing. 80% of students scored met or above in this area.

PASS	MATH	MATH	MATH	MATH
	2010	2011	2012	2013
NM	15.4%	13.9%	14.0%	13.3%
M	31.9%	20.4%	27.3%	16%
E	52.7%	65.7%	58.7%	70.7%

Third grade math scores show an increase with 70.7% meeting standard. The percentage of students who did not pass at the minimal level was 13.3%, which is less than the previous year.

PASS	Sc	Sc	Sc	Sc
	2010	2011	2012	2013
NM	23.9%	22.2%	16.1%	10.5%
M	43.5%	35.2%	54.8%	63.2%
E	32.6%	42.6%	29.0%	26.3%

Skyland continues to perform well on the state Science assessment with 89.5% of the third graders scoring at the met and exemplary level. Note: A random sample of each third grade class was selected to take this test.

<b>PASS</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>NM</b>	<b>11.1%</b>	<b>3.7%</b>	<b>10.2%</b>	<b>13.5%</b>
<b>M</b>	<b>31.1%</b>	<b>37.0%</b>	<b>40.7%</b>	<b>18.9%</b>
<b>E</b>	<b>57.8%</b>	<b>59.3%</b>	<b>49.2%</b>	<b>67.6%%</b>

86.5% of the third grade students scored at or above the state level, which is a slight decrease of 3.3% from the previous year. Note: A random sample of each third grade class was selected to take this test.

#### **Fourth Grade PASS Comparison**

<b>PASS</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>NM</b>	<b>13.5%</b>	<b>18.6%</b>	<b>13.5%</b>	<b>8.1%</b>
<b>M</b>	<b>34.4%</b>	<b>39.5%</b>	<b>30.6%</b>	<b>37.1%</b>
<b>E</b>	<b>52.1%</b>	<b>41.9%</b>	<b>55.9%</b>	<b>54.8%</b>

The data indicates an increase in the number of students who met the state performance level on the ELA portion of PASS.

<b>PASS</b>	<b>Wr</b>
	<b>2013</b>
<b>NM</b>	<b>12.9%</b>
<b>M</b>	<b>39.5%</b>
<b>E</b>	<b>47.6%</b>

This is the first year in several that fourth grade has taken PASS in the area of Writing. 87.1% of students scored met or above in this area.

<b>PASS</b>	<b>MATH</b>	<b>MATH</b>	<b>MATH</b>	<b>MATH</b>
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>NM</b>	<b>13.5%</b>	<b>15.1%</b>	<b>9.9%</b>	<b>5.6%</b>
<b>M</b>	<b>45.8%</b>	<b>36.0%</b>	<b>36.9%</b>	<b>36.3%</b>
<b>E</b>	<b>40.6%</b>	<b>48.8%</b>	<b>53.2%</b>	<b>58.1%</b>

Further analysis of 4<sup>th</sup> grade data indicates that 4.3% more students met the state requirement in the area of math when comparing 2012 and 2013 PASS data.

<b>PASS</b>	<b>Sc</b>	<b>Sc</b>	<b>Sc</b>	<b>Sc</b>
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>NM</b>	<b>9.4%</b>	<b>22.1%</b>	<b>12.6%</b>	<b>11.3%</b>
<b>M</b>	<b>63.5%</b>	<b>58.1%</b>	<b>78.4%</b>	<b>79.2%</b>
<b>E</b>	<b>27.1%</b>	<b>19.8%</b>	<b>9.0%</b>	<b>9.4%</b>

Fourth grade science scores on PASS showed a slight increase of 1.3% of students meeting the state requirement.



PASS	SS	SS	SS	SS
	2010	2011	2012	2013
NM	11.5%	14.0%	9.9%	6.5%
M	49.0%	47.7%	49.5%	43.5%
E	39.6%	38.4%	40.5%	50%

As noted above, 93.5% of the students met or exceeded the target.

### **Fifth Grade PASS Comparison**

PASS	ELA	ELA	ELA	ELA
	2010	2011	2012	2013
NM	16.2%	7.7%	14.1%	5.1%
M	40.4%	42.3%	41.3%	48.5%
E	43.4%	50.0%	44.6%	46.5%

PASS	Wr	Wr	Wr	Wr
	2010	2011	2012	2013
NM	4.4%	12.4%	14.1%	8.2%
M	45.4%	46.7%	48.9%	43.9%
E	40.2%	41.0%	37.0%	48%

An increase of 9% was noted with 95% passing ELA on 2013 PASS. Fifth grade data shows an increase with 91.8% passing Writing.

PASS	MATH	MATH	MATH	MATH
	2010	2011	2012	2013
NM	20.2%	11.5%	18.5%	9.1%
M	34.3%	39.4%	37.0%	38.4%
E	45.5%	49.0%	44.5%	52.5%

Math scores on 2013 PASS show an improvement with 90.9% of fifth grade students meeting or exceeding the state target. This demonstrates a 9.4 % increase from the previous year.

PASS	Sc	Sc	Sc	Sc
	2010	2011	2012	2013
NM	16.7%	15.4%	23.9%	10.2%
M	62.5%	55.8%	63.0%	63.3%
E	20.8%	28.8%	13.1%	26.5%

In the area of Science, fifth grade students showed an increase with 89.8% meeting or exceeding the minimum state performance level. Note: A random sample of each fifth grade class was selected to take this test.

PASS	SS	SS	SS	SS
	2010	2011	2012	2013
NM	21.6%	15.4%	10.9%	20%
M	47.1%	40.4%	37.0%	32%
E	31.4%	44.2%	52.1%	48%

Social Studies scores from 2013 PASS show a decrease of 9.1% of fifth grade students at the met or exemplary level. Note: A random sample of each fifth grade class was selected to take this test.

# ITBS Percentile Rank Skyland Elementary 2010-2013

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Reading Comprehension</b>	59%tile	73%tile	72%tile	77%tile
<b>Math Concepts</b>	45%tile	54%tile	57%tile	60%tile
<b>Math Problems</b>	52%tile	63%tile	61%tile	63%tile

ITBS data indicates some fluctuation over the last 4 years, but 2013 data supports an increase in the areas of Math Concepts, Math Problems and Reading Comprehension. All three areas remain well above the district's 50%tile projection.

# Teacher and Administrator Quality

## Skyland Professional Development Plan: 2013-2014

Action	Who Led	Who participates	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Data & Goal Setting <ul style="list-style-type: none"> <li>➤ Virtual Comparison Groups</li> <li>➤ Fall, Winter &amp; Spring MAP data</li> <li>➤ PASS data</li> </ul>	Administration Instructional Coach	Teachers		X	X			X			X	
Characteristics of and Strategies for Working With Special Needs Students <ul style="list-style-type: none"> <li>➤ Speech Therapy</li> <li>➤ A-Team</li> <li>➤ Resource, Inclusion, Mainstreaming</li> </ul>	Speech ,Self-Contained/Resource, Gifted & Talented, ESOL Teachers	Teachers	X	X	X							
Professional Learning Communities <ul style="list-style-type: none"> <li>➤ Learning Focused</li> <li>➤ Effective Instructional Strategies</li> <li>➤ Common Core</li> <li>➤ Assessment</li> <li>➤ Curriculum Connections</li> <li>➤ Balanced Literacy</li> <li>➤ Testing Procedures (ITBS, MAP, PASS)</li> </ul>	Administration Instructional Coach	Teachers	X	X	X	X		X	X	X	X	X

Teacher's Choice Professional Growth In-services (Teachers will have the opportunity to rotate through a variety of training sessions based on their goal areas and specific instructional needs. Sessions ideas may include: <ul style="list-style-type: none"> <li>➤ Closing the Gap/Best Practices</li> <li>➤ Differentiation</li> <li>➤ IDEA Strategies</li> <li>➤ Technology</li> </ul>	Administration Instructional Coach Teachers Invited Speakers	Teachers			X			X				
Balanced Literacy <ul style="list-style-type: none"> <li>➤ Fountas &amp; Pinnell training and implementation</li> <li>➤ Benchmarking</li> </ul>	Fountas & Pinnell Trainer Instructional Coach	Teachers	X	X				X				
Technology Development <ul style="list-style-type: none"> <li>➤ Promethean Board (ActivInspire Software &amp; ActivExpression devices)</li> <li>➤ Web Page</li> <li>➤ Compass Odyssey</li> <li>➤ Integrating Technology</li> <li>➤ PowerTeacher</li> <li>➤ iPad training</li> <li>➤ Windows 7.0</li> </ul>	Technology Committee Invited Speakers	Teachers		X		X		X	X	X		

## On-site Professional Development Hours

2009	2010	2011	2012	2013
14 hours	15 hours	15 hours	20 hours	20 hours

The chart documents the on-site professional development hours offered at Skyland. While the district requirement is 12 hours, we have exceeded that number each year. In addition, many staff members exceeded the total required professional development hours (24 hours) by participating in a wide variety of in-service opportunities through the district and through the Peace Center. During the last few years, several teachers also completed advanced degrees including Masters, Masters +18, Masters +30, Educational Specialist and National Board Certification.

# Skyland Professional Development Calendar

2013-2014

## Full Faculty

### August

- 14<sup>th</sup>-Faculty Handbook
- 15<sup>th</sup>-Long-Range Planning (calendars)
- 28<sup>th</sup>-Fountas & Pinnell Benchmarking

### September

- 11<sup>th</sup>-IMS Training
- 18<sup>th</sup>-Fountas & Pinnell Leveled Libraries
- 24<sup>th</sup>-F & P Trainer Day #2

### October

- 15<sup>th</sup>-F & P Trainer Day #3
- 16<sup>th</sup>-F & P by Grade Level
- 23<sup>rd</sup>-Tchrs Teaching Tchrs-F & P
- 30<sup>th</sup>-Assistance Team Process

### November

- 6<sup>th</sup>-F & P Breakouts (Prim. & Inter.)
- 13<sup>th</sup>-F & P Trainer Day #4

### January

- 15<sup>th</sup>-Teachers Teaching Teachers
- 22<sup>nd</sup>-F & P Observations w/trainer

### February

- 19<sup>th</sup>-Technology Support (eFollett)

### March

- 5<sup>th</sup>-PASS Training

### April

## Professional Learning Communities/Small Groups

### August

- 16<sup>th</sup>-PASS Data Review, Enrich (Gr. 3-5)
- 20<sup>th</sup>-Mentor/Mentee Meeting
- 26<sup>th</sup>-Book Study, Rubicon Atlas
- 27<sup>th</sup>-MAP In-Service (Gr. 2-5)

### September

- 17<sup>th</sup>-Furman Consortium (ELA)
- 17<sup>th</sup>-F & P Site Visit to Gateway
- 19<sup>th</sup>-RTI Leadership
- 23<sup>rd</sup>-Teacher Goal-Setting (3-5)
- 25<sup>th</sup>-Teacher Goal-Setting (K-2)

### October

- 2<sup>nd</sup>-Dr. Sparkman (K5)
- 23<sup>rd</sup>-Furman Consortium (Rigor & Assess.)
- 29<sup>th</sup>-MAP Data, Book Study, Format. Asses.

### November

- 4<sup>th</sup>-Writing Benchmarks
- 14<sup>th</sup>-Math Webinar
- 19<sup>th</sup>-Book Study, Benchmark discussion

### January

- 21<sup>st</sup>-Book Study, Mid-Year Goals Review
- 28<sup>th</sup>-RTI Leadership

### February

- 19<sup>th</sup>-Mentor/Mentee
- 21<sup>st</sup>-F & P Observations w/trainer
- 26<sup>th</sup>-Furman Consortium (iPad Training)
- 27<sup>th</sup>-Inclusion

### March

- 4<sup>th</sup>-Fountas & Pinnell Feedback

### April

# School Climate Survey Results (%)

## Skyland Elementary

### 2010-13

<i>Teachers</i>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Percent satisfied with learning environment.</b>	100	100	100	100
<b>Percent that report feeling safe at school.</b>	100	100	100	100

<i>5<sup>th</sup> Grade Students</i>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Percent satisfied with learning environment.</b>	88.5	93.9	87.7	94.8
<b>Percent that report feeling safe at school.</b>	97.7	99	92.6	96.9

<i>5<sup>th</sup> Grade Parents</i>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Percent satisfied with learning environment.</b>	91.7	92.7	70.6	95.1
<b>Percent that report feeling safe at school.</b>	100	100	91.9	100

The tables above show high percentages of satisfaction with Skyland's learning environment from teachers, students, and parents. We hope to continue to increase the number of 5<sup>th</sup> grade parent surveys returned to help give us a more accurate view of parent satisfaction with the learning environment.

# Needs Assessment

OUTCOMES	NEXT STEPS
<p><b>Goal Area 1: Raise the academic challenge and performance of each student. (District Ed. Plan –Goal 1).</b></p> <p><b>Performance Goal 1:</b> The percentage of students scoring Met and above on the PASS ELA (Reading &amp; Research) test will increase from 83.5% in 2008-09 to 84.7% in 2012-13.</p> <p><b>Interim Performance Goal:</b> The percentage of students scoring Met and above on the 2012-13 PASS ELA (Reading &amp; Research) test will meet or exceed 84.4%.</p> <p><b>Results:</b> The Interim Performance Goal was met because 94.3% of students scored Met or above on the 2011-12 PASS ELA test.</p> <p><b>Performance Goal 2:</b> The percentage of students scoring Met and above on the PASS math test will increase from 85.5% in 2008-09 to 86.7% in 2012-13.</p> <p><b>Interim Performance Goal:</b> The percentage of students scoring Met and above on the 2012-13 PASS math test will meet or exceed 86.4%.</p> <p><b>Results:</b> The Interim Performance Goal was met because 90.7% of the students scored Met or above on the PASS math test.</p>	<p><b>Goal 1</b></p> <ul style="list-style-type: none"> <li>• Use of IDEA ( Intensive Development in Educating through the Arts</li> <li>• Continue to implement Learning Focused Strategies.</li> <li>• Employ a Reading Interventionist and implement the Response to Intervention program in K and 1<sup>st</sup> grade.</li> <li>• Use MAP testing to determine students' Lexile scores.</li> <li>• Examine ELA test data, survey information, writing prompts, reading benchmarks and MAP results.</li> <li>• Work with students to set appropriate goals based on MAP data. Review and revisit goals periodically throughout the year.</li> <li>• Continue use of Compass Lab instructor so students can have weekly Compass Odyssey lessons.</li> <li>• Purchase online version of Renaissance Place to increase use of AR program as a motivational tool.</li> </ul> <p><b>Goal 2</b></p> <ul style="list-style-type: none"> <li>• Purchase additional kits and have teachers trained in the use of <i>Everyday Math Counts</i>.</li> <li>• Use of IDEA ( Intensive Development in Educating through the Arts)</li> <li>• Continue the use of the Fantastic Five Program in grades 2-5</li> <li>• Use of district Rubicon Atlas</li> <li>• Utilize Learning Focused strategies</li> <li>• Use the Compass Odyssey computer program once a week.</li> <li>• Examine common assessments, survey information, Measures of Academic Progress (MAP) to track student progress in math.</li> <li>• Work with students to set appropriate goals based on MAP data. Review and revisit goals periodically throughout the year.</li> </ul>

<p><b>Performance Goal 3:</b> The percentage of 5<sup>th</sup> grade students scoring Met and above on the PASS writing test will increase from 78.2% in 2008-09 to 80.2% in 2012-13.</p> <p><b>Interim Performance Goal:</b> The percentage of 5<sup>th</sup> grade students scoring Met and above on the 2012-13 PASS writing test will meet or exceed 79.7%.</p> <p><b>Results:</b> The Interim Performance Goal was met because 86.3% of the 5<sup>th</sup> grade students scored Met or above on the PASS writing test.</p>	<p><b>Goal 3</b></p> <ul style="list-style-type: none"> <li>• Use creative scheduling to allow more time for collaborative planning.</li> <li>• Conduct vertical teaming sessions to review writing samples and establish grade level expectations</li> <li>• Administer annual writing benchmarks and analyze results during PLC meetings</li> <li>• Use the Compass Odyssey computer program once a week.</li> <li>• Continue to use Daily Oral Language activities each day.</li> </ul>
<p><b>Goal Area 2: Ensure quality personnel in all positions. (District Ed. Plan- Goal 2)</b></p> <p><b>Performance Goal 1:</b> The amount of time teachers and administrators are engaged in professional development activities will meet or exceed the district minimum requirement of twelve hours at the school level from 2008-09 to 2012-13.</p> <p><b>Interim Performance Goal:</b> Teachers and administrators will participate in twelve or more hours of professional development at the school level during the 2012-13 school year.</p> <p><b>Results:</b> Skyland teachers and administrators participated in 20 hours of on-site professional development during the 2012-13 school year, therefore the Interim Performance Goal was achieved.</p>	<ul style="list-style-type: none"> <li>• Continue to survey faculty regarding PD needs</li> <li>• Continue to plan professional development that is research based and reflects best practices.</li> <li>• Continue to use PLCs to promote collaboration and gain feedback regarding PD</li> <li>• Use creative scheduling to allow more time for collaboration.</li> <li>• Peer observations will be used as a means of job-embedded staff development</li> <li>• Offer a greater variety of in-services through Teachers Teaching Teachers in-services.</li> </ul>
<p><b>Goal Area 3: Provide a school environment supportive of learning. (District Ed. Plan- Goal 3).</b></p> <p><b>Performance Goal 1:</b> The student attendance percentage will meet or exceed 96% or better from 2008-08 to 2012-13.</p> <p><b>Interim Performance Goal:</b> We will maintain or improve our 96% student attendance percentage during the 2012-13 school year.</p> <p><b>Results:</b> Skyland's attendance rate was 96.5% during the 2012-14 school year, therefore the Interim Performance Goal was achieved.</p>	<ul style="list-style-type: none"> <li>• The leadership team will review the current perfect attendance recognition strategies and determine necessary changes.</li> <li>• Continue to use incentives and recognition strategies to encourage perfect attendance</li> <li>• Continue to collaborate with the PTA to recognize students and classes with perfect attendance.</li> <li>• Expand community partnerships to secure additional resources for perfect attendance incentives.</li> </ul>



# Skyland Professional Development Plan: 2014-15

(Tentative)

Action	Who Led	Who participates	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Data & Goal Setting <ul style="list-style-type: none"> <li>➤ Virtual Comparison Groups</li> <li>➤ Fall, Winter &amp; Spring MAP data</li> <li>➤ PASS data</li> </ul>	Administration Instructional Coach	Teachers		X	X			X		X	X	
Characteristics of and Strategies for Working With Special Needs Students <ul style="list-style-type: none"> <li>➤ Speech Therapy</li> <li>➤ A-Team</li> <li>➤ Resource, Inclusion, Mainstreaming, RTI</li> </ul>	Speech ,Self-Contained/Resource, Gifted & Talented, RTI, ESOL Teachers	Teachers	X	X	X			X				
Professional Learning Communities <ul style="list-style-type: none"> <li>➤ Learning Focused</li> <li>➤ Effective Instructional Strategies</li> <li>➤ Common Core</li> <li>➤ Assessment</li> <li>➤ Curriculum Connections</li> <li>➤ Balanced Literacy</li> <li>➤ Testing Procedures (ITBS, MAP, PASS)</li> </ul>	Administration Instructional Coach	Teachers	X	X	X	X		X	X		X	X

<p>Teacher's Choice Professional Growth In-services (Teachers will have the opportunity to rotate through a variety of training sessions based on their goal areas and specific instructional needs. Sessions ideas may include:</p> <ul style="list-style-type: none"> <li>➤ Closing the Gap/Best Practices</li> <li>➤ Differentiation</li> <li>➤ IDEA Strategies</li> <li>➤ Technology</li> </ul>	Administration Instructional Coach Teachers Invited Speakers	Teachers			X			X				
<p>Balanced Literacy</p> <ul style="list-style-type: none"> <li>➤ Fountas &amp; Pinnell training and implementation</li> <li>➤ Benchmarking</li> </ul>	Fountas & Pinnell Trainer Instructional Coach	Teachers	X	X				X				
<p>Technology Development</p> <ul style="list-style-type: none"> <li>➤ Promethean Board (ActivInspire Software &amp; ActivExpression devices)</li> <li>➤ Web Page</li> <li>➤ Compass Odyssey</li> <li>➤ Integrating Technology</li> <li>➤ PowerTeacher</li> <li>➤ iPad training</li> <li>➤ Windows 7.0</li> </ul>	Technology Committee Invited Speakers	Teachers		X		X		X		X		

## **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:** Maintain the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 86.5% from 2012 to 2018.

**ANNUAL OBJECTIVE:** Annually maintain students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	86.5	86.5	86.5	86.5	86.5
<b>School Actual</b>	86.5	86.3					
<b>District Projected</b>	X	X	78.8	79.8	80.8	81.8	82.8
<b>District Actual</b>	77.8	78.8					

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

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

**PASS % ELA**

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 87.8% from 2012 to 2018.

**ANNUAL OBJECTIVE:** Annually maintain students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	87.8	87.8	87.8	87.8	87.8
<b>School Actual</b>	87.8	94.3					
<b>District Projected</b>	X	X	79.0	80.0	81.0	82.0	83.0
<b>District Actual</b>	78.0	80.5					

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

**PASS AVG. ELA**

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

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

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

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

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	678.3	684.4					
Male	676.0	676.1					
Female	680.8	692.5					
White	681.1	687.7					
African-American							
Asian/Pacific Islander							
Hispanic							
American Indian/Alaskan							
Disabled	626.7						
Limited English Proficient							
Subsidized Meals	664.1	674.1					

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

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

**PASS % MATH**

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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) at 86.6% from 2012 to 2018.

**ANNUAL OBJECTIVE:** Annually maintain students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	86.6	86.6	86.6	86.6	86.6
<b>School Actual</b>	86.6	90.7					
<b>District Projected</b>	X	X	78.4	79.4	80.4	81.4	82.4
<b>District Actual</b>	77.4	77.3					

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

**PASS AVG. MATH**

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

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

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

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

Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	672.8	679.5					
Male	677.1	678.0					
Female	668.1	681.0					
White	675.5	681.3					
African-American							
Asian/Pacific Islander							
Hispanic							
American Indian/Alaskan							
Disabled	625.6						
Limited English Proficient							
Subsidized Meals	655.8	664.1					



<b>Math - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643					

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

**PASS % TESTED**

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

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

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

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American							
Asian/Pacific Islander							
Hispanic							
American Indian/Alaskan							
Disabled	100						
Limited English Proficient							
Subsidized Meals	100	100					

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

<b>% Tested Math – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American							
Asian/Pacific Islander							
Hispanic							
American Indian/Alaskan							
Disabled	100						
Limited English Proficient							
Subsidized Meals	100	100					

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.00					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

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

## PASS % SCIENCE

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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) at 84.9% in 2012 to 2018.

**ANNUAL OBJECTIVE:** Annually maintain students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	84.9	84.9	84.9	84.9	84.9
<b>School Actual</b>	84.9	91.8					
<b>District Projected</b>	X	X	76.9	77.9	78.9	79.9	80.9
<b>District Actual</b>	75.9	77.0					

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

**PASS AVG. SCIENCE**

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

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

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

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	635.9	649.4					
Male	638.0	654.0					
Female	634.1	645.1					
White	637.8	652.5					
African-American							
Asian/Pacific Islander							
Hispanic							
American Indian/Alaskan							
Disabled	610.7						
Limited English Proficient							
Subsidized Meals	623.8	636.5					

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

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

## PASS % SOCIAL STUDIES

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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) at 90.4% in 2012 through 2018.

**ANNUAL OBJECTIVE:** Annually maintain students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	90.4	90.4	90.4	90.4	90.4
<b>School Actual</b>	90.4	86.7					
<b>District Projected</b>	X	X	79.9	80.9	81.9	82.9	83.9
<b>District Actual</b>	78.9	79.5					

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



## PASS AVG. SOCIAL STUDIES

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

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

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

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

Social Studies – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	657.8	667.1					
Male	660.7	671.5					
Female	653.6	662.3					
White	660.4	670.3					
African-American							
Asian/Pacific Islander							
Hispanic							
American Indian/Alaskan							
Disabled	623.8						
Limited English Proficient							
Subsidized Meals	643.4	647.3					

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

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

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

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

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

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	73%tile	72%tile	77 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	54%tile	57%tile	60 <sup>th</sup> %tile				
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	63%tile	61%tile	63 <sup>rd</sup> %tile				

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

<b>STRATEGY Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
Learning Focused Schools Strategies will be utilized in all classes.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Lesson Plans Observations
IDEA (Intensive Development in Educating through the Arts) strategies will be implemented.	Aug. 2013 – May 2018	Peace Center Teachers	N/A	N/A	Lesson Plans Observations Schedule
Leveled readers will be utilized to increase student success in reading and comprehending informational text.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Resource Teachers will use a curriculum that supports an individualized program approach.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
Measures of Academic Progress (MAP) will be utilized as a diagnostic tool to track student progress and set goals in ELA and Math.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Generated reports
Compass Learning Odyssey will be utilized weekly to provide students with individualized practice activities in targeted areas based on MAP results for reading.	Aug. 2013 – May 2018	Instructional Coach Teachers Computer Lab Instructor	N/A	N/A	Lesson Plans Observations Generated reports
Use MAP testing to determine students' Lexile scores and encourage students to read in the appropriate reading range.	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Generated reports

Research skills will be taught and projects created using technology resources (Microsoft Office, Discus, Internet).	Aug. 2013 – May 2018	Teachers Media Specialist Computer Lab Instructor	Cost of materials	Local Funds	Lesson Plans Observations Student Projects
The web-based Accelerated Reader program will be used to motivate and reward students for reaching reading goals.	Aug. 2013 – May 2018	Teachers Media Specialist	Purchase Price of additional tests	Media Center funds	Generated reports
Promethean Boards will be utilized in all classrooms to provide students with more interactive activities.	Aug. 2013 – May 2018	Teachers	bulbs	Local Funds	Observations
Mobile lap top labs will be used to provide students with more opportunities to practice skills through such programs as Compass Odyssey and to sharpen research skills.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Lesson Plans Observations
The Response to Intervention (RTI) program will be implemented with 5K – 2 <sup>nd</sup> gr. students who have been identified as “At-Risk” in the area of reading based on the AIMSweb screening instrument.	Aug. 2013 – May 2018	Administration Interventionist District Support Staff	Price of necessary materials	District funds	Intervention Plan Data results
The AIMSweb screening instrument will be utilized to identify student needs and monitor growth.	Aug. 2013 – May 2018	Interventionist Teachers	License fee per child	District funds	Generated reports
Examine MAP & PASS results, writing prompts, reading benchmarks, AIMSweb data, Compass Skills quizzes, grades, & other teacher generated assessments to determine student needs & plan instruction.	Aug. 2013 – May 2018	Instructional Coach Teachers Administration	N/A	N/A	Spreadsheets Agendas Lesson Plans
Instructional Coach will utilize Professional Learning Community meetings to facilitate deeper analysis and reflection of	Aug. 2013 – May 2018	Instructional Coach Teachers	N/A	N/A	Agendas Lesson Plans Minutes

instructional practices.					
Common Core curriculum standards will continue to be transitioned and implemented accordingly.	Aug. 2013 – May 2018	Instructional Coach	N/A	N/A	Lesson Plans Observations
Fountas & Pinnell Balanced Literacy program will be implemented.	Aug. 2013 – May 2018	Teachers	Sets of 6 leveled readers; F & P benchmarking materials	District & School Level Funds	Lesson Plans Observations

## PROFESSIONAL DEVELOPMENT

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

**GOAL AREA 2:** Ensure quality personnel in all positions.

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

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

**DATA SOURCE(S):** Greenville County Professional Development Portal

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected</b>	x	x	≥15	≥15	≥15	≥15	≥15
<b>Actual</b>	15	20	20				



<b>STRATEGY Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
Survey faculty to determine professional development needs.	Aug. 2013 – May 2018	Instructional Coach	N/A	N/A	Survey results PD Plan
The leadership team will develop a professional development plan based on the results of the faculty PD survey.	Aug. 2013 – May 2018	Leadership Team	N/A	N/A	PD Plan
Teachers Teaching Teachers in-services will be offered to allow teachers to share their expertise, provide opportunities for teachers to learn from one another & give teachers more choices in PD.	Aug. 2013 – May 2018	Faculty & Instructional Coach	N/A	N/A	Agendas Portal PD printout
Teachers will conduct peer observations in order learn from one another.	Aug. 2013 – May 2018	Administrative Team	N/A	N/A	PLC agendas and documentation
Teachers and administration will visit other schools to observe classroom instruction and attend local workshops such as Furman's Upstate Consortium.	Aug. 2013 – May 2018	Administrative Team	\$3640.00	District PD funds	Anecdotal notes SmartFind entries Funding Requests
Best practices will be the focus of on-site professional development sessions. (Learning Focused Strategies, Quality Tools, Arts Integration & Technology Integration)	Aug. 2013 – May 2018	Instructional Coach	N/A	N/A	Agendas Handouts Portal PD printout

## STUDENT ATTENDANCE

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

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

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

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

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>School Actual</b>	96.9	96.5					
<b>District Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>District Actual</b>	95.9	95.6					

## PARENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 70.4% in 2012 to 91.0% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 4.12 percentage point(s) annually parents who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	74.5	78.6	82.7	86.8	91.0
<b>School Actual</b>	70.6	95.1					
<b>District Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>District Actual</b>	88.0*	88.1					

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

## STUDENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain or increase the percent of students who are satisfied with the learning environment at 87.7% from 2012 to 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain or increase the percentage point(s) of 87.7 annually of students who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	$\geq 87.7$	$\geq 87.7$	$\geq 87.7$	$\geq 87.7$	$\geq 87.7$
<b>School Actual</b>	87.7	94.8					
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	84.5	85.0	85.5
<b>District Actual (ES and MS)</b>	83.8	82.7					

## TEACHER SATISFACTION – LEARNING ENV.

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

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

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	100	100	100	100	100
<b>School Actual</b>	100	100					
<b>District Projected</b>	X	X	92.5	93.0	93.5	94.0	94.5
<b>District Actual</b>	98.0	92.6					

## PARENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 91.9% in 2012 to 95.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.72 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	92.62	93.34	94.06	94.78	95.5
<b>School Actual</b>	91.9	100					
<b>District Projected</b>	X	X	93.9	94.3	94.7	95.1	95.5
<b>District Actual</b>	93.5*	92.8					

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

## STUDENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 92.6% in 2012 to 93.5% 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	92.8	93.0	93.2	93.4	93.5
<b>School Actual</b>	92.6	96.9					
<b>District Projected</b>	X	X	91.9	92.3	92.7	93.1	93.5
<b>District Actual</b>	90.9	90.2					

## TEACHER SATISFACTION – SAFETY

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

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

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	2013-14	2014-15	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	100	100	100	100	100
<b>School Actual</b>	100	100					
<b>District Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>District Actual</b>	98.9	98.3					



<b>STRATEGY Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
Students with quarterly perfect attendance will participate in a special extended recess and receive coupons to local restaurants.	Aug. 2013 – May 2018	Administration PTA Attendance Clerk	N/A	N/A	Skyland Calendar Perfect Attendance Printout
Students with annual perfect attendance will be recognized with certificates at grade level awards ceremonies	Aug. 2013 – May 2018	Guidance Counselor Att. Clerk Teachers	\$25.00	Local funds	Skyland Calendar Perfect Attendance Printout Certificates
Classes with weekly perfect attendance will be recognized on the afternoon announcements	Aug. 2013 – May 2018	Administration Attendance Clerk	N/A	N/A	Weekly attendance reports
Classes with two-weeks of perfect attendance will receive a special treat at lunch.	Aug. 2013 – May 2018	Administration PTA Attendance Clerk	\$25.00	PTA	Weekly attendance reports invoice
Teachers will encourage perfect attendance in their class newsletters.	Aug. 2013 – May 2018	Teachers	N/A	N/A	Newsletters
Teachers and the attendance clerk will contact parents by letter or phone regarding excessive absenteeism.	Aug. 2013 – May 2018	Teachers Attendance Clerk	N/A	N/A	Communication logs
All GCSD attendance procedures will be followed to address excessive absences. (Conferences, assistance from district personnel, etc.)	Aug. 2013 – May 2018	Administration Teachers Attendance Clerk	N/A	N/A	Attendance clerk reports Conference documentation

## **Website Links**

### **2012-13 School Report Card:**

<https://ed.sc.gov/data/report-cards/2013/elem/c/e2301083.pdf>

### **2012-13 ESEA (Federal Accountability Rating System):**

<https://ed.sc.gov/data/esea/2013/school.cfm?SID=2301083>