

FOUNTAIN INN ELEMENTARY

LINDSEY COLE, PRINCIPAL

608 Fairview Street

Fountain Inn, SC 29644

(864) 355-5100

www.greenville.k12.sc.us/ftinn

GREENVILLE COUNTY SCHOOLS

MR. BURKE ROYSTER, SUPERINTENDENT

Grades Served 3 - Year Kindergarten-Fifth



Scope of Action Plan: 2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Fountain Inn Elementary School

DISTRICT: Greenville County Schools

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

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster	<i>W Burke Royster</i>	
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Laura Barrineau	<i>Laura Barrineau</i>	3/19/15
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Lindsey Cole	<i>Lindsey Cole</i>	3/18/15
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 608 Fairview Street, Fountain Inn, SC 29644

SCHOOL'S TELEPHONE: (864) 355-5100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------|
| 1. PRINCIPAL: | Lindsey Cole |
| 2. TEACHER: | Austin Greene |
| 3. PARENT/GUARDIAN: | Laura Barrineau |
| 4. COMMUNITY MEMBER: | Walt Tanner |
| 5. SCHOOL IMPROVEMENT COUNCIL: | |
| Lindsey Cole | Austin Greene |
| Laura Barrineau | Lisa Hartnett |
| Susan Pritchett | Johnny Dyer |
| Walt Tanner | Caroline Keller |
| 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>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

***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.

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.

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

Fountain Inn Elementary’s Strategic Plan was developed to document the changes and progress our school has made while working to continuously increase student achievement, strengthen community relations, and offer purposeful staff development. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories in our strategic plan are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- Annual School Report Card

Our strategic plan is a working document that describes Fountain Inn Elementary and includes evidence of our work. It describes our goals, plans, needs assessment based on results, and achievements. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

Much of the narrative content came from evaluating our program through the AdvanceED Standards Assessment. We have continued these efforts through our Professional Learning Communities in grade level, faculty council, vertical, and leadership meetings.

All of our stakeholders have an investment in our success. With a continued focus on strong collaborative planning and excellence within the classroom, together teachers, students, and the community will continue to exceed our levels of expectation for excellence in the 21st century academic standards.

This portfolio is a reflection of who we are and how we work collaboratively for continuous improvement. We work to prepare our students to become successful citizens and productive participants in the future world!

The Staff of Fountain Inn Elementary

EXECUTIVE SUMMARY

Summary of Student Achievement:

For the 2013-2014, Fountain Inn Elementary School earned an ESEA letter grade of 86 “B” on the school report card. We are proud to report that this past school year, 2013-2014, Fountain Inn Elementary School performed “Good” for our Absolute Rating and “Good” for our Growth Rating on the State Report Card. This represents an increase from the past five years for which Fountain Inn Elementary School had performed “Average” for our Absolute Rating and “Good” for our Growth Rating on the State Report Card. Over the past five years, we have continued to earn the Palmetto Silver Award for increasing student achievement.

Academic goals are the foundation for the delivery of instruction within the classroom. We make the necessary steps to ensure that all students are learning at their potential. After careful review of demographic data, survey questionnaire results, and student achievement data, an effective strategic plan for student achievement, complete with goals and objectives, was created. Benchmarks were identified for gains in both reading and math. Staff development activities, which include Baldrige quality tools, MAP assessment data, implementation of Fountas and Pinnell Balanced Literacy, our continual development as a PLC, are all focused on meeting students’ various academic needs. The staff, Faculty Council, and SIC update the goals and objectives determined by the strengths and limitations of current data. Data is disaggregated and discussed, and priorities are established for the upcoming school year.

When looking at our SCPASS data from last school year, 80.3% of all third through fifth grade students scored Met or Exemplary on ELA, 74.6% of all third through fifth grade students scored Met or Exemplary on Math, and 82.6% of all third through fifth grade students scored Met or Exemplary in Writing. These percentages are above the state percentage of students scoring Met or Exemplary in all three subject areas. Our lowest performing area was Science, where 67% of third through fifth grade students tested scored Met or Exemplary. Though this percentage is still above the state average, this is an area where we would like to show more growth. We made gains with our students with disabilities this past school year; however, we continue to strive for more on grade-level performance. FARMS students continue to score lower on all areas of SC PASS when compared with their non-FARMS peers.

When looking at our MAP data from last school year, over 50% of students in second, third, and fifth grade made their MAP target RIT goals in the area of reading. Less than 50% of students in fourth grade made their MAP target RIT goal in reading this past school year. Over 50% of students in second through fifth grade made their MAP target RIT goals in the area of math. We will continue to set goals, differentiate instruction, and remediate where needed to increase these percentages.

Continual Steps Taken to Continually Improve:

Fountain Inn Elementary School continues to enhance instruction through effective program initiatives. These include:

- ❖ Working extensively with our Special Education team to create a stronger model for delivery of services including “inclusion” services at grade 4 and 5. We are working closely with the district to implement a program that will meet the needs of our special education students including ability grouping, direct teaching, and using a modified curriculum.
- ❖ A stronger infusion of the general education curriculum, specifically focusing on the Fountas and Pinnell Balanced Literacy program, with our self-contained special education classes.
- ❖ Ongoing evaluation of technology. Promethean boards are located in every instructional classroom. All teachers have an iPad with access for our students, as well as two Google Chromebooks per classroom. Through Refresh for 2014-2015 school year, we are working on maintaining two accessible computer labs for student use.
- ❖ Continual development of ourselves as an effective PLC, including the use of common assessments, common grading practices, and the use of best practices in the classroom.
- ❖ A plan for purposeful and meaningful staff development.
- ❖ Training and Implementation of Fountas & Pinnell Balanced Literacy Program.
- ❖ Ongoing evaluation of the strategic five year school plan.

Summary of Teacher and Administrator Quality:

Over half of our staff , 60%, holds advanced degrees. We have four teachers with National Board Certification. According to the 2013-2014 state report card, 97.1% of classes are taught by highly qualified teachers. Ongoing, quality staff development is utilized to maintain a strong Professional Learning Community. We have completed our fifth year as a PLC. We continue to participate in book studies, address issues pertaining to professionalism, develop common assessments, and utilize a consistent grading system for our school. Staff development is designed to help teachers maintain highly qualified certification and continue to grow as a professional educator. Technology is addressed through evaluation of materials and response to our needs assessment. Continued professional development focused on technology is provided to help teachers be “technology proficient” by the State Department.

Summary of School Climate:

According to our teacher, student, and parent survey data from the 2014 school report card, 89.1% of teachers, 100% of students and 92% of parents are satisfied with the learning environment. We will continue to provide a school culture that cultivates and celebrates student growth and learning. In regards to school-home relations, 79.2% of parents are satisfied, which was the lowest percentage concerning our school climate. This area was also the lowest on the teacher survey with 86.9% satisfied with school-home relations. We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

In terms of student performance, 2013-2014 SC PASS data shows that the percentage of all students tested scoring Met or Exemplary increased from 70.9% to 74.6% in math, from 77% to 82.6% in writing, and from 79.3% to 81.9% in social studies. This data also shows a decline in the percentage of students scoring Met or Exemplary in the areas of ELA, from 82.1% to 80.3%, and science, from 75.6% to 67%. We will continue to explore ways to tailor our instruction to meet the needs of the individual, as well as improve performance in all subject areas.

Fountain Inn's Significant Challenges:

One of our significant challenges from the past three years has continued to be reaching all abilities of the learning spectrum in the classroom. We strive to look for ways to lessen the gaps for our subgroups, as well as challenge our high-performing students. Our subgroups of concern continue to be our disabled population, subsidized lunch students, and African American students. Standardized assessments, such as SC PASS and MAP testing, present challenges associated with maintaining and exceeding student past performance. For the past two years, all staff has been a part of training and implementation of the Fountas and Pinnell Balanced Literacy program. All staff has successfully implemented the Fountas and Pinnell leveled reading groups into their classrooms. Teachers are regularly meeting with leveled reading groups to meet individual student needs in reading. We are continuing to professionally grow and learn in order to improve reading instruction, which in turn will improve performance across the other content areas. Another significant challenge is continuing to fund positions to support classroom instruction such as a computer lab teacher and RTI Interventionist. We continue to explore ways to use funding to support our students' learning. The ongoing need for technology upgrades, as well as current staff development in all aspects of the curriculum, pose significant challenges. We strive to grow professionally and be lifelong learners in as a PLC. Though these challenges are present, we are committed to excellence and providing the best environment for our students to develop into productive citizens.

Fountain Inn's Significant Awards, Results or Accomplishments:

Over the past three years, we have continued to grow and make gains as a school. Among these gains, Fountain Inn Elementary School performed “Good” for our Absolute Rating and “Good” for our Growth Rating on the 2014 State Report Card. This represents an increase from the past five years for which Fountain Inn Elementary School had performed “Average” for our Absolute Rating and “Good” for our Growth Rating. We have continued to earn the Palmetto Silver Award for increasing student achievement.

This year, we have the additional support from the newly allocated .5 Literacy Specialist. The specialist has been given to support literacy and best practices for teachers to more effectively meet the needs of struggling students. There is continued support in the areas of reading and math for low-achieving students. To assist in these efforts, we work to increase hands-on experiences in the classrooms, provide reading intervention in grades K-3, utilize character education, and form partnerships with local agencies to support student and family needs.

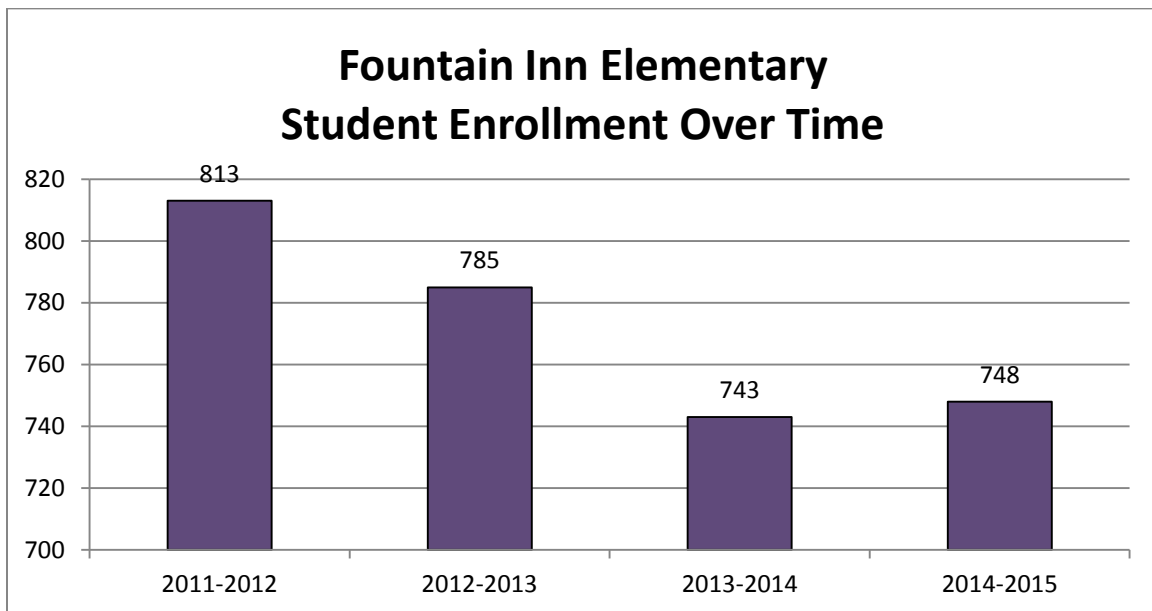
Fountain Inn Elementary has established itself as a Professional Learning Community where teachers are committed to a collaborative process for teaching and planning. Students are empowered to succeed through a process of teach, re-teach, and re-do so that their success can be accurately measured. Our staff is engaged in on-going staff development for increasing their level of effectiveness in the classroom. The staff is participating in workshops pertaining to best instructional practices and Fountas and Pinnell Balanced Literacy. Collaborative planning and the use of common assessments are in place across all grade levels and curriculum areas. Data analysis assists our teachers in developing rigorous lessons that will support our high expectations for student growth. We continue to develop a data analysis system that will meet the needs of each grade level to ensure at least an 80% mastery of performance in each area.

Our students are positively impacting our community. Opportunities such as the National Junior BETA Club offer our students the ability to serve others inside and outside of our school. We maintain select Positive Behavior and Intervention Supports, along with utilizing our strong guidance department to build students of character. Third through fifth grade students participate in leadership opportunities that are offered in the newly established Student Council. Our school has also been recognized with the SC Safe Routes to School award, as well as the South Carolina Safe Kids School award.

SCHOOL PROFILE

Fountain Inn Elementary and its Community:

Fountain Inn Elementary is a kindergarten through grade five public school built in 1998. It is one of fifty-two elementary schools in the School District of Greenville County. Fountain Inn Elementary is located in Fountain Inn, South Carolina. Fountain Inn Elementary serves a community of urban, rural, and agricultural areas. It has been fully accredited by the regional association and is a deregulated school. Originally built in 1939, the new facility was completed in 1998. There are forty-two classrooms, as well as two music rooms, two art rooms, science lab, gymnasium, media center, and a computer lab. Twelve additional classrooms and a multi-purpose room were added during the spring of 2007. Fountain Inn is now home to 748 students and fifty-seven instructional staff members. This year, 2014-2015, we celebrated the seventy-fifth year of Fountain Inn Elementary's existence.



Fountain Inn Elementary has the following current enrollment configuration by grade

level: Grade K3 & K4 = 31

Grade K5 = 114

Grade 1 = 109

Grade 2 = 123

Grade 3 = 138

Grade 4 = 111

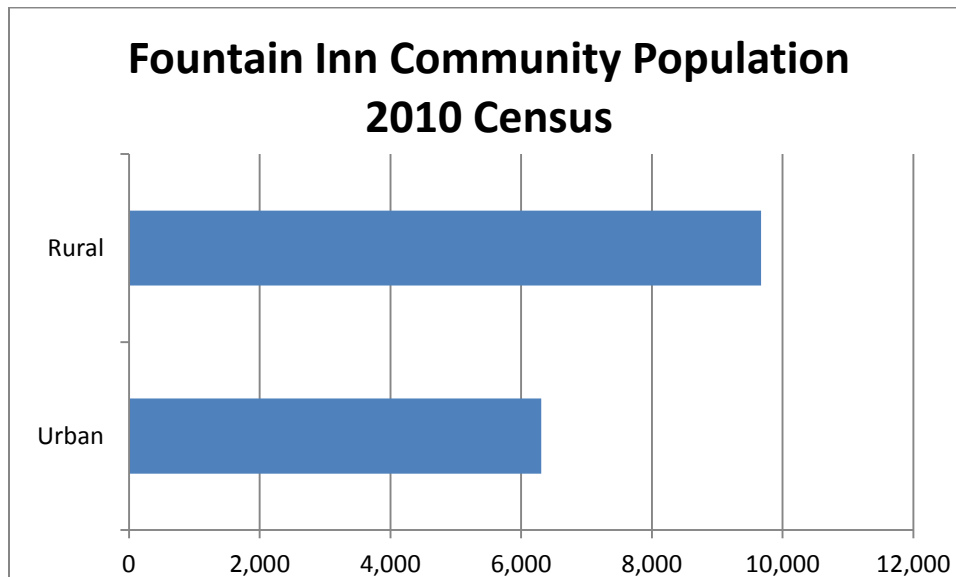
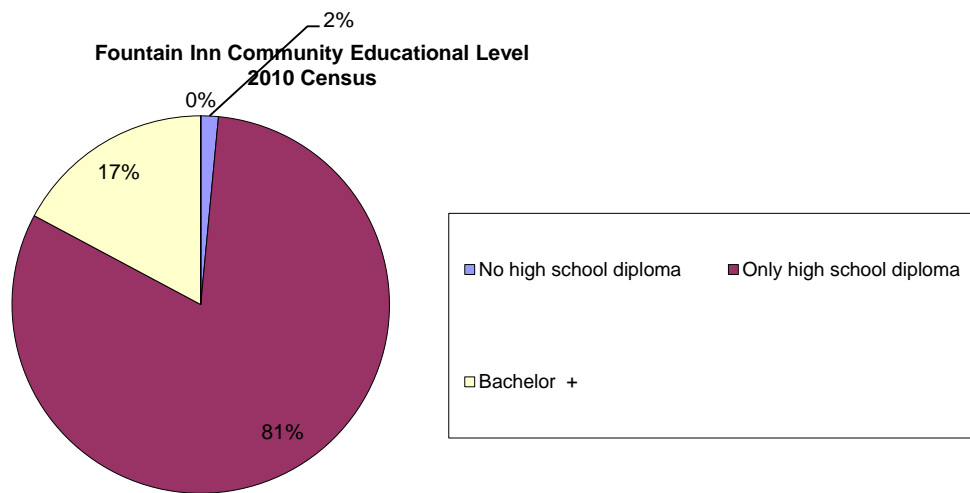
Grade 5 = 122

Total Students: 748

Our school population continues to fluctuate. Our numbers have gone up as high as 813 and as low as 743 over the past four years. It is imperative that we remain aware of the ongoing changes throughout Fountain Inn as the town continues the revitalization process in an effort to impact our students and community.

Fountain Inn Community

The Fountain Inn Community reflects the growing national trend toward an increase in the number of single-parent families, families where both parents are working, or families where neither parent is working. This has been further compounded by the current economic conditions. According to the 2010 census for the Fountain Inn zip code of 29644, the population of 15,980 people is divided into two areas: 6,308 from urban areas and 9,672 live in rural areas. The educational level of our community is quite diverse. Approximately 1.5% of the population does not have a high school diploma; 81.3% of the population has only a high school diploma; and only 17.2% of the population has a Bachelor's degree or higher. Approximately 25% of the population consists of single parent households. According to the 2010 Census, 13.5% of the households reported are living below the poverty level in Fountain Inn as shown in the graphs below. This affects the quality of educational resources available to students in their homes.



Local Leaders

Fountain Inn's Mayor, Gary Long, is a former school administrator with over thirty years of service. He was elected to Fountain Inn City Council in November 2001. He, along with other city leaders, is presenting a progressive style of leadership that fully embraces Fountain Inn Elementary. The collaboration keeps the school in the forefront of the city's programmatic thrusts.

Parental Involvement and Community Business Partners

School Improvement Council (SIC) meets monthly to review school decisions and policies and offer advice towards meeting our school goals. SIC includes the Principal, two teachers, a PTA representative, two parents, and two community/ business members. PTA Board meets monthly to discuss school improvement and projects for the school. The PTA Board includes the President & Vice-President, Treasurer & Secretary, Teacher Liaison, and Ways and Means Chair. Many in the business community have reached out to Fountain Inn Elementary for ways to help the school in meeting the needs of the students and teachers. They have offered incentives for both students and teachers as well as services to enhance the overall program.

School Leadership

Mr. Lindsey Cole is currently serving as Principal at Fountain Inn Elementary. He has more than 40 years in the Greenville County School District as a teacher and leader. He graduated from Erskine College and received a Masters of Arts from Converse College. Our assistant principal, Dr. Vanessa Brown, has been at Fountain Inn Elementary for fourteen years. Dr. Brown has been in an administrative position for 23 years and spent 10 years prior teaching English. She graduated from S.C. State University with a Bachelor of Arts in English, from Furman University with a Master of Arts in Administration and Supervision, and from S.C. State University with an Ed.D in Education Administration. When asked to share her philosophy of leadership, Dr. Brown responded, "To embrace the school and community with which you work and provide a safe climate to excel and grow."

School Administrative Structure

Administrative teams are included in decision-making at Fountain Inn Elementary. The Leadership team meets to plan, organize and update school events. The team also ensures the implementation of standards and the vision within and across grade levels. The leadership team includes the Principal, Assistant Principal, Instructional Coach, and the Guidance Counselors. Faculty Council members bring decisions and concerns from each team to the leadership meetings for discussion. Members also relay information back to their team. Faculty Council includes one grade level representative from each team, one representative from Related Arts and Special Education, Principal, Assistant Principal, and Instructional Coach.

Staffing Model 2014-2015

Lindsey Cole, Principal
Dr. Vanessa Brown, Assistant Principal
Austin Greene, Instructional Coach

PreK

Kellie Cook 3/4K
Ashley Gore 4K

K5

Anna Maria Izard
Susannah Gable
Michelle Ford
Sarah Vaughan
Celia Wrice

Assistants

Stacy Adams – Intermediate Neuro
Amy Cox – 5K
Yolanda Crouch - 4K
Traci Danley - Media Clerk
Rene Davis - 3/4K
Mary Edwards – 5K
Michelle Garrett – 5K
Michelle Gervasi - SSA
Morgan Hallen – 3/4K
Tanya Humphrey -5K
Donna Morton – Tech
Pam O’Bleness – 5K
Kitty Todd – Primary Neuro

First Grade

Becky Asberry
Lila Balentine
Jamie Hazel
Lisa Maddox
Shamel Minga
Bonnie Pearson

Second Grade

Brooke Beam
Jodi Fletcher
Will Frost
Marie Mahon
Amanda Reininger
Valerie Shuler

Third Grade

Heather Bolt
Josh Bryant
Jessica Cacciato
Christa Morrison
Lawrence Ochieng
Jill Walls

Fourth Grade

Katie Hester - Math/Sci
Valerie Meadows - Math/Sci
Debbie Searcy - Read/SS
Angela Shaw - Read/SS

Fifth Grade

LuAnn Bartell Read/SS
Jonathan Cvammen Math/Sci
Elizabeth Johnson Sci/SS
Kristen Jones Read
Elizabeth Woods Math/Sci

Special Ed.

Alicia Dinottia – SC/Neuro
Ann Green – Resource
Ann Hardigree – ESOL (.2)
Stuart Howlett - Resource
Leah Lancaster – Speech
Raigenn Rivers – SC/LD
Carol Timanus – Challenge (.5)
Brooke Vickery – Speech (.5)
Kamella Winslett – SC/Neuro
Catherine Brummett – RTI
Allison Bass – Literacy Specialist
(.5)

Related Arts

Adam Ezell – PE
Carol Ann Good - Art
Anna Hood – Media
Ruth Montero - Art
Caitlin Scott - Music
Kaleb Stone – PE
Gary Sutton – Music

Guidance

Julie Bridges - 3 – 5 (0.5)
Brenda Lipe - Mental Health
Susan Pritchett - K - 2

Office Staff

Susie Humphrey –Bookkeeper
Lynn Lambrecht - Attendance
Leigh Owens - Clerk
Lisa Wagner – Nurse

Custodial Staff

Galo Franco
Joshua Haslam
Robert Nelson
Rusty Patterson
Tomas Quiros
Cynthia Sanders

Cafeteria Staff

Kristy Abee
Kisha Hickman
Dawn Hitt
Beth Mendoza, Manager
Connie Martinez, Asst. Mgr.
Bridgette King
Kimberly Ward

Fountain Inn Elementary and its Staff:

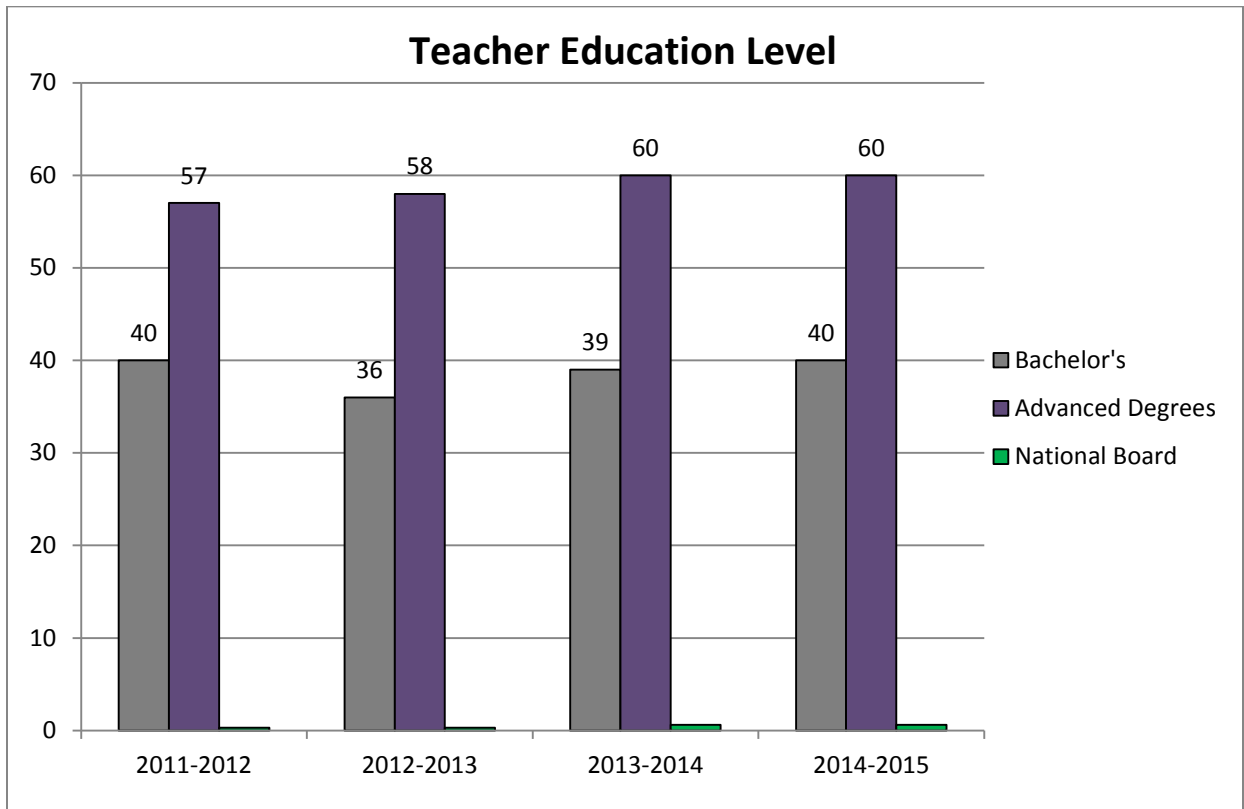
The staff at Fountain Inn Elementary School includes: 1 principal, 1 assistant principal, 1 instructional coach, 1.5 guidance counselors, 1 mental health counselor, 33 regular teachers, 4 self-contained special education teachers, 2 resource teachers, 1.5 speech teachers, 1 media specialist, .8 challenge teacher, 5 kindergarten aides, 1 K-4 aide, 5 special education resource self-contained aides, 1.2 music teachers, 1.2 physical education teachers, 1.2 art teachers, 1 RTI interventionist, .5 Literacy Specialist. The number of years teaching experience, by grade level, is shown below for Instructional Teaching Staff:

**Years of Teaching Experience by Grade Level
2014-2015 School Year**

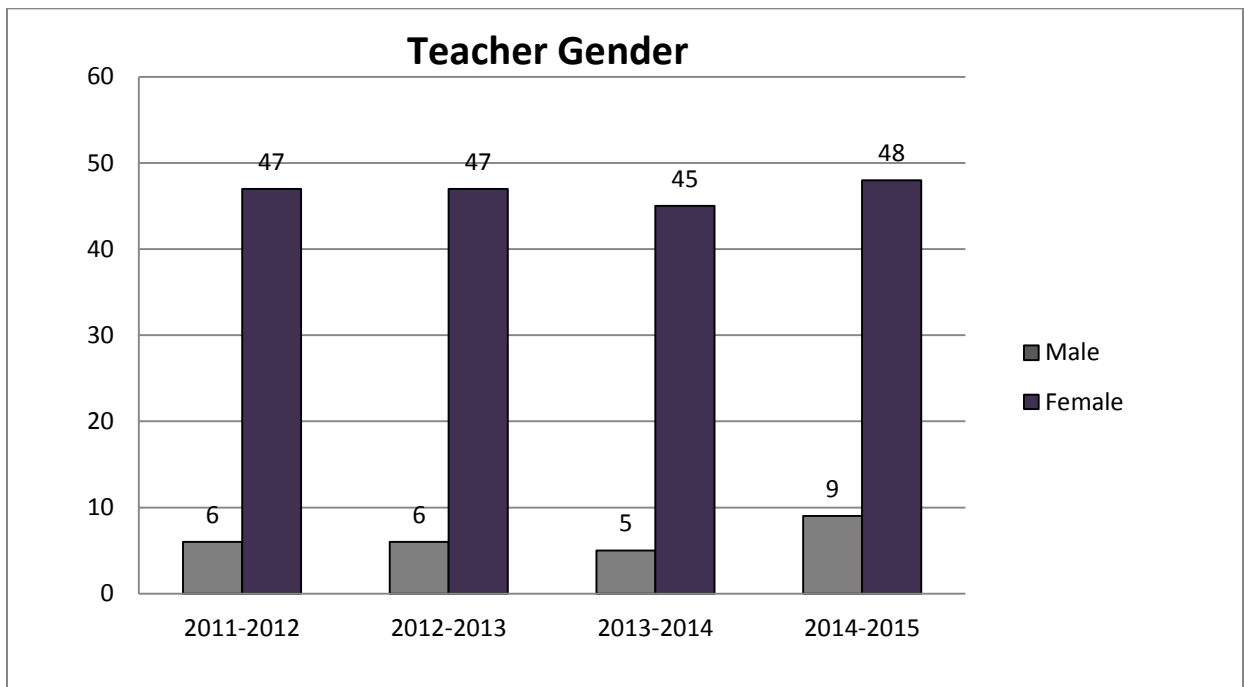
Grade Level	Years of Teaching Experience					
	0-5	6-10	11-15	16-20	21-25	26+
Pre-K/K5	3		3			1
1		1	4	1		
2	2	1	1		1	1
3	4	1		1		
4			1	1		2
5		1	4			
Special Ed.	3		1		1	
Related Arts	3	2	1			1
Support Services	1	2	2	1	1	1
Instructional Leadership		1			1	1

Fountain Inn Elementary is centrally located near numerous colleges and universities where continual educational programs are available and accessible. This accessibility provides teachers with the resources to enhance their professional knowledge, and continually upgrade their teaching throughout the year. Staff development programs are based on a review of data to determine the areas of instructional needs for our staff.

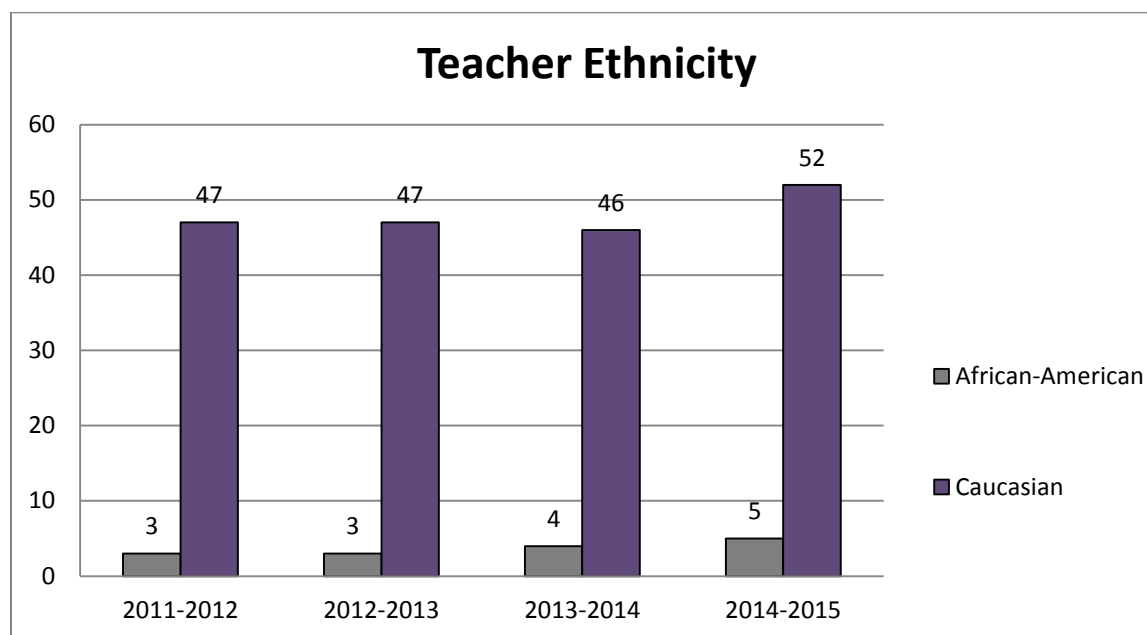
The graph below indicates the education level of teachers from 2011 -2015.



There are currently 48 female and 9 male teachers.



There are currently 52 Caucasian and 5 African-American teachers.



Additional personnel include the secretary, 1.5 attendance clerk, six custodians, and seven food services workers. Six bus drivers also provide services to students. Other support personnel available to assist in meeting the needs of Fountain Inn Elementary students include the district psychologist and 1 school nurse. Our classroom student/teacher ratio is 17.4: 1.

Counseling and Other Student Support Services

Students at Fountain Inn Elementary receive a high level of support services from an outstanding staff. Brenda Lipe, our school's site-based Mental Health Counselor, works daily with our school to increase partnerships within our school and community that promote emotional health. It is funded by the S.C. Department of Mental Health and has a mission of identifying and intervening at early points in emotional disturbances and assisting parents, teachers, and counselors in developing comprehensive strategies for resolving these disturbances. School based services include individual, family, and group counseling as well as crises intervention and psychiatric consultation as needed. These programs are non-stigmatizing and easily accessible to children and their families in the Fountain Inn Community.

Susan Pritchett and Julie Bridges, our school counselors, provide a comprehensive, developmental guidance program for all students. Direct services include classroom guidance lessons, small group sessions, and individual counseling. As needed, the counselor provides crisis intervention for members of the school community. Indirect services include consultation with parents, teachers, and administrators. The program assists students' growth in three major areas as defined by the state. They are: 1) Learning to learn (academic development), 2) Learning to work (career development), and 3) Learning to live (personal/social development).

Safety, Cleanliness, and Adequacy of School Facilities

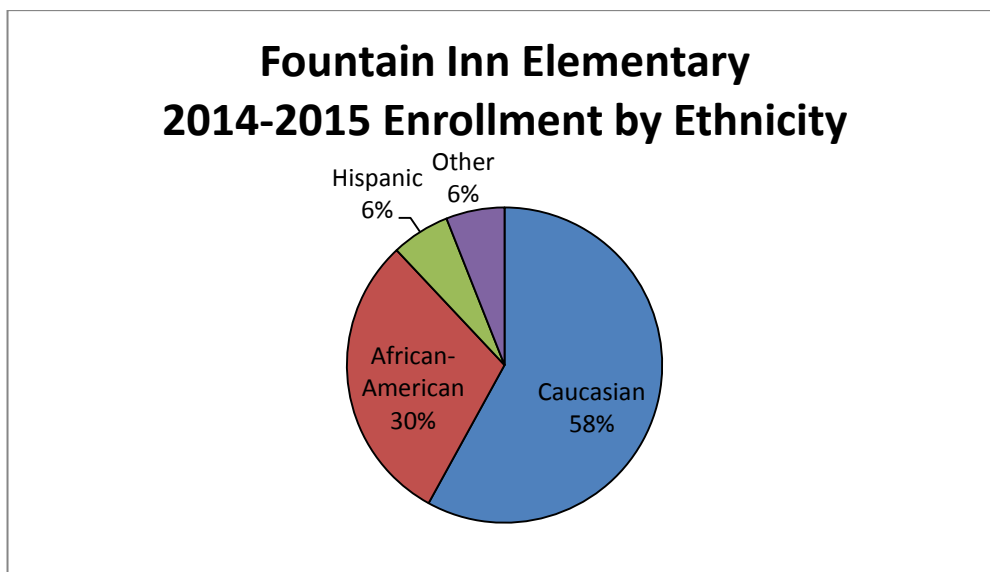
Fountain Inn Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan. Regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first.

Fountain Inn Elementary was provided with one community officer who has an office at FIE and works with the staff to provide a safe environment for our students. Safety Patrol, originally sponsored by the police department, is now coordinated by a teacher and guidance counselor team.

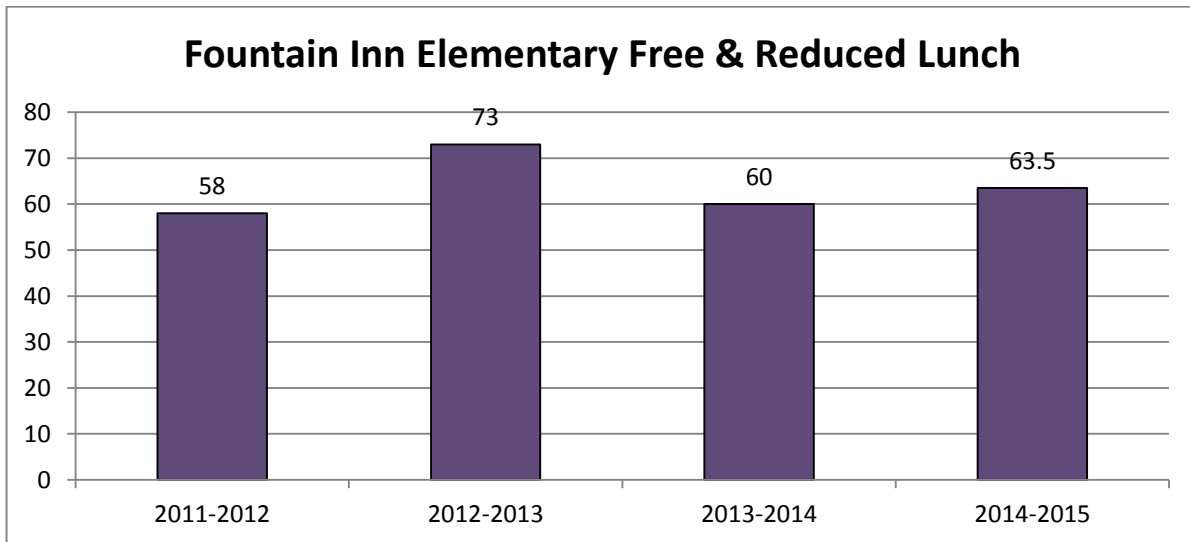
Specific safety concerns regarding buildings and grounds at the school site are handled by both the maintenance department and site custodians or utility workers assigned to site duties. Our professional staff includes one plant engineer and five custodians who perform basic cleaning operations in every classroom every day.

Fountain Inn Elementary and its Students:

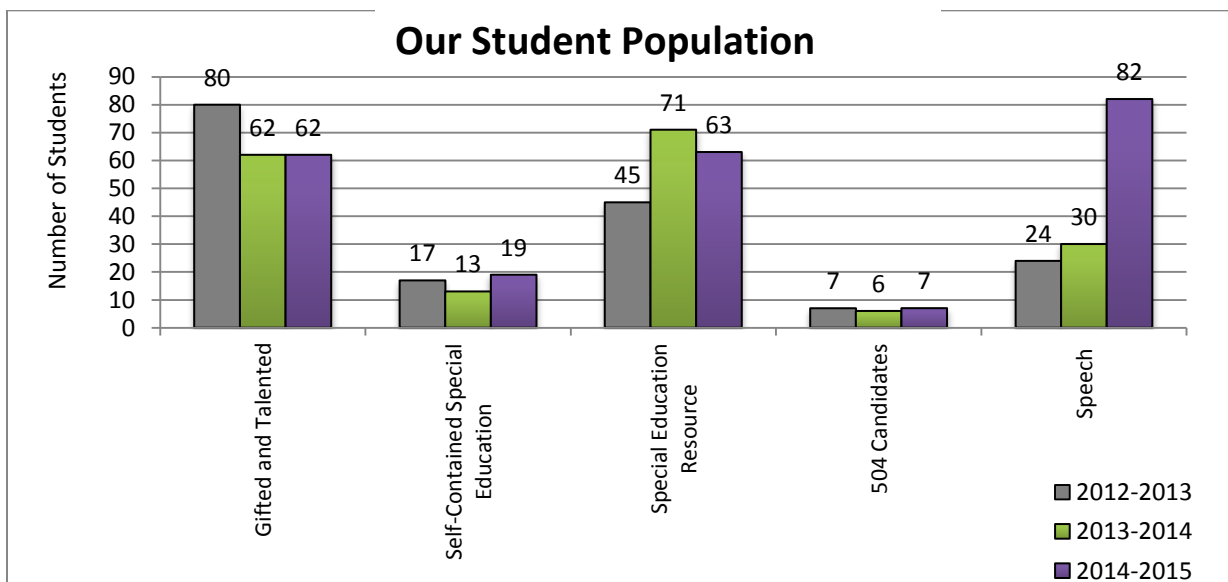
The total enrollment of Fountain Inn Elementary School is 748. Enrollment has fluctuated over the past few years. At the present time, the student enrollment at Fountain Inn Elementary is made up of 6 percent Hispanic, 58 percent Caucasian, 30 percent African-American, and 6 percent “Other”, as shown in the pie chart below. The population served by Fountain Inn Elementary has remained consistent with no significant shifts in demographics of ethnic groups over the past years.



Fountain Inn Elementary currently has 63.5% percent of its students qualify for free and reduced priced meals. As shown in the graph below, the percentage of free and reduced lunch has slightly increased from 60% in 2013-2014.



The student population is comprised of students with 4 home languages. These languages, in order of student enrollment are English, Spanish, Micronesia, and Hmong. Fountain Inn Elementary has several funded programs which focus on helping “at risk” students and the special needs of all students. This assistance is provided by having specialized instruction during the school day. Fountain Inn Elementary has identified 31% of its population this year as special needs students. There are 62 students in the gifted and talented program, 19 students assigned to self-contained special education classes, 63 students in special education resource classes, and 82 speech students. There are 7 students on a 504 plan.



Fountain Inn Elementary Academic and Behavior Features:

Fountain Inn Elementary School offers a variety of academic programs and accommodations to meet student needs. Data is utilized to determine needs of students and effectiveness of models. The following are academic and behavior features of FIE:

Measures of Academic Progress (MAP)

The Measures of Academic Progress (MAP) test is an additional resource for assessment in Greenville County. This computerized system of testing is administered two times this year in reading and mathematics at Fountain Inn. MAP correlates with national and state curriculum standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

Assistance Team (A-Team)

The A-Team, chaired by the Guidance Counselor, meets monthly to address students with learning problems not resolved by classroom accommodations. Members may refer students for possible psychological evaluations. If students qualify based on the psychological testing provided by our district, students will then enter into the pullout resource program or self-contained resource program.

Reading Intervention

We have one full-time RTI Interventionist who supports students in grades K – 3 for support in reading and literacy. Additionally, we have a part-time Literacy Specialist. These positions, along with all classroom teachers in grades K-3, work with small groups of lower achieving students for developing skills early on and assisting to build a stronger academic foundation. Kindergarten through third grade students are screened used AIMSweb. The students who score below benchmark are targeted and given additional instruction, 30-minutes daily. Students' progress is monitored every ten days using AIMSweb. All teachers in grades K – 3 offer support to their students. Kindergarten receives early reading intervention through a program by Scott Foresman. First, second, and third grade teachers implement Soar to Success by Houghton Mifflin.

Fountas & Pinnell

All teachers have been trained to implement the Balanced Literacy Language Arts model in the classroom. This program measures proficiency in reading and promotes small group instruction.

The Fountas and Pinnell Benchmark Assessment System is used to evaluate reading progression as students increase their reading achievement. A measurement is taken twice a year. All staff has successfully implemented the Fountas and Pinnell leveled reading groups in to their classrooms. Teachers are regularly meeting with leveled reading groups in their classrooms to meet individual student needs in reading.

First in Math

Students participate in First in Math in computer lab once a week and independently outside of school. This is a computer based math program that challenges students to become fluent in math computation. Last year, our students completed over one million math problems. Daily and weekly, students and classes are celebrated for their success.

CODE

Fountain Inn Police Department provides an officer to teach fifth grade students drug awareness and character lessons. The program encourages self-esteem, responsible decision making and positive relationships with community officers.

Character Education

The character education program is designed to increase positive behavior in the school. Included in Character Education is Terrific Kids (each nine weeks). Our program uses some components of the PBIS intervention program. This program teaches our children to follow the PATH to Success. Whole classes are rewarded with footprints for following the PATH to Success, while individual students are rewarded tickets to spend at the Fun Mart.

Project Read/Lucy Calkins Writing

Kindergarten through fifth grade teachers are fully trained and implement the Project Read Writing curriculum, which is grammar based, for the writing program at Fountain Inn Elementary. Kindergarten, first, and second grade teachers are in the process of being trained with the Lucy Calking Units of Study curriculum. Teachers follow the provided district pacing guide to strengthen students writing skills throughout the year.

Technology Integration

All instructional staff members (Kindergarten through fifth grade) are fully trained to implement the use of Promethean Boards, ActiveExpressions, ActiveVotes, Ipads, ActiveSlates, and Hues to incorporate technology into daily instructional delivery and student engagement. Staff is currently in the process of GAFE (Google Apps for Education) training to assist in the use of Google Chromebooks.

Data Tracking

We are in the eighth year of staff development focused on instruction strategies and best practices to implement within the classroom. As a school, we are tracking student's progress in setting goals for Fountas and Pinnell reading levels, math data in the classroom, participation in the First in Math program, and goal setting on the Reading and Math MAP tests.

PLC (Professional Learning Community)

We continue to provide ongoing staff development for maintaining ourselves as a strong Professional Learning Community. Over the past five years as a PLC, we have participated in numerous book studies, addressed issues pertaining to professionalism, developed common grade-level assessments, and utilized a consistent grading system for our school.

After-School Activities

Fountain Inn Elementary supports after-school programs that service many of the students attending the school. These programs include: Good News Club, Junior Beta Club, Safety Patrol, Chorus, and the After-Care Program.

Classroom Discipline/Learning

Fountain Inn Elementary provides a disciplined, but stimulating, learning climate for students. The climate for learning at Fountain Inn Elementary is enhanced by involved parents. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage and honor their child's successes. Daily instruction directly aligns with our state academic standards and district curriculum support.

Student discipline is the responsibility of all Fountain Inn Elementary 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, Fountain Inn Elementary offers many opportunities for student participation and recognition. Our school's Positive Behavior Intervention Support strategies (PBIS) assist us in promoting positive behaviors and minimizing negative outcomes. At Fountain Inn Elementary, we use a "PATH" to Success program. The "PATH" to Success program stands for **P**practice Safety, **A**ct Responsibly, **T**reat Others with Respect, and **H**ave a Willingness to Learn. Expectations are clear throughout the school and home. School rules and consequences are posted in every room and additional areas throughout the school. Students are rewarded for following the "PATH." Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

MISSION, VISION AND BELIEFS

The Mission of Fountain Inn Elementary:

Sparking the Spirit of Success

The Vision of Fountain Inn Elementary:

Building a Successful Community of Learners

The Beliefs of Fountain Inn Elementary:

We believe...

- Students are the center of the learning process.
- Students will have caring and competent teachers, administrators, and support personnel.
- The home, community, and school share the responsibility in the education of students.

We are...

On a continuous journey to sustaining a Professional Learning Community where:

- We know what our students need to learn.
- We work and plan collaboratively.
- We are results focused.
- Staff development is purposeful.
- We have high expectations for student achievement.
- Common assessments are used across the grade levels.
- We will respond when they don't learn.
- Data drives every decision we make.
- Decisions are made together.
- Exemplary staff is focused on student learning.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment:

Data Sources:

SDE School Report Card Website = <https://ed.sc.gov/data/report-cards/>

PERFORMANCE Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.sdc-sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Good	Good	TBD	TBD	B	N/A
2013	Average	Good	SILVER	N/A	B	N/A
2012	Average	Good	SILVER	N/A	B	N/A
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*						
EXCELLENT		GOOD		AVERAGE		BELOW AVERAGE
39		49		23		2
						AT-RISK
						0

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

Overall Weighted Points Total	86
Overall Grade Conversion	B
Points Total - Elementary Grades	86

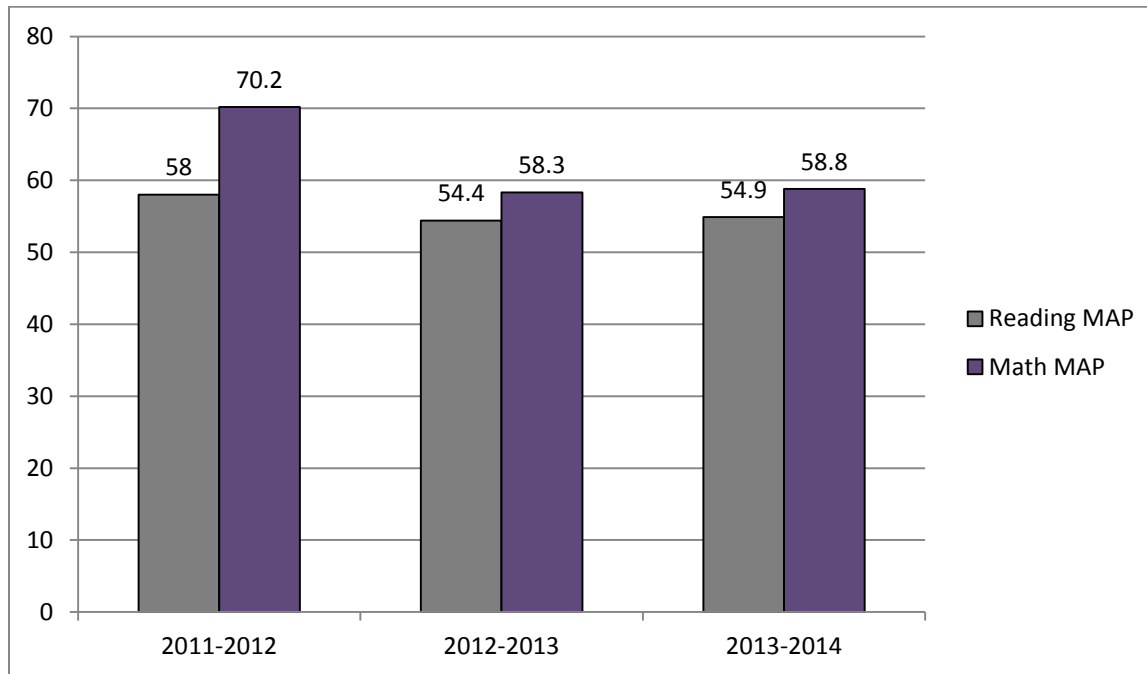
Summary of findings of student achievement:

For the 2013-2014 school year, Fountain Inn Elementary...

- Earned an ESEA letter grade of 86 “B,” which was an increase from 85.9 in 2011-2012 and 80.9 in 2012-2013
- Improved the Absolute Rating on the State Report Card from Average to Good
- Maintained a Growth Rating on the State Report Card of Good for five consecutive years
- Over fifty percent of students in second through fifth grade met their target growth on the math and reading MAP tests, with the exception of fourth grade students in reading

MAP Analysis

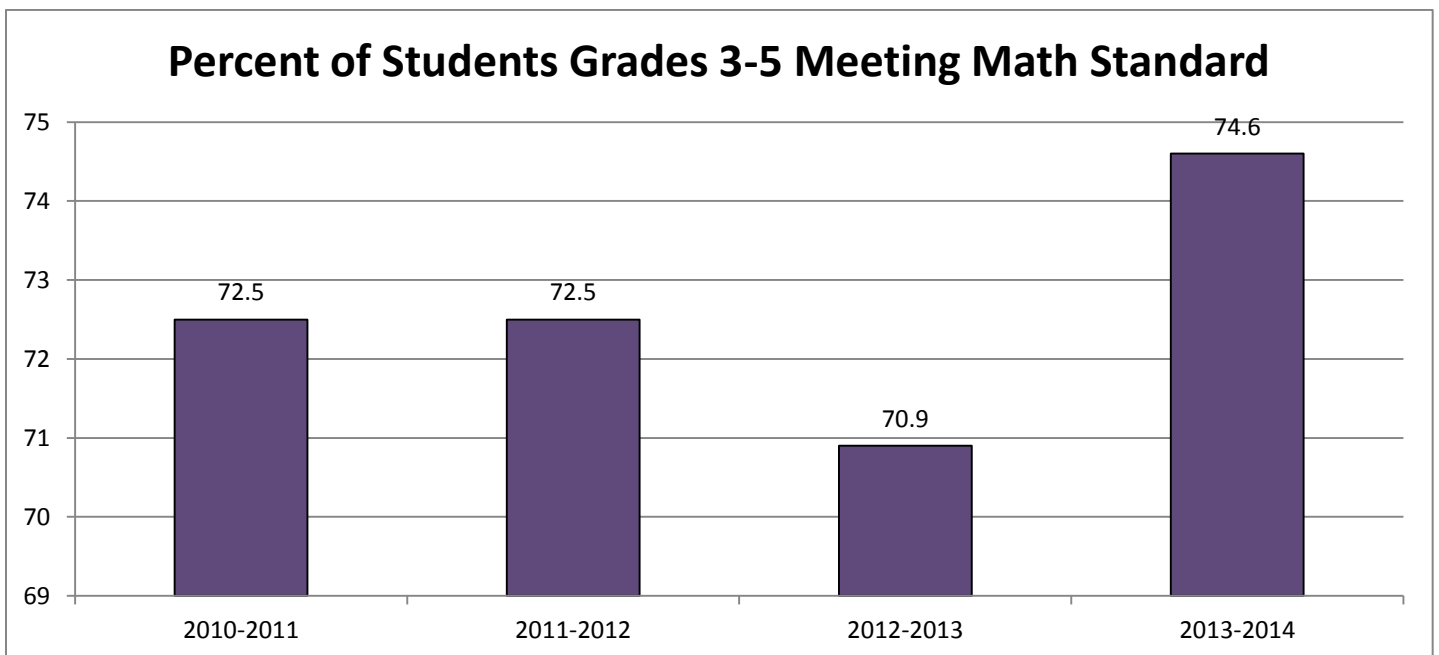
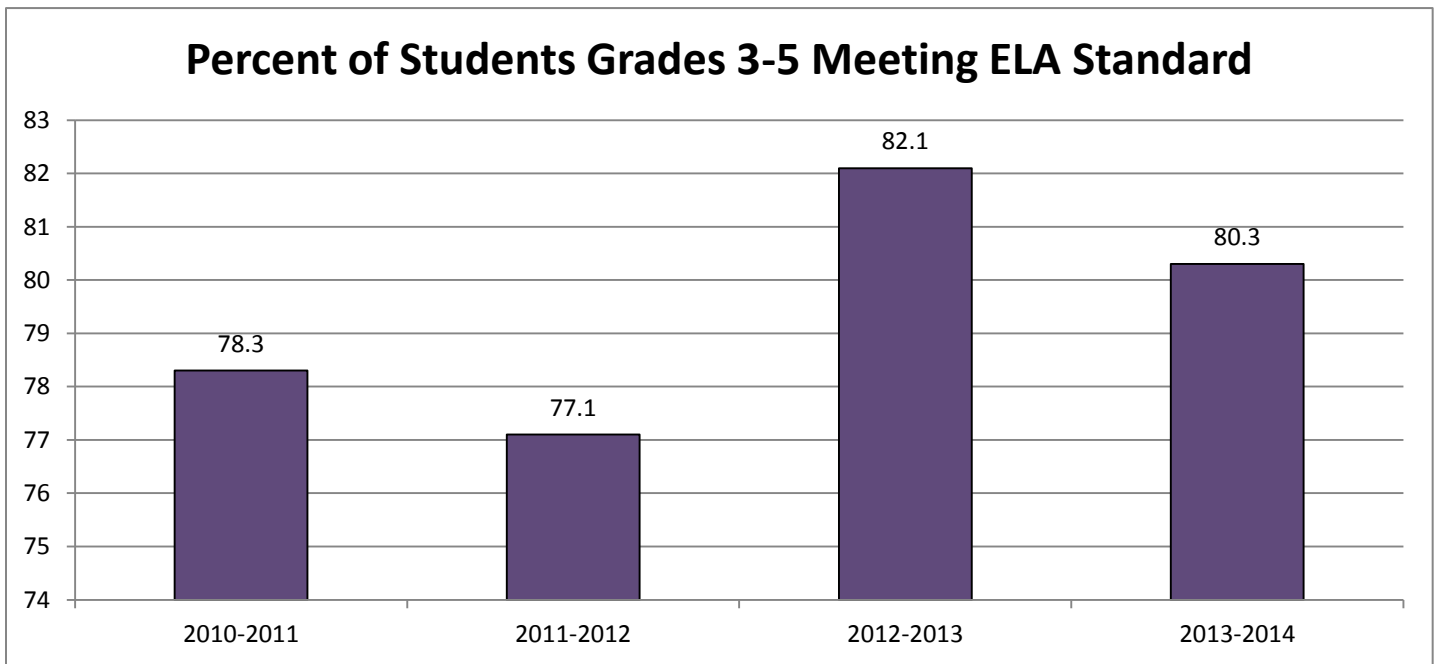
Second through fifth graders are assessed in our district using MAP (Measures of Academic Progress). The graph below reflects the Student Growth summary results of the percent of students meeting their target growth from Fall 2011 to Spring 2014 for reading and math. In 2013-2014, we began administering the Common Core version of the MAP test.



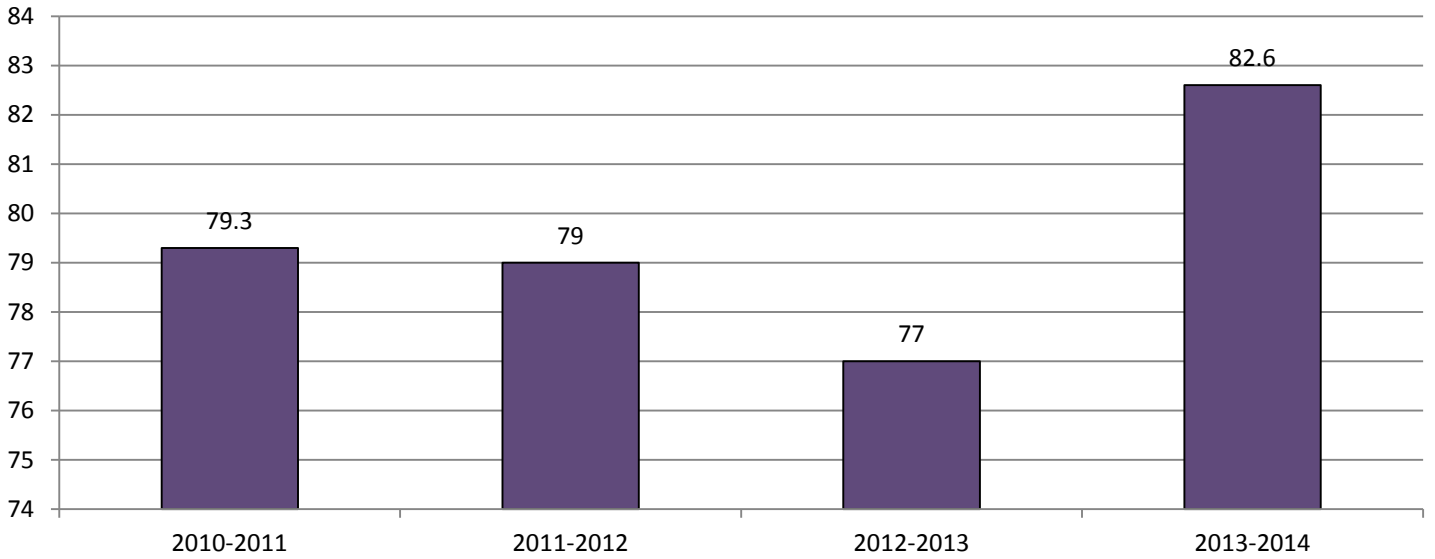
Percent Meeting Target Growth By Grade Level						
Grade	2011-2012 Reading	2012-2013 Reading	2013-2014 Reading	2011-2012 Math	2012-2013 Math	2013-2014 Math
2	47.6	54.6	51.5	57.3	48	53
3	61.3	51.3	60	76.6	46.2	58
4	52.9	43.0	44.3	70.3	65.4	58.6
5	70.1	68.6	63.6	76.6	73.7	65.7

SC PASS Analysis for 2010-2014

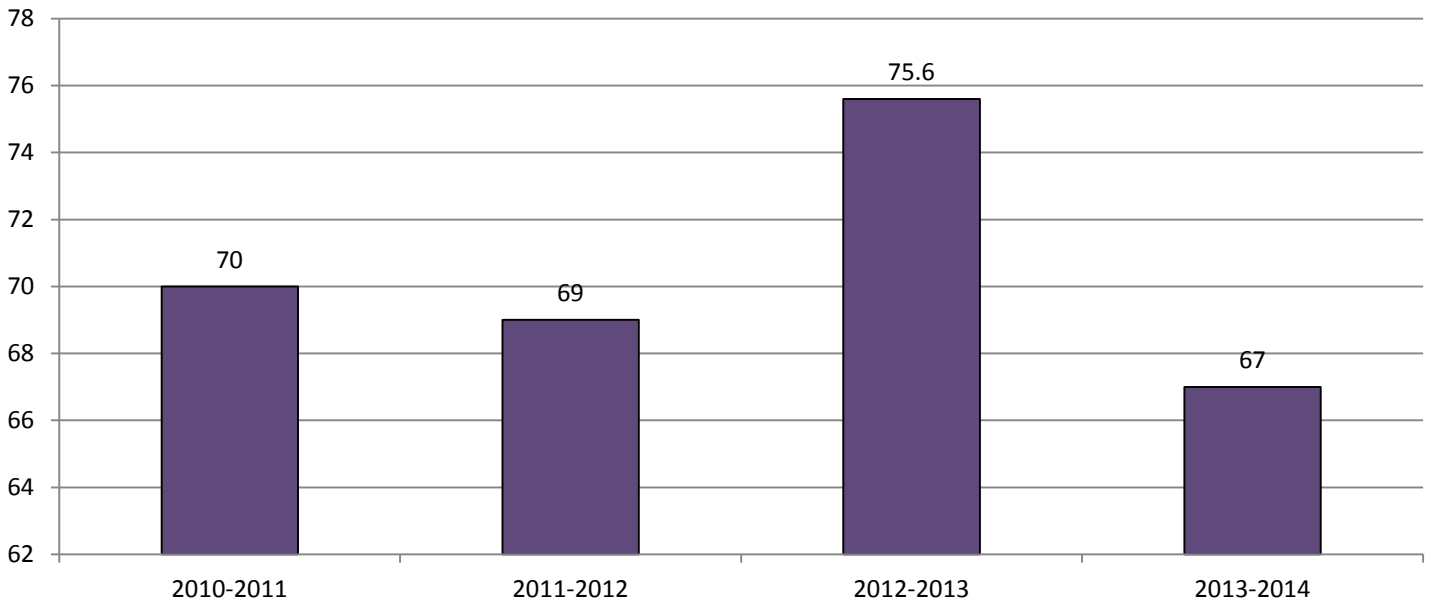
Each year, students in grades third through eighth grade take the South Carolina Palmetto Test of State Standards (SC PASS). This standardized test measures the students' achievement with regards to our state standards. Students can exceed the standard, meet the standard, or not meet the standard. The graphs below show the percentage of students at Fountain Inn Elementary that either met or exceeded the standard in each subject area for the past three to five years.



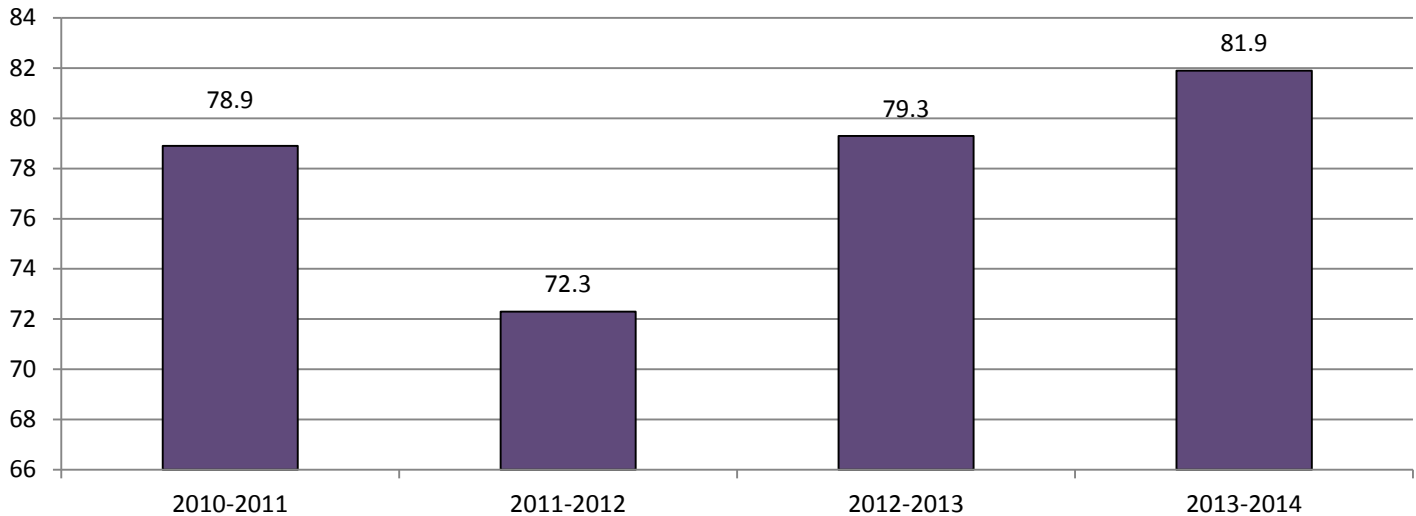
Percent of Students Grades 3-5 Meeting Writing Standard



Percent of Students Grades 3-5 Meeting Science Standard



Percent of Students Grades 3-5 Meeting Social Studies Standard



To further analyze our SC PASS data, the tables below show the mean scale score for all subject areas from 2011-2014.

SC PASS Subgroups: Mean Scale Score - ELA			
	2011-2012	2012-2013	2013-2014
All Students	655.5	662.3	642.4
African Americans	645.4	646.1	631.4
SPED	599.1	610.2	598.5
FARMS	645.0	652.1	629.3

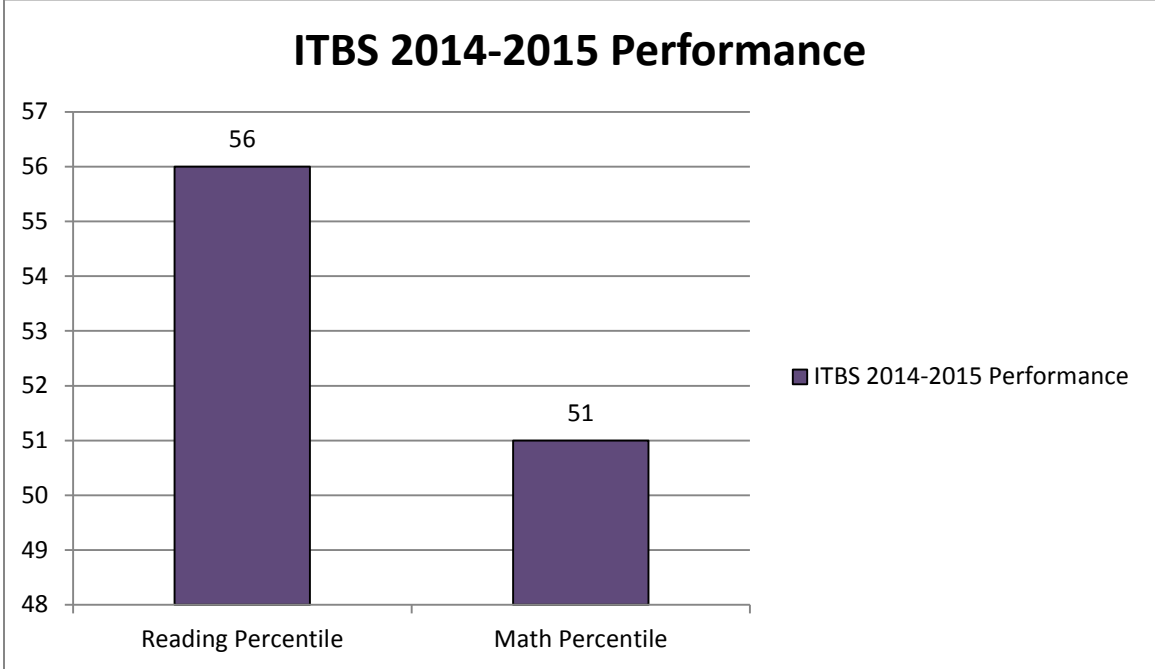
SC PASS Subgroups: Mean Scale Score - Math			
	2011-2012	2012-2013	2013-2014
All Students	644.2	644.2	639.2
African Americans	645.4	626.5	628.4
SPED	599.1	589.2	595.6
FARMS	634.1	632.3	624.1

SC PASS Subgroups: Mean Scale Score - Science			
	2011-2012	2012-2013	2013-2014
All Students	621.8	624.3	620.8
African Americans	608.1	607.4	607.3
SPED	571.4	581.7	576.6
FARMS	612.1	615.1	605.7

SC PASS Subgroups: Mean Scale Score – Social Studies			
	2011-2012	2012-2013	2013-2014
All Students	628.7	641.9	644.0
African Americans	623.1	630.9	637.2
SPED	590.5	595.7	598.5
FARMS	621.1	632.8	633.3

ITBS Analysis

Each Fall, all schools in the state of South Carolina take part in administering the Iowa Test of Basic Skills to second grade students. This is a nationally normed test that provides an in depth assessment of students’ achievement of important educational objectives. The 2014-2015 data below will serve as our baseline data due to a new format being administered for the first time.



STUDENT ACHIEVEMENT SUMMARY

What the Data Tells Us:

Review of our 2013-2014 SC PASS data shows an increase in the percentage of students scoring met or above in social studies, writing, and math. Social studies and writing had the highest percentage of students scoring met or above in the past four years. There was a slight decrease in students scoring met or above in ELA, as well as in the mean scale score for all subgroups. There was also a slight decrease in overall math performance and specifically with our FARMS students. Science experienced the greatest decrease in regards to the percentage of students scoring met or above, as well as the mean scale score for all subgroups. With a continued focus on Fountas and Pinnell and non-fiction reading strategies, we are working as a school to improve reading across the content areas. The science lab is being used by third through fifth grade to provide even more hands-on learning experiences in addition to the regular use of science kits. We also have a computer lab manager that has implemented the use of First in Math with all students for the second year.

With the continued implementation of MAP testing, Measurements of Academic Progress, we have been able to disaggregate and identify specific weaknesses in student's learning and develop strategies for enhancing instructional practices. The Compass Learning program provides individualized practice for each student based on their MAP strengths and weaknesses. Goals are set for each student according to NWEA and growth is measured from the fall to spring administration. All grade levels had more than fifty percent of students meet their target projected growth in both math and reading for 2013-2014 school year with the exception of fourth grade reading.

Next Steps:

In order to increase student achievement, we will plan to-----

- continue to examine and monitor student progress and results as identified through MAP and standardized testing.
- continue to implement quality tools and best practices such as the use of DesCartes learning strands associated with MAP Testing.
- provide ongoing, quality staff development based on our needs assessment.
- implement and integrate Project Read with Lucy Calkins writing programs, offering additional support to all instructional staff in the process of writing.
- align our yearly goals to reflect on assessment data.
- continue supporting all teachers in the use of Compass Learning & First in Math.
- create and facilitate a second computer lab.
- priority scheduling for Special Ed students.
- continue to offer intervention support in reading in grades K-3.
- utilize district supported curriculum with all students.
- support teachers in the implementation of the Fountas & Pinnell Balanced Literacy Program.
- provide support to teachers in the use of the new state standards for 2015-2016 school year.

Elementary and Secondary Education Act

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Act (ESEA). This waiver allowed South Carolina to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place to determine if each school met the target or made progress towards the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years.

ESEA Ratings for Fountain Inn Elementary		
Year	Overall Weighted Points Total	Overall Grade Conversion
2011-2012	85.9	B
2012-2013	80.9	B
2013-2014	86.0	B

Teacher and Administrator Quality

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds. There are three types of contracts issued to teachers: induction, annual, and continuing. First year teachers are given Induction Contracts. Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers in their second year of teaching or those teachers, who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year.

Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards. Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. Our professional development calendar consists of workshops, book studies and grade level trainings with the instructional coach and administration. The district requires each teacher to participate in a minimum of 24 hours of professional development per year. At the school level, we provide teachers with a minimum of 12 of those hours.

Professional Development Calendar 2014-2015

Title	Presenter	Description	Date	Time	Number Attended	Targeted Group	Correlation to School Goals
Team Building with Camp Greenville	Glenn Wile Vanessa Brown Austin Greene	Team building and group trust exercises	8/12/14	8:00 – 12:00	65	All staff members	Goal 1, 2, and 3
New Teacher Orientation	Glenn Wile Vanessa Brown Austin Greene	Orientation for new teachers to FIE	8/11/14	8:00 – 11:00	6	New Teachers to FIE	Goal Area 1, 2 & 3
Book Study : 5 Dysfunctions of a Team	Glenn Wile Vanessa Brown Austin Greene	Explore the model and apply to our school culture	9/17/14 10/15/14	3:00 – 4:30	51	All staff members	Goal 1, 2, and 3
Implementing Balanced Literacy	Kathy Northcutt	Fall Cycle Dates Oct – Co-teaching Guided Reading	10/8/14	K/1 7:50 – 9:50 2/3 10 – 12 4/5 12:30 – 2:30	39	FIE Classroom/ SPED Teachers	Goal Area 1, 2 & 3
Implementing Balanced Literacy	Kathy Northcutt	Winter Cycle Dates Nov – Observing Guided Reading Groups Feb – Observation and Debriefing	11/12/14 2/10/14	All Day 2 hour intervals		FIE Classroom/ SPED Teachers	Goal Area 1, 2 & 3
Implementing CCSS/District Content Meetings	District Staff	To keep current on instructional and district academic trends	2014-2015 school year	Refer to District PD Calendar		FIE Staff	Goal Area 1, 2 & 3
Data Talk/ Incremental Meetings	Glenn Wile Vanessa Brown Austin Greene	To monitor and share progress on formative and summative data	Every 4.5 weeks	During Common Planning	40	FIE Staff	Goal Area 1, 2 & 3
Kristy Jennings – Lucy Calkins Writing Support	Kristy Jennings	To support grades K – 2 with implementation of the Lucy Calkins writing curriculum	8/18/14 9/2/14 10/20/14 3/3/14	8:00 – 12:00 3 Hour Intervals Common Planning TBD	39 17	K – 2 Classroom Teachers	Goal Area 1, 2 & 3
IC Collaboration Meetings	Austin Greene	Grade level meetings focused on instructional practices and academic updates	Monthly	During Common Planning	43	FIE Staff	Goal Area 1, 2 & 3
Science Lab: Hands On Investigations	Austin Greene	Monthly, teachers will develop/share a grade level experiment to be conducted in the science lab. Co-teaching and preparation will take place to aide teachers.	Monthly	During the Science Block of Instruction		3 rd , 4 th , and 5 th Grade Classrooms	Goal Area 1, 2 & 3
Google Sites Training	Tracy Rucker Austin Greene	Offered to help teachers transition to Google Sites	9/18/14	3:00 – 5:00	17	FIE Staff	Goal Area 1, 2 & 3
Learn 360	Anna Hood	To help teachers navigate the new streaming site	November 2014	TBD		FIE Staff	Goal Area 1, 2 & 3
Instructional Strategies for Non-Fiction Text	Amanda Reiningger Austin Greene	To share and practice non-fiction reading strategies	March 25, 2014	3:00—4:00		Classroom Teachers	Goal Area 1, 2 & 3
Windows 8	District Staff	To help teachers navigate the new technology via Refresh	April 2015	3:00—5:00		FIE Staff	Goal Area 1, 2 & 3
GAFE Training	Coleman Brown Austin Greene	To help teachers become familiar with the Google Apps and apply with Google Chromebooks	Spring and Fall 2015	2 Hour Intervals (4 sessions)		FIE Staff	Goal Area 1, 2 & 3

Professional Development Calendar 2015-2016

**This calendar will continue to grow and change based on our school needs assessment of standardized testing data and teacher needs.*

Title	Presenter	Description	Date	Time	Number Attended	Targeted Group	Correlation to School Goals
New Teacher Orientation	Leadership Team	Orientation for new teachers to FIE	TBD	TBD		New Teachers to FIE	Goal Area 1, 2 & 3
Supporting Balanced Literacy	Austin Greene	To provide support and strategies to enhance and sustain Balanced Literacy	TBD	TBD		FIE Classroom/ SPED Teachers	Goal Area 1, 2 & 3
Implementing CCSS/District Content Meetings	District Staff	To keep current on instructional and district academic trends	TBD	TBD		FIE Staff	Goal Area 1, 2 & 3
Data Talk/ Incremental Meetings	Leadership Team	To monitor and share progress on formative and summative data	TBD	TBD		FIE Staff	Goal Area 1, 2 & 3
Kristy Jennings – Lucy Calkins Writing Support	Kristy Jennings	To support grades K – 2 with implementation of the Lucy Calkins writing curriculum	TBD	8/25—Narrative 10/6—Informational 2/15—Opinion		K – 2 Classroom Teachers	Goal Area 1, 2 & 3
IC Collaboration Meetings	Austin Greene	Grade level meetings focused on instructional practices and academic updates	Monthly	During Common Planning		FIE Staff	Goal Area 1, 2 & 3
Science Lab: Hands On Investigations	Austin Greene	Monthly, teachers will develop/share a grade level experiment to be conducted in the science lab. Co-teaching and preparation will take place to aide teachers.	Monthly	During the Science Block of Instruction		3 rd , 4 th , and 5 th Grade Classrooms	Goal Area 1, 2 & 3
GAFE Training	Coleman Brown Austin Greene	To help teachers become familiar with the Google Apps and apply with Google Chromebooks	Spring and Fall 2015	2 Hour Intervals (4 sessions)		FIE Staff	Goal Area 1, 2 & 3

School Climate Needs Assessment

Data Sources:

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

SCHOOL PERCEPTIONS

The survey data below is recorded from the Annual School Report Card from the State of South Carolina. Evaluations are presented from teachers, fifth grade students, and parents of fifth grade students. School climate is recognized as a significant factor related to student achievement. Survey results from 2011-2014 are recorded below.

Survey Data from the Annual Report Card Survey – Teachers				
	2011	2012	2013	2014
Satisfied with learning environment	91.5	91.7	91.9	89.1
Satisfied with social and physical environment	91.5	95.8	96	95.5
Satisfied with home-school relations	93.6	93.8	96	86.9
Survey Data from the Annual Report Card Survey – Students				
	2011	2012	2013	2014
Satisfied with learning environment	89.4	96.4	84.6	100
Satisfied with social and physical environment	87.7	95.6	81.6	98.2
Satisfied with home-school relations	90.9	96.4	89.7	98.2
Survey Data from the Annual Report Card Survey – Parents				
	2011	2012	2013	2014
Satisfied with learning environment	87.9	93.0	91.6	92.0
Satisfied with social and physical environment	86.6	86.1	85.7	91.5
Satisfied with home-school relations	83.8	87.1	86.9	79.2

According to our 2013-2014 results, 100% of students and 92% of parents are satisfied with the learning environment. This is an increase from last year. Our greatest declines were in regards to home-school relations. We will continue to explore and enhance strategies to improve this area and increase communication, as well as involvement, with our parents and community.

Student and Teacher Attendance Rate				
	2011	2012	2013	2014
Students	96.1	96.4	96.1	96.4
Teachers	95.7	95.7	94.9	96.2

**FOUNTAIN INN
ELEMENTARY SCHOOL
ACTION PLAN**

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE READING

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE MATH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

SCPASS SCIENCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

SCPASS SOCIAL STUDIES

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

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

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	56 th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	51 st percentile			

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

<u>ACADEMIC ACHIEVEMENT STRATEGY</u> Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1. Teachers will use Fountas and Pinnell Balanced Literacy Program to provide small group reading instruction and to ultimately increase student reading achievement.	2013-2018	Leadership Team Teachers	None	Current materials	Lesson Plans Classroom Evidence Leveled Readers Room
2. Teachers will integrate South Carolina State Standards in lesson planning, as well as align units of instruction with district curriculum guides from Rubicon Atlas.	2013-2018	Teachers Leadership Team	None	None	Lesson Plans Observations Feedback from Leadership Team
3. Teachers will participate in vertical articulation meetings about State Standards, academic vocabulary, and best practice.	2013-2018	Leadership Team Vertical Team Content Chairs	None	None	Vertical Team Minutes Observations Feedback from Leadership Team
4. Provide teachers with training and resources in order to help them integrate technology into curriculum, instruction, and assessment.	2013-2018	Leadership Team Teachers	None	None	Professional Development Calendar Classroom Observations
5. Continue to implement school-wide writing program (integration of Project Read with Lucy Calkins Units of Study.)	2013-2018	Leadership Team Teachers Kristy Jennings	None	None	Lesson Plans Professional Development Plan Editor's Checklist Classroom Evidence

6. Provide early intervention literacy instruction for identified students in kindergarten through third grade.	2013-2018	RTI Teacher Literacy Coach Teachers	Teacher Salary (for RTI position)	District	AimsWeb Summative Data
7. Continue to implement researched based instructional delivery models. i.e. Learning Focused.	2013-2018	Teachers	None	None	Lesson Plans Classroom Observations
8. Continue to use the data from a variety of tools and assessments to evaluate student's progress.	2013-2018	Teachers Leadership Team	None	None	PowerSchool MAP Data ITBS PASS AimsWeb Compass
9. Continue to utilize and analyze common grade-level assessments to track student's progress.	2013-2018	Teachers Leadership Team	None	None	Data Meetings Grade Level Planning

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of our instructional staff will be trained in the theory and implementation of the Balanced Literacy Model using Fountas & Pinnell from 2013-2018.

ANNUAL OBJECTIVE: 100% of our instructional staff will complete Cycle 1 of the Balanced Literacy Model Training in 2013-2014.

DATA SOURCE(S): Fountain Inn Elementary Professional Development Calendars, District Professional Development Calendars, GCS Portal Attendance Records, Professional Development Agendas.

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

<u>PROFESSIONAL DEVELOPMENT STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1. Instructional staff will participate in classroom visits and model lessons to observe Fountas & Pinnell Implementation.	2013-2018	Leadership Team Instructional Staff	NA	NA	Log of school visits Professional Development Calendar
2. Instructional staff will participate in Cycle 1 training to implement Fountas & Pinnell Balanced Literacy.	2013-2014	Leadership Team Instructional Staff	NA	NA	Professional Development Portal Log
3. Instructional staff will participate in Cycle 2 training to implement Fountas & Pinnell Balanced Literacy.	2014-2015	Leadership Team Instructional Staff	NA	NA	Professional Development Portal Log
4. Instructional staff will participate in Cycle 3 training to implement Fountas & Pinnell Balanced Literacy.	2015-2016	Leadership Team Instructional Staff	NA	NA	Professional Development Portal Log
5. Maintain school wide Staff Development Plan in technology integration as additional technology resources are added.	2013-2018	Principal, Media Specialist, IC, Instructional Tech.	n/a	Local Funds, District Funds, PTA, Grants, K5 Enhancement	Training agenda, Sign-In Sheets
6. Instructional staff will participate in school wide training for new resource, First in Math.	2013-2014	Principal, Assistant Principal, Instructional Coach,	n/a	n/a	Training agenda, Sign-in Sheets

		Teachers, and Computer Lab Manager			
7. Continue interpreting and using MAP & state testing data.	2013-2018	Leadership Team Teachers	n/a	n/a	Training Agenda, Sign-in Sheets
8. Attend training for Compass Learning Software.	2013-2018	New Staff	District Funded	District Funded	Training Agenda, Sign-in Sheets

STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.4	96.1	96.4				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 93% or higher through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 93% of parents who are satisfied with the learning environment

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93	93	93	93	93
School Actual	93.0	91.6	92.0				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 96.4% through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 96.4% of students who are satisfied with the learning environment

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.4	96.4	96.4	96.4	96.4
School Actual	96.4	84.6	100.0				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 91.7 % in 2012 to 94.7 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by at least 0.5% points annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.7	93.2	93.7	94.2	94.7
School Actual	91.7	91.9	89.1				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 93.1% in 2012 to 95.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage points annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.6	94.1	94.6	95.1	95.6
School Actual	93.1	95.3	94.5				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day from 97.1% in 2012 to 97.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 97.1 percentage points annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.1	97.1	97.1	97.1	97.1
School Actual	97.1	88.2	94.7				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 100 percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100.0	98.0	97.7				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<u>SCHOOL CLIMATE STRATEGY</u> Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Maintain positive contact with families and community:					
1. Classrooms provide weekly newsletters to parents and PTA and principal provides quarterly newsletter to parents.	2013-2018	Principal PTA Teacher	Copying	Local Funds, PTA	Published Newsletters, Web Page
2. Provide <u>Tribune Times</u> with weekly updates of school activities and needs.	2013-2018	Faculty and Staff Tribune Times Contact	n/a	n/a	Tribune Times Newsletter
3. Maintain and Update School and Teacher Web Pages or blogs at least weekly, and school marquee.	2013-2018	Leadership Team Teachers Office Clerk	n/a	n/a	Web Pages or Blogs And Marquee
4. Continue to make school available for Community group meetings, and invite business leaders to the school.	2013-2018	Principal	n/a	n/a	Log of Meetings
5. Continue to utilize surveys done by PTA to place volunteers in appropriate roles.	2013-2018	Principal, PTA Board	n/a	n/a	Log of Volunteer Hours
6. Continue Family Learning Nights.	2013-2018	Faculty and	n/a	n/a	Agenda of Family

		Staff			Nights
7. Continue with site-based model, and involve SIC in safety & learning environment decision-making.	2013-2018	Leadership Team, SIC Members	n/a	n/a	Agenda of Meetings

Fountain Inn Elementary School Profile 2014-2015

Visit the following Link:

<http://www.greenville.k12.sc.us/Schools/docs/profiles/ftinn.pdf>

2013-2014 School Report Card:

Full Version:

<http://ed.sc.gov/data/report-cards/2014/elem/c/e2301058.pdf>

Summary:

<http://ed.sc.gov/data/report-cards/2014/elem/s/e2301058.pdf>

2013-2014 ESEA (Federal Accountability Rating System)

Visit the following Link:

<http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301058>