

Bell's Crossing Elementary School Portfolio

Christopher Ross
Principal



Greenville County School District

Mr. W. Burke Royster
Superintendent

2013-2018
(Updated March 2015)

SCHOOL RENEWAL PLAN COVER PAGE
REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Bell's Crossing Elementary

DISTRICT: Greenville County Schools

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

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Christopher Ross		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 804 Scuffletown Rd Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-3800

PRINCIPAL'S E-MAIL ADDRESS: cdross@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:	Christopher Ross
2. TEACHER:	Chris Purkerson
3. PARENT/GUARDIAN:	Michael Budd
4. COMMUNITY MEMBER:	Jay Gearhart
5. SCHOOL IMPROVEMENT COUNCIL:	Stacy Daniel
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>
Teacher	Michelle Taylor
Assistant Principal	Scott Jacobs
Teacher	Ellice Niedrach
Instructional Coach	Kelly Nalley
Teacher	Kristen Gault
Assistant Principal	Sharon-Marie Smith
Teacher	Ronnie Farrell
Guidance Counselor	Joy Hawkins
PTA	Peg Witbeck
Teacher	Jennifer Hamada
PTA	Jennifer Greer
Teacher	Kim Batson
Teacher	Ann Albers
SIC	Jessica Clark
SIC	Tracy Dunlap
SIC	Abigail Thompson
SIC	Karen Trice

***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.

- | | |
|--------------|---|
| <u> x </u> | <u>Academic Assistance, PreK–3</u>
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). |
| <u> x </u> | <u>Academic Assistance, Grades 4–12</u>
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). |
| <u> x </u> | <u>Parent Involvement</u>
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. |
| <u> x </u> | <u>Staff Development</u>
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 <i>Standards for Staff Development</i> . |
| <u> x </u> | <u>Technology</u>
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. |
| <u> x </u> | <u>Recruitment</u>
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. |
| <u> x </u> | <u>Collaboration</u>
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). |
| <u> x </u> | <u>Developmental Screening</u> |

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

Bell's Crossing Strategic Planning Guide was developed to document the changes and progress the school has made while working to continuously improve everything we do. The Strategic Planning Guide provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This Strategic Planning Guide is a living document that describes **Bell's Crossing** and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, achievements in the context of demographics and needs, and school partnerships. The Strategic Planning Guide also describes how we build and utilize our overall school plan for the purpose of increasing student learning.

Self-Study Process

A team of teachers, parents, and community members was involved in developing the narrative for our Strategic Planning Guide based on input from the whole staff. Much of the narrative content came from discussions of the staff in the process of evaluating. During these yearly assessments, the staff was asked to contribute “evidence” of our progress. At the beginning of the 2012-13 school years, Bell's Crossing staff, SIC, and PTA reviewed the mission, vision, and beliefs. Part way through the school year, parent, teacher, and student survey data was collected and reviewed. Then, teacher and parent groups met to complete the self-study. We were divided into focus groups for each section of the self-study and led by an administrator. The groups discussed each objective, rated our level of implementation using the rubric, gathered evidence to support our rating, and drafted a narrative. Finally, Bell's Crossing Faculty Council, with input from SIC and PTA Board, wrote goals in three areas that will span across the next five years. The goals were developed based on the needs assessments from student achievement, survey data, and the ratings in each of the areas. These goals will be monitored closely and updated by all stakeholders on a yearly basis.

Stakeholder Groups

The Principal has met with Bell's Crossing Staff, SIC and PTA to involve stakeholders in the process. In 2004, 2008, and 2012 the SIC committee was invited to several faculty meetings to be involved in making revisions to the 5-year plan. The principal meets yearly with the PTA board and discussed the goals for the action plan. The principal and SACS chair meet with SIC to discuss the action plan and for further strategy ideas each year.

Executive Summary

Needs Assessment for Student Achievement (2012-13 school year)

- Bell's Crossing has received an Excellent Report card rating the past 3 years
- The school consistently performs strongest in ELA with 90% of our students meeting state standard.
- Writing has grown to 87% meeting state standard in 2013
- Math has been consistent by averaging 85% meeting state standard.
- Science has dropped to 80% of the students meeting state standard.
- Social Studies is consistently strong as 93% met state standard.
-

Needs Assessment for Teacher and Administrator Quality

- Bell's Crossing has 100% highly qualified teachers
- Over half the teachers, 64% , have a Master's Degree
- Eleven Teachers have National Board Certification
- Parents feel the strengths of the teachers and administrators are with high expectations, school is kept neat and clean, children feel safe, and the social and physical environment.
- Parents feel the areas to improve are my child's teacher contacts me to say good things, tells how I can help my child, and invites me to visit the classroom as measured by the 5th grade student report card survey.
- Students feel the strength of Bell's Crossing are my teacher wants me to understand, my teacher helps students, my teacher expects students to behave, and my teacher gives tests on what I learn as measured by the 5th grade student report card survey.
- The students at Bell's Crossing feel a weakness is teachers praise students as measured by the 5th grade student report card survey.

Needs Assessment for School Climate

- The Students saw the strengths of Bell's Crossing's climate Work done by the students is seen on the walls, satisfied with the learning environment, the hallways are kept clean, broken things get fixed, enough room for students to learn, rules for behavior are enforced, feel safe, teachers and students get along, teachers work together to help students, satisfied with the social and physical environment, and satisfied with home school relations as measured by 90% agree or better on the 5th grade state report card survey. .
- The Students felt areas to improve are with students behave well in the hallway/lunchroom/playground and students behave well in class as measured by 80% agree or less on the 5th grade state report card survey. .
- Parents felt the strengths of the school climate are my child's school returns my phone calls promptly, the school treats students fairly, satisfied with home school relations, school is kept clean, child feels safe at school, child's teacher cares about my child, students are well behaved, and satisfied with the social and physical environment as measured by 90% agree or better on the 5th grade parent state report card survey. .
- Parents feel areas there are no areas that were less than 80% agree on the parent report card survey.
-

Significant Challenges Past 3 Years

- The school has begun the implementation of a new reading model called balanced literacy. This model has required a lot of resources and teacher training. It is a shift in how to teach reading.
- The implementation of the Common Core standards has been challenging as the standards are broader and require more depth of understanding.
- Maintaining a level of technology compared to neighboring schools, districts, and states requires significant funds to be allocated

- Training new teachers in the Continues Improvement Model (Baldrige) and providing growth opportunities for veteran teachers has been challenging as workshops and presenters are not as prevalent as they were 10 years ago in this area.

Significant Awards/Accomplishments

- RAMP (Recognized ASCA Model Program)
- Palmetto Gold Award Recipient
- Excellent Report Card Rating
- Excellent Growth Rating
- National School of Character
- Greenville Safe Kids School
- 2nd in the state in raising money for the Lymphoma/Leukemia Society
- Star Energy School
- State Reflections Winners
- State Honors Choir
- United Way Campaign of Excellence

School Profile

The Community of Bell's Crossing

Bell's Crossing Elementary was formed for the 2002-2003 school year by bringing together students from four different area schools. The school philosophy is based on the principles of the Malcolm Baldrige model for continuous improvement. Bell's Crossing was one of four pilot schools in the school district to implement this long-term, process- oriented model in 2002. In each classroom, you will find quality tools utilized by the staff and students to make data driven decisions. (www.baldrigeineducation.org)

Bell's Crossing is located in Simpsonville, SC, a suburb of Greenville County. Many subdivisions and businesses built around our school are indicative of the steady growth in the Simpsonville area, commonly known as the Golden Strip. Residents have easy access to the conveniences of Greenville, about 20 minutes away via Interstate 385 running through the community.

The 2000 Census population in Simpsonville was 14,352, which was a tremendous increase from the census in 1970 with 3,308 residents. Other information provided by the *Greenville County Planning Commission* shows that the median age of the residents in the area is 35-40 years old. The racial demographic breakdown is 79% White, 14% Black, 5% Hispanic, 1% Asian, and 1% Other. The median income is \$47,223 and the number of intervals below the poverty level is 6.1%.

Community facilities in Simpsonville include a Senior Activity Center, Heritage Park, Golden Strip YMCA and the Hendricks Library, as well as an increasing variety of restaurants and shops that help shape the town's identity. The famous clock tower serves as a landmark in Simpsonville's historic downtown.

Facilities

The facility at Bell's Crossing Elementary consists of 55 classrooms with networked computers, multipurpose room, media center with production studio and publishing center, cafeteria with stage and assembly seating, science lab, art room, music room, challenge classroom, soccer field, one baseball field, two outside courtyards, two computer labs, and a virtual field trip lab.

Bell's Crossing Elementary and the Greenville County School District are committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan and regular fire and emergency drills are held. Cameras have been installed outside to ensure school security. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. The school and district participate in one regionally-coordinated drill each year.

Specific safety concerns regarding buildings and grounds at the school site are handled by the district maintenance department if they cannot be remedied by on site custodians or utility workers assigned to site duties. Our professional staff of six custodians performs basic cleaning operations in every classroom on a daily basis

Parental Involvement

The climate for learning at Bell's Crossing Elementary is enhanced by involved parents. Parents are invited to join school committees and councils, assist in the classrooms, help with homework, and encourage and honor their child's successes. Ninety-nine per cent of our parents attended a conference with their teacher last year.

In order to keep parents informed of ongoing events at our school, the school provides:

- a quarterly PTA Newsletter
- a weekly calendar and menu
- teachers' weekly newsletters to parents
- a school website
- Weekly School Messenger by the principal
- individual teachers' websites
- the school marquee
- student/parent handbook
- local newspapers
- Principal's Weekly eNewsletter
- school events on the district website
- telephones in classrooms
- e-mail

Parent education/input is offered throughout the school year at various times of the day in the following ways:

- Back to School Night
- Open House – Book Fair
- WEE Care - Rising Kindergarten Parent Information Meeting
- Parent Workshop on Internet Safety
- Parent Workshop on Sexual Abuse
- Parent Workshop on Healthy Eating
- Parent Workshop on Reading Strategies
- Parent Workshop on the Common Core Standards
- Parent Workshop on Standardize Testing
- Family Reading/Writing Night
- Family Related Arts Night
- Family Technology Night
- Parent Conferences
- Parent resources are available in the school counselors' area
- A Guide to Community Services is located in the counselors' area
- PTA General Assembly Meetings
- Open door policy of school's administrators

Many day-to-day activities of the school are supported by parent volunteers. Parents are involved in chaperoning field trips, helping in the office and in the library, preparing the PTA newsletter, serving on the PTA Board & School Improvement Council, helping in the computer lab, tutoring students, mentoring students, running a book exchange, maintaining a paper recycling program, Career Month, and Field Day. We have a wonderful group of parents that publish our students' stories in our school publishing center, too.

PTA

The PTA is an integral part of our school and contributes a tremendous amount of time, talent and energy to our school. The PTA provides on-going support through mini-grants, classroom donations and as volunteers. They coordinate fund raisers, work with the Accelerated Reader Program, SEEDs reading program, work in the publishing center, provide educational and family programs, and business partnerships such as Jr. Achievement. Our PTA did an outstanding job through fundraising to provide our school with technology, as well as supplies for our classrooms. They also fund mini grants each quarter to help teachers implement new programs in their classrooms. Over 82,000 volunteer hours were logged in this year. They have been recognized in the district and state with various awards.

School Improvement Council

This council is made up of teachers, parents, community partnership representatives, and administrators. It functions as a liaison between the community at large and the school and also serves as part of our school Counseling Advisory Committee. Important issues relating to budgets, test scores, programs, and problems are discussed and evaluated by this council. The council has been involved in developing the school improvement plan since the school began. The council follows an agenda established by the chairman of the School Improvement Council and the school administration. Minutes of each meeting are recorded and approved by the council. The council meets on a monthly basis throughout the school year.

Partnerships

Community partnerships are welcomed and encouraged to play a vital role in the success of Bell's Crossing. In our beliefs and values, we state that supportive partnerships are essential to the success of our students. A relationship with business partners offers our families, community, businesses, and the school district successful partnerships. Our partnerships have an emphasis on academics, citizenship, careers, ground beautification, curriculum, community service, health/fitness, and continuous improvement.

These business partners listed below provide incentives and services for our students in a variety of areas within our school program.

Academic Awards

- Apple Seeds Dentistry
- Papa John's Pizza
- Pizza Hut Book It Reading Program
- Fudruckers
- Your Pie
- Gravitopia
- Twisted Cup
- Domino's Pizza
- Publix
- Bi-Lo
- Chick-Filet
- Jet's Pizza
- Jr. Achievement

Character Education

- Kiwanis Club (Terrific Kid Program)
- Boy Girl Scouts
- Girl Scouts
- Good News Club
- Safe Schools Project
- South Carolina Little Theatre
- Boosterthon

Careers

- Junior Achievement
- Parent Speakers
- Simpsonville Fire Department

Curriculum

- Guest Speakers (Local authors and illustrators)
- Publix
- Bi-Lo
- Pen Pals with other schools
- POPS (Performances at the Peace Center)
- National Weather Service

Community Service

- Place of Hope (Student Council)
- Food Drive (Student Council)
- Pennies for Patients/SC Leukemia & Lymphoma Society (Student Council)
- United Ministries of Greenville Food Drive (Student Council)
- Pop Top Tabs for Greenville Ronald McDonald House (Student Council)
- Eagle Earth Savers Recycling Program
- Good News Club (Community Outreach Program)

- Project Hope to Support Overseas Troops
- Back Pack Blessings – ADVENT METHODIST CHURCH

Health/Fitness/Safety

- Upstate Karate
- Red Cross
- Master Kim's World Class Tae Kwon Do.

Special Programs-Baldrige/Continuous Improvement

The Carolina First Center for Excellence chose Bell's Crossing as one of its pilot schools for the purpose of implementing the Baldrige Model of Continuous Quality Improvement. The program is student-driven, measures progress using empirical data, emphasizes goal setting, and provides team building at every level. The goal of Baldrige and our school is to increase positive behavior, academic achievement, student responsibility, and accountability. Baldrige is a proven framework for transforming education that results in high student achievement, joy in learning, and improves staff satisfaction. This is an ongoing investment for students and staff to increase knowledge, capabilities, skills, teamwork, and motivation.

School Personnel

The school has a competent and qualified staff. The principal and two assistant principals have obtained a Masters degree and meet the qualifications required by the state. Every teacher holds a bachelor's degree and is certified in the area that he/she teaches. Forty-five teachers have earned Masters degrees, three have Masters + 18, sixteen have Masters + 30. Twelve teachers are National Board certified. Our two speech teachers have ASHA CCC degrees. One special education teacher has an ECYA Special Needs degree. All teachers are certified in the area they teach. All teachers are highly qualified. All teaching assistants are highly qualified.

Analysis of faculty and Staff

- 43 classroom teachers
- 1 instructional coach
- 2 speech therapists
- 2 special education teachers
- 2 guidance counselors
- 1 challenge teacher
- .5 ESOL teacher
- 1 media specialists
- 6 related arts teachers
- 1 science lab teacher

The staff includes two male teachers, and two male administrators, a total of 4 minority teachers and 1 minority media specialist clerk. The remaining staff are white females. The total numbers of years of experience by grade level, are shown in the chart below.

Years of Experience for Teachers

Grade Level	0	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K			1	3		2	1		
1		1		2	1	1		2	1
2		1			2	4	1		
3				1	1	2	3		
4		1			1	3	1	1	
5						1	3	1	1
Special Ed.		1	1			3	2		
Related Arts		2	1		1	1			1
Special Areas						3	1	1	
Total		6	3	6	6	20	12	5	3

Additional personnel include the school secretary, attendance clerks, media clerk, classroom assistants, plant engineer and staff, school nurses, and food service manager and staff. All teaching assistants are highly qualified.

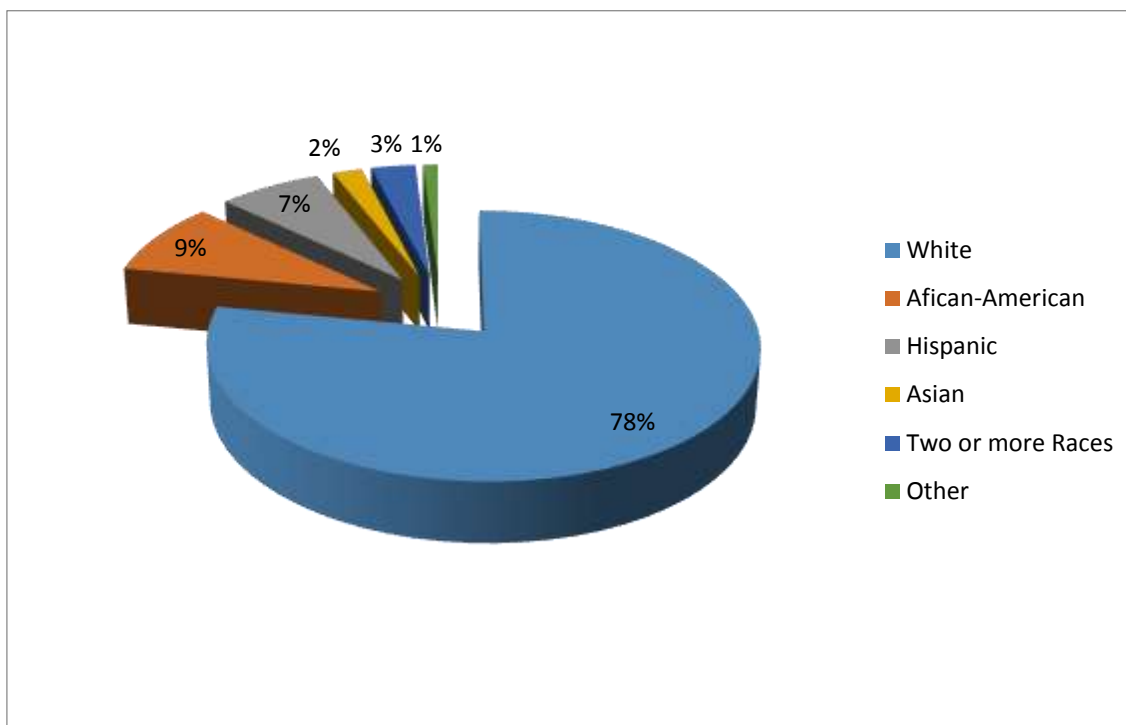
Other district support personnel available to assist in meeting the needs of Bell's Crossing Elementary students include the district psychologist, two school nurses, hearing specialist, occupational therapist, special ed. coordinator, and a network computer engineer.

Bell's Crossing teachers have an attendance rate of 97% in 2012-13 school year.

Student Population

Bell's Crossing attendance was on a steady rise until three school years ago due to the construction of a new elementary school. The new school alleviated over 200 students from Bell's Crossing. Our enrollment in the 2014-15 school year was 967 students.

Bell's Crossing Elementary is 78% Caucasian, 9% African-American, 7% Hispanic, 2% Asian, 3% Two or More Races, and 1% Other, (including American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander) as shown the in following pie chart.



Bell's Crossing serves a large gifted and talented student population. 29% of the eligible students qualify for the state's Challenge program.

On the other hand, the school has a small free and reduced lunch population. 17% of our students are served free or reduced lunches.

The student attendance rate at Bell's Crossing Elementary was 97%.

Bell's Crossing serves 8% percent of the student population with special education services. Most of our students are served in speech or for a learning disability.

Developmental Delay	5
Learning Disability	27
Other Health Impairment	8
Speech Only	77
Autism	4

Bell's Crossing has a very low retention rate. Less than 1% of the students are not promoted to the next grade level.

The school has nine subgroups as determined by the federal government for adequately yearly progress. Those groups are: All Students, Male, Female, White, African American, Hispanic, Disabled, Limited English Proficiency, and Subsidized Meals.

Special Programs

The Malcolm Baldrige Model for Continuous Improvement

The research based Baldrige philosophy of continuous improvement plays an important role in how the school functions. The Baldrige model provides system processes that the staff and students use as a blueprint for continuous improvement and accountability. Baldrige processes such as data collection, setting goals and charting progress at the student, teacher and administrative level hold each person accountable for their learning, behavior and improvement.

Teachers use quality tools to strive for continuous improvement with their students (www.baldrigeineducation.org). Students set personal and academic goals for specific areas of improvement. These goals are monitored in the student data notebook and assessed by the individual student. Students gain ownership for their learning and have the ability to visualize their improvement. We have found that collecting and analyzing data and other pertinent information are critical elements in planning and supporting continuous school improvement. We are using data to drive decisions about teaching and learning. This builds the context of the school and clarifies who we are as a school community, who the students are and the results of current processes. We continue to look at the basic demographics and the historical achievement of our students. Questionnaires that assess current and desired practices of students and parents, give us better insight into who our students are and what we need to do to meet their needs.

RTI (Response To Intervention)

Bell's Crossing strives to ensure all students are reading on grade level. In order to meet this goal, the school has reading intervention for students below the 25th percentile as measured by a national standardize assessment called Aims Web. Teachers in kindergarten, first grade, second, and third grade instruct small groups of students using a research based program daily for a minimum of thirty minutes day. The students are monitored every ten days to ensure progress is being made towards the benchmark. Students that meet and maintain the set benchmark are dismissed from the program. Students that do not make progress using this approach are referred to an assistance team to problem solve other interventions that may be beneficial.

Covey Character Education Program

Students at Bell's Crossing Elementary receive a high level of support services from an outstanding staff. Character education is provided through monthly lessons in the classroom from the school counselors and embedded into the regular curriculum. Staff development through a book study of Stephen R. Covey's *The 7 Habits of Highly Effective People* was presented monthly. These strategies were utilized school wide. Workshops are provided for teachers and parents. "Brag Tags" are handed out to students who model the seven habits around the school.

Conflict Resolution Program

The school focusses on areas of friendship/conflict resolution, divorce, grief and anger management (Posey, Davidson & Korpi, 2002). Our school, also, has a "Tool Box"

system in each classroom and in each administrator's office. The box is filled with objects that students can use to work through issues that may have occurred in the classroom or that they may have with another student. The tool box is a school-wide resource which can be used by all administrators and teachers with any student. The "Bully Box" has forms which students can fill out if they feel that they are being bullied or see someone whom they feel is being bullied. The guidance counselors use these forms to provide support to these students. The guidance counselors work with fifth grade students in the "Fear Factor – Getting Ready for Middle School" to help the students be more prepared for going to middle school. Third – fifth grades are given guidance through a "Career Connection Program." Teachers are working with the guidance counselors to raise self-esteem in students to lessen discipline problems and raise student achievement. Our Guidance counselors implemented "Filling Your Bucket" each year to encourage a positive school environment.

Mission, Vision, and Beliefs

School Focus

A School of Leaders

Motto

“Learn Today, Lead Tomorrow”

Mission Statement

To be a school of excellence which launches future leaders through meaningful experiences that meet the diverse needs of all students by seeking continuous improvement, upholding high expectations, and putting children first-always

Our Vision

To Soar and Succeed, To Grow and to Lead

Beliefs:

1. Instruction must be both differentiated and challenging while providing real life experiences for our students.
2. Formal and informal assessments must be aligned to the standards. Curriculum must be standards-based and spiraled for continuous growth.
3. Student learning is accelerated through an extended curriculum and technology applications that address various learning styles and ability levels.
4. Teachers must set high expectations for all students.
5. Students should feel safe and respected in a child-centered environment.
6. Mutual respect and open communication among all staff members is essential for a professional community of learners.
7. Student learning is the chief priority for the school.
8. All students can learn.
9. Students learn best when they are actively engaged in the learning process.
10. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
11. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
12. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

Data Analysis and Needs Assessment

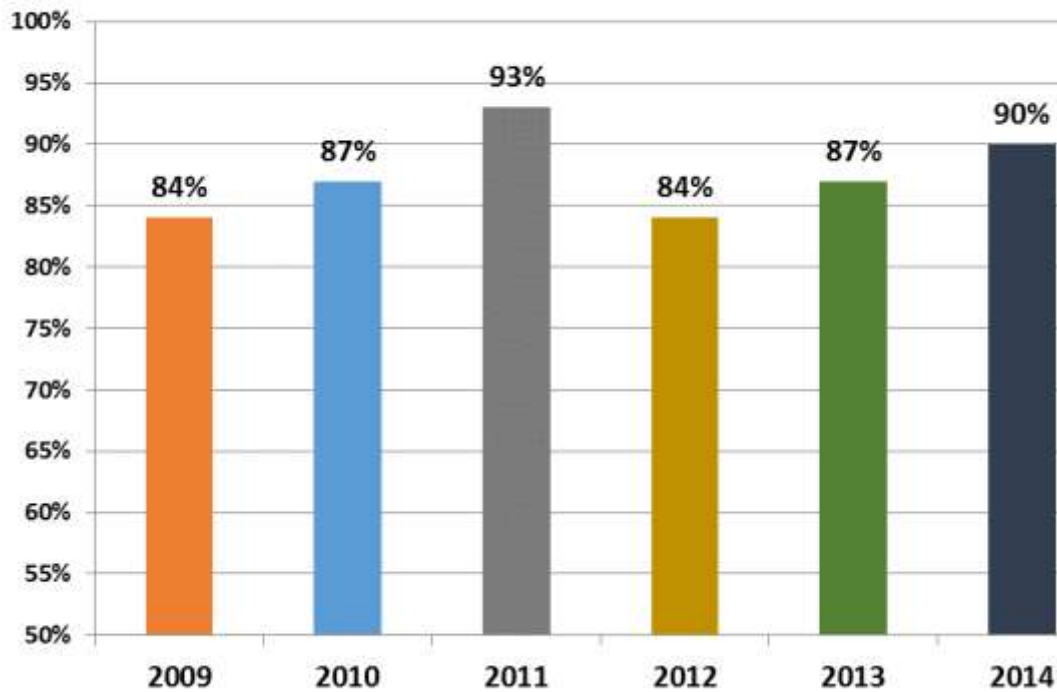
Student Achievement

Bell's Crossing has earned an Excellent Report Card Rating for several years as determined by the South Carolina Department of Education. The ESEA Federal Accountability Rating Scale changed this past year. In previous years you either met your adequately yearly progress by meeting all of your objectives or not. This past year the system changed to give schools a score and a grade from 0 to 100. An A is between 90 and 100. A B is between 80 and 90 and so on. Bell's Crossing earned a B and was only 4 tenths of a point from an A.

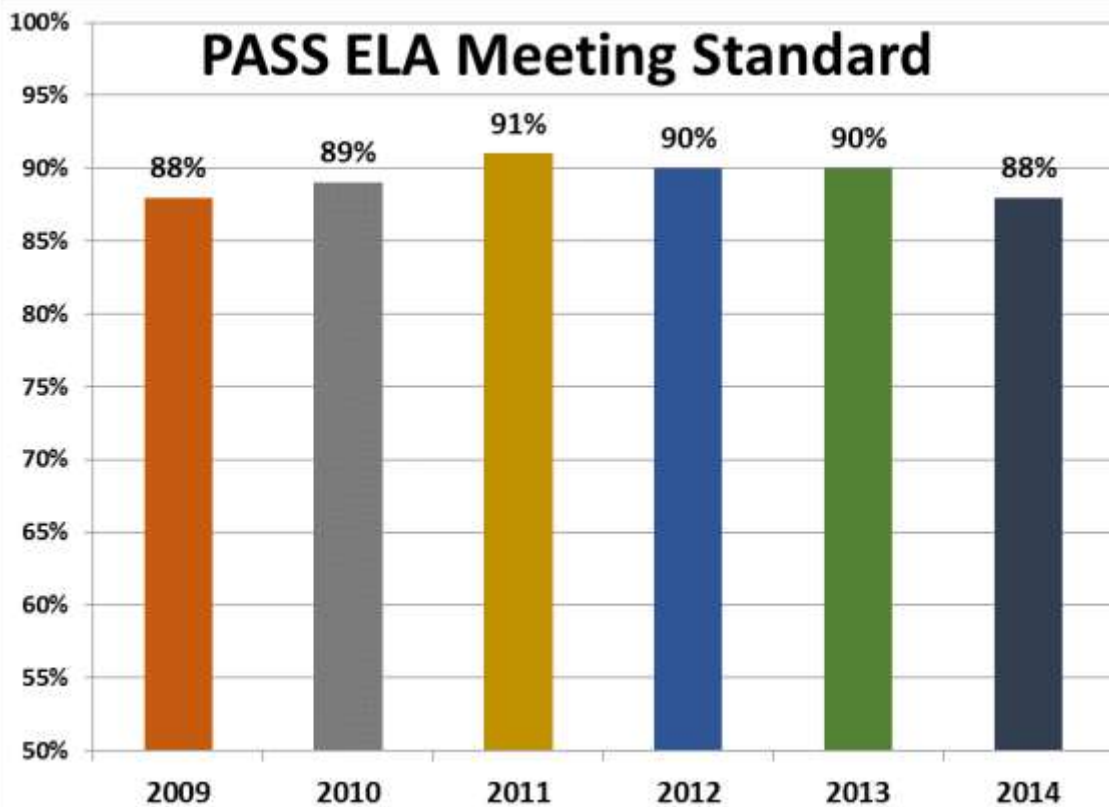
	ABSOLUTE RATING	IMPROVEMENT RATING	ESEAA
2014	Excellent	Good	A
2013	Excellent	Good	A
2012	Excellent	Excellent	B
2011	Excellent	Excellent	No
2010	Excellent	Excellent	No

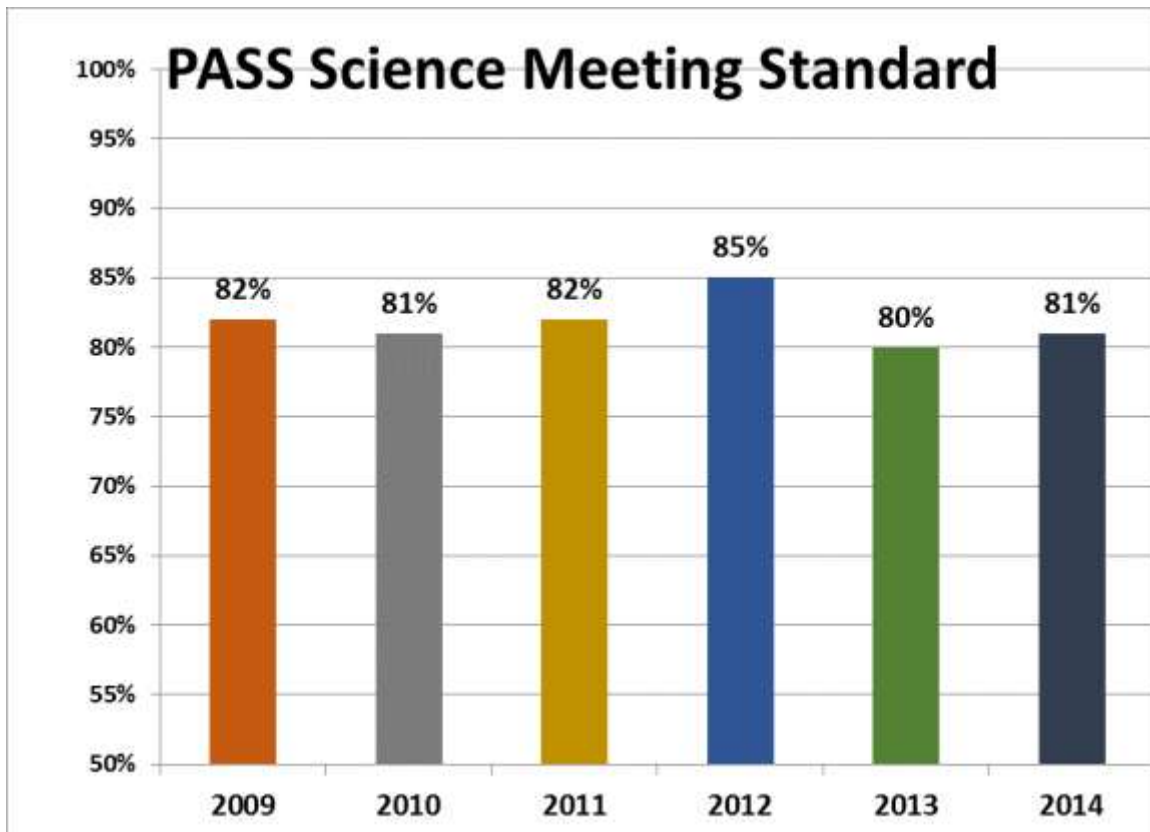
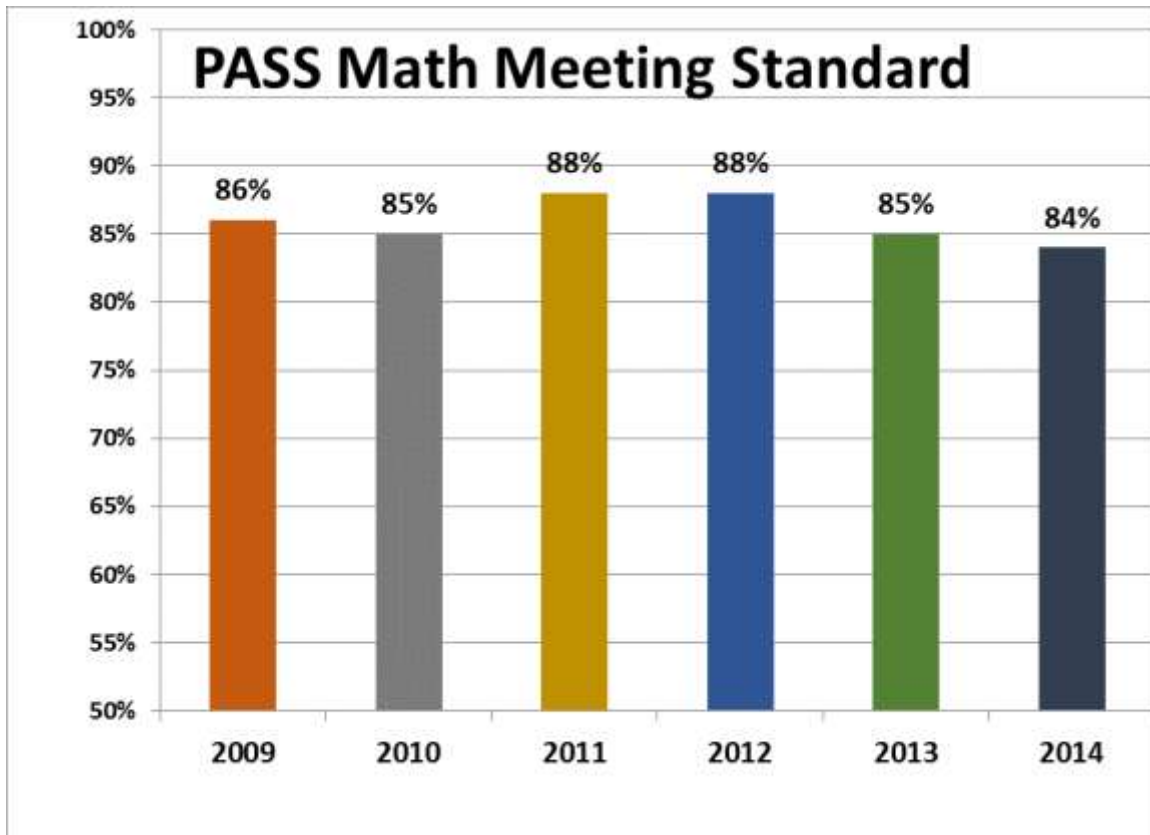
Each Year students in grades third through eighth take the Palmetto Test of State Standards (PASS). This criterion referenced tests measures our students' achievement on the South Carolina State Standards. Students can meet the standard, not meet the standard or exceed the standard and fall in an exemplary range. Below are the achievement results for the past three to five years for Bell's Crossing Elementary School.

PASS Writing Meeting Standard

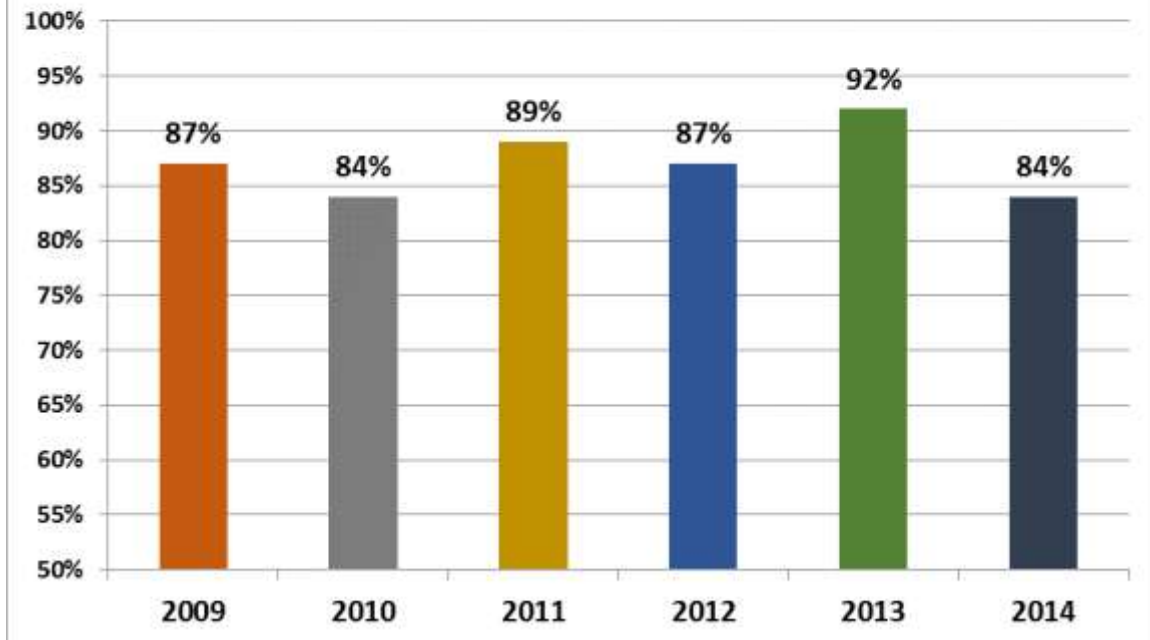


PASS ELA Meeting Standard

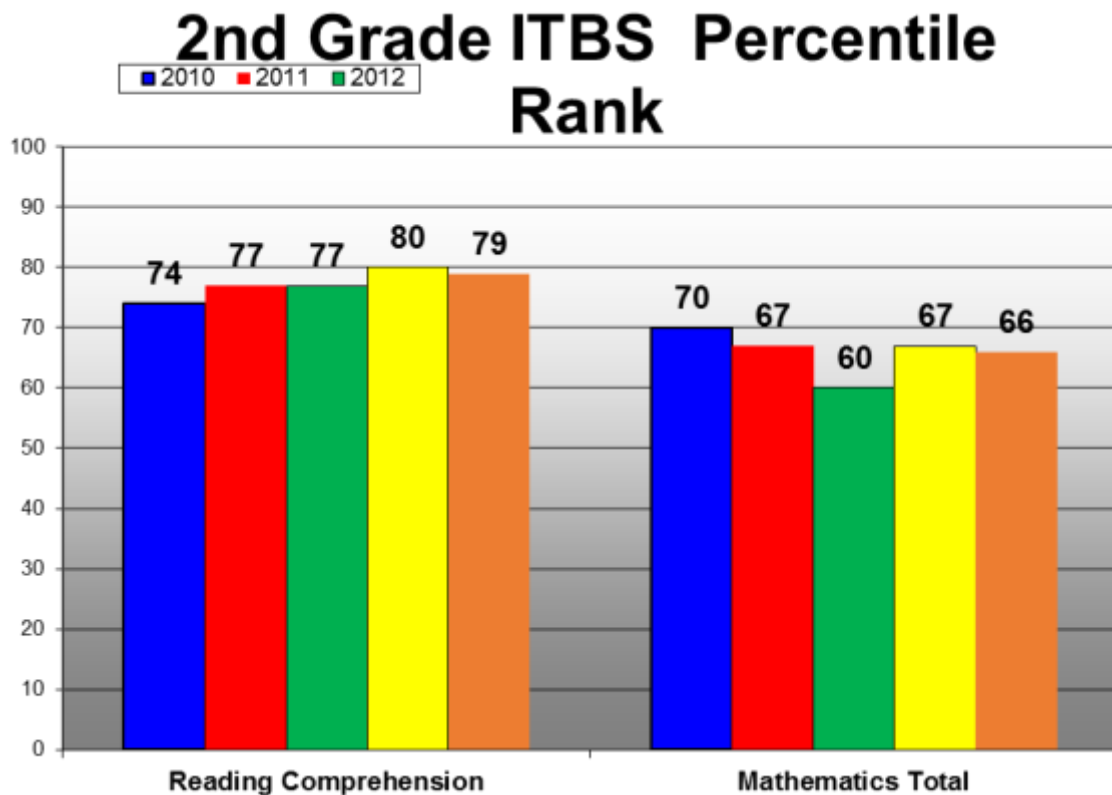




PASS Social Studies Meeting Standard



Bell's Crossing, like all schools across the state, administer the Iowa Test of Basic Skills to our second grade students in the fall. This is a norm referenced national standardize test. Our students are compared to a norm group comprising of students across the country. Below are our school's results over the past four years.



Needs Assessment

- Consistently strong in ELA over the past five years
- Writing improved the past year to 88%
- Math maintains consistent over the past years outperforming science but not to the level of ELA.
- Science is a weakness at Bell's Crossing with only 81% meeting standard
- Social Studies decreased by 8% to 85% met
- Our male, female, white, African-American, Hispanic, LEP, and subsidized meals subgroups did well in ELA, Math, and social studies
- Our science was the lowest area for all subgroups as measured on the ESEAA Rating Scale
- Our Disabled improved tremendously which led to an A on our ESEA Waiver Grade

Next Steps

- Use science note booking
- Use the Science kits provided by the science department in our district
- Increase the use of math vocabulary
- Use Compass math and reading 90 minutes weekly
- Continue the implementation Common Core Standards

Data Sources

SDE State Report Card



School Report
Card.pdf

ESEA Federal Accountability Rating



esea chart.pdf

ITBS School Summary



CogAt School
Summary.pdf



Iowa School
Summary.pdf

Teacher and Administrator Quality

Professional Development Calendar 2014-15 School Year

Date/Time	Type	Description
June 9 9:00 –3:00 pm	Science	Science Notebooking Go over the essential elements of how to facilitate interactive notes <i>Facilitator: Chris Buras</i>
July 14 9 am – 4 pm	Leadership Retreat @ SC Governor’s School	Student Achievement, Curriculum, and Learning Environment Grade Level Chairs collaborate to review test score data, set goals, and develop initiatives for the upcoming school year <i>Facilitator: Chris Ross, Sharon-Marie Smith, Scott Jacobs, Kelly Nalley</i>

August 12 8:00-12:00 PM	Back to School Meeting	Teacher Handbook Overview of the teacher handbook, set expectations, and review test results, goals for the school year, and Whole Brain Research Facilitators: Chris Ross, Sharon-Marie Smith, Scott Jacobs, Kelly Nalley, Joy Hawkins
August 27 3:00-5:00	Professional Learning Communities & Goals Teams	Book Discussion Read Chapter 1 from <u>Learning by Doing</u> . Breakout into groups to conduct a Socratic Dialog Facilitator: Chris Ross, Sharon-Marie Smith, Scott Jacobs, Kelly Nalley Breakout Into Goals Teams to discuss initiatives Facilitator: Clark, Danko, Power, Gioia, Searight, Purkerson, Madden
September 3 3:00-4:30	Science	Science Notebooking Follow up the essential elements of an interactive notebook and review the agreed expectations Facilitator: Chris Buras
September 17 3:00-4:30	A-Team, SPED & Reading Interventions	A-Team, 504, and IEP's Review the assistance team process and a overview of the legalities of 504 and IEP plans Facilitator: Dr. Brown, Reading Specialist, Sharon-Marie Smith
Date/Time	Type	Description
September 24 3:00-4:30	Technology	iMovie Show teachers how to use iMovie to bring student writing to life Facilitator: TBD
October 1 8 am- 2 pm	Assessment	Document Based Questioning Using Document Based Questioning to assess students' knowledge and understanding Facilitator: Jackie Migliori, DBQ Project
October 15	Technology	iMovie Continue with the use of iMovie

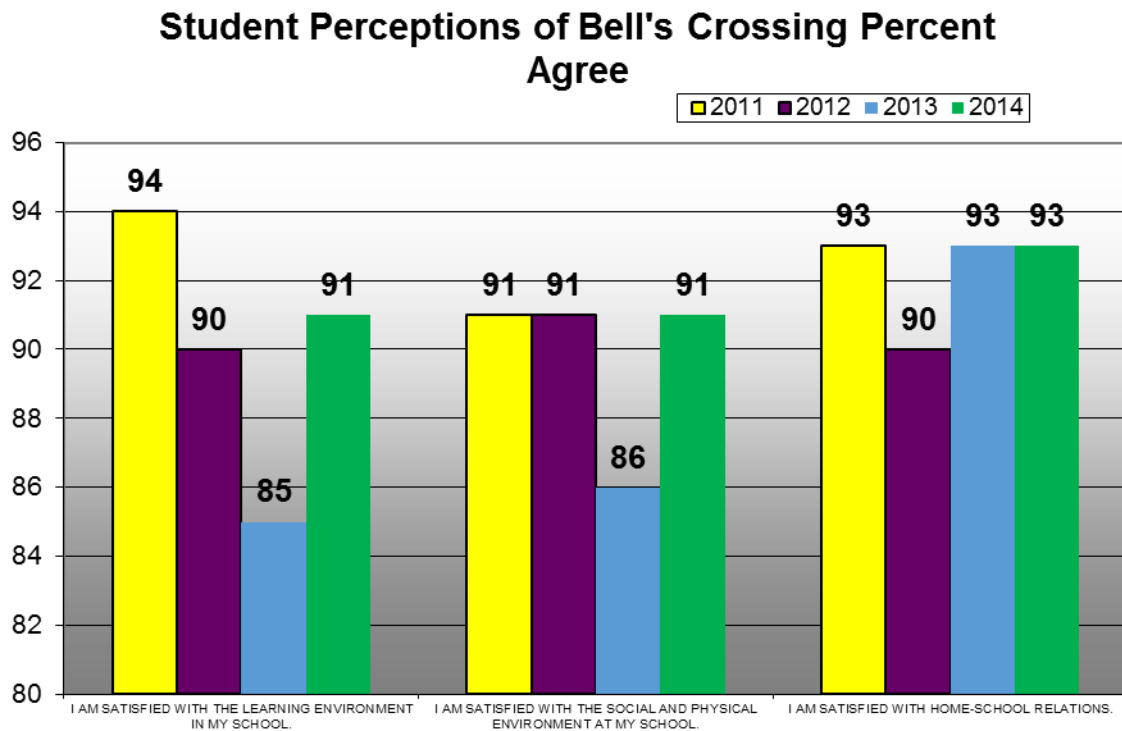
		Facilitator: TBD
October 22 3:00-4:30	Professional Learning Communities & Goals Teams	Book Discussion Read Chapter 3 from <u>Learning by Doing</u> about <u>Formative Assessments</u> . Breakout into groups to conduct a Socratic Dialog Facilitator: Chris Ross, Sharon-Marie Smith, Scott Jacobs, Kelly Nalley Breakout Into Goals Teams to discuss initiatives Facilitator: Clark, Danko, Power, Gioia, Searight, Purkerson, Madden
November 5 3:00-4:30	Science	Science Notebooking Assessing Science Notebooks Facilitator: Chris Buras
November 19 3:00-4:30	Technology	iMovie Finish with iMovie implementation Facilitator: TBD
December 3 3:00-4:30	Professional Learning Communities & Goals Teams	Book Discussion Read Chapter 4 from <u>Learning by Doing</u> about Interventions to help students learn. Breakout into groups to conduct a Socratic Dialog Facilitator: Chris Ross, Sharon-Marie Smith, Scott Jacobs, Kelly Nalley Breakout Into Goals Teams to discuss initiatives Facilitator: Clark, Danko, Power, Gioia, Searight, Purkerson, Madden
December 17	Staff Xmas Party	TBD
Date/Time	Type	Description
January 7 3:00-4:30	Professional Learning Communities & Goals Teams	Book Discussion Read Chapter 5 from <u>Learning by Doing</u> about Culture in a PLC. Breakout into groups to conduct a Socratic Dialog Facilitator: Chris Ross, Sharon-Marie Smith, Scott Jacobs, Kelly Nalley

		Breakout Into Goals Teams to discuss initiatives Facilitator: Clark, Danko, Power, Gioia, Searight, Purkerson, Madden
January 21 3:00-4:30	Technology	Flipcharts, Votes, iPads, and more Have stations set up for teachers to choose a topic that they want to learn more about Facilitator: Technology Committee
February 4 3:00-4:30	Baldrige	Student Led Conferences Share Rationale and formats for student led conferences Facilitator: Sharon-Marie Smith
February 18 3:00-4:30	Reading Interventions	Reading Specialist to present effective Reading Practices for struggling students Facilitator: Jill Schmidt
March 4 3:00-4:30	Professional Learning Communities & Goals Teams	Book Discussion Read Chapter 6 from <u>Learning by Doing</u> about Results. Breakout into groups to conduct a Socratic Dialog Facilitator: Chris Ross, Sharon-Marie Smith, Scott Jacobs, Kelly Nalley Breakout Into Goals Teams to discuss initiatives Facilitator: Clark, Danko, Power, Gioia, Searight, Purkerson, Madden
March 25 3:00-4:30	TBD	TBD
April 15 3:00-4:30	Professional Learning Communities & Goals Teams	Book Discussion Read Chapter 7 from <u>Learning by Doing</u> about Improving Results. Breakout into groups to conduct a Socratic Dialog Facilitator: Chris Ross, Sharon-Marie Smith, Scott Jacobs, Kelly Nalley Breakout Into Goals Teams to discuss initiatives

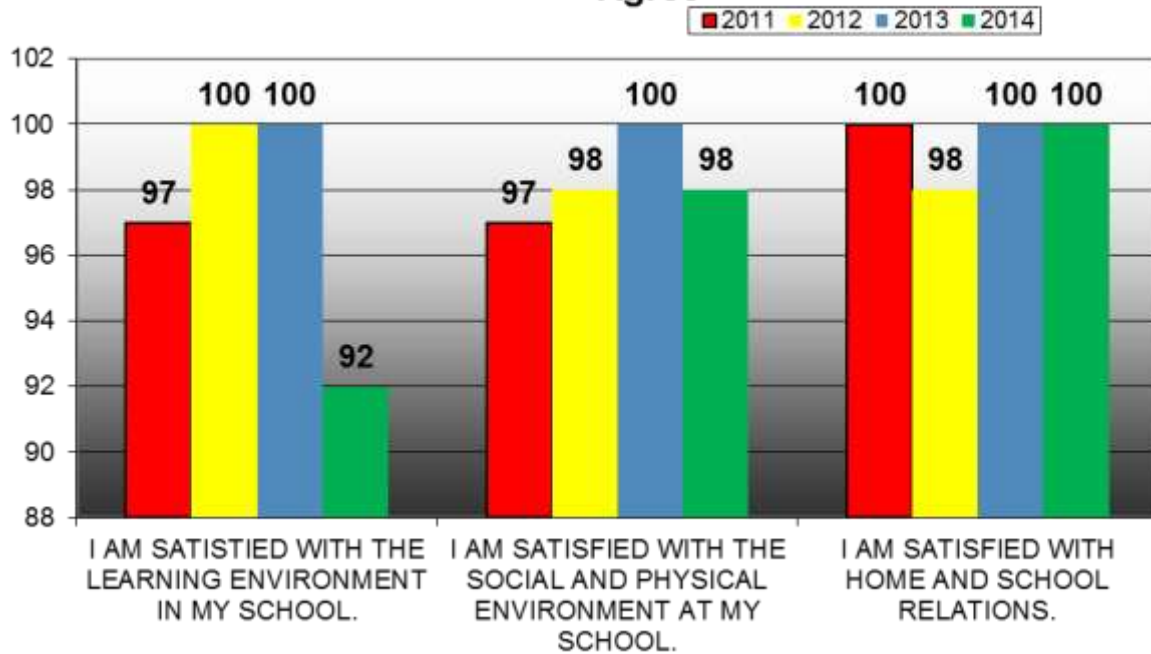
		Facilitator: Clark, Danko, Power, Gioia, Searight, Purkerson, Madden
April 22 3:00-4:30	End-of-Year Part I	Review Checklist and expectations for the end of the school year. Conduct CIC self-evaluation Facilitator: Christopher Ross, Kelly nalley
May 13 3:00-4:30	End-of-Year Part II	Making Classes Facilitator: Christopher Ross, Sharon-Marie Smith, Scott Jacobs
May 20 3:00-4:30	End-of-Year Part III	Celebrations and Next Steps Facilitator: Christopher Ross

School Climate Needs Assessment

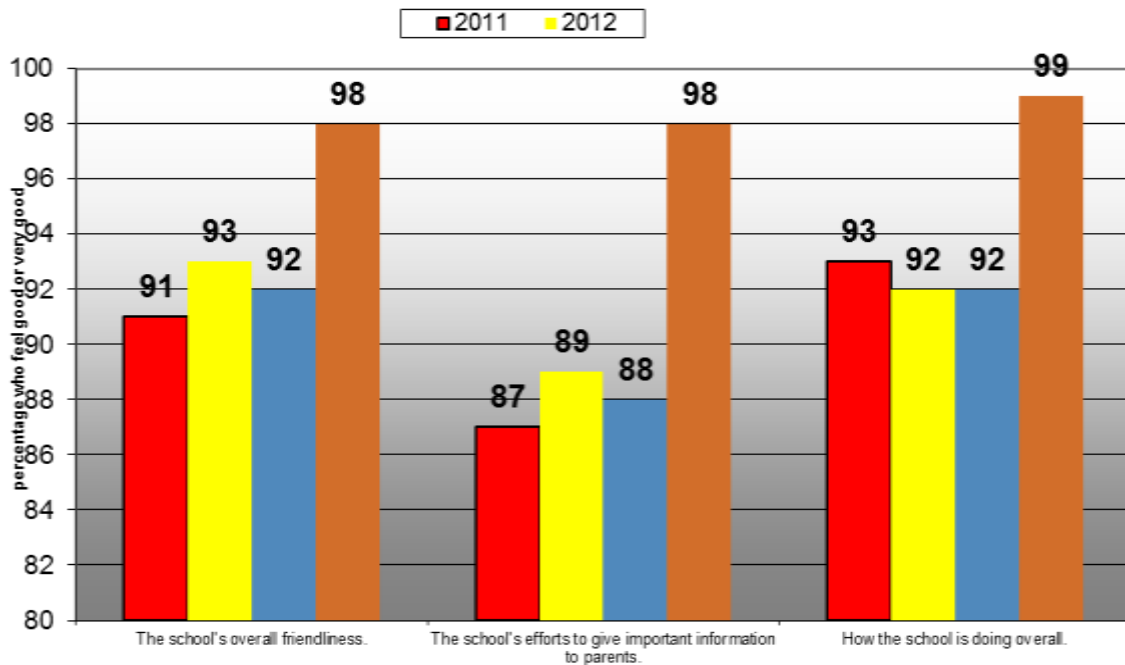
Every year fifth grade students, 5th grade parents, and teachers take a state department survey. The results of the survey are published in the school report card. Below are the results of the three questions published annually from that survey.



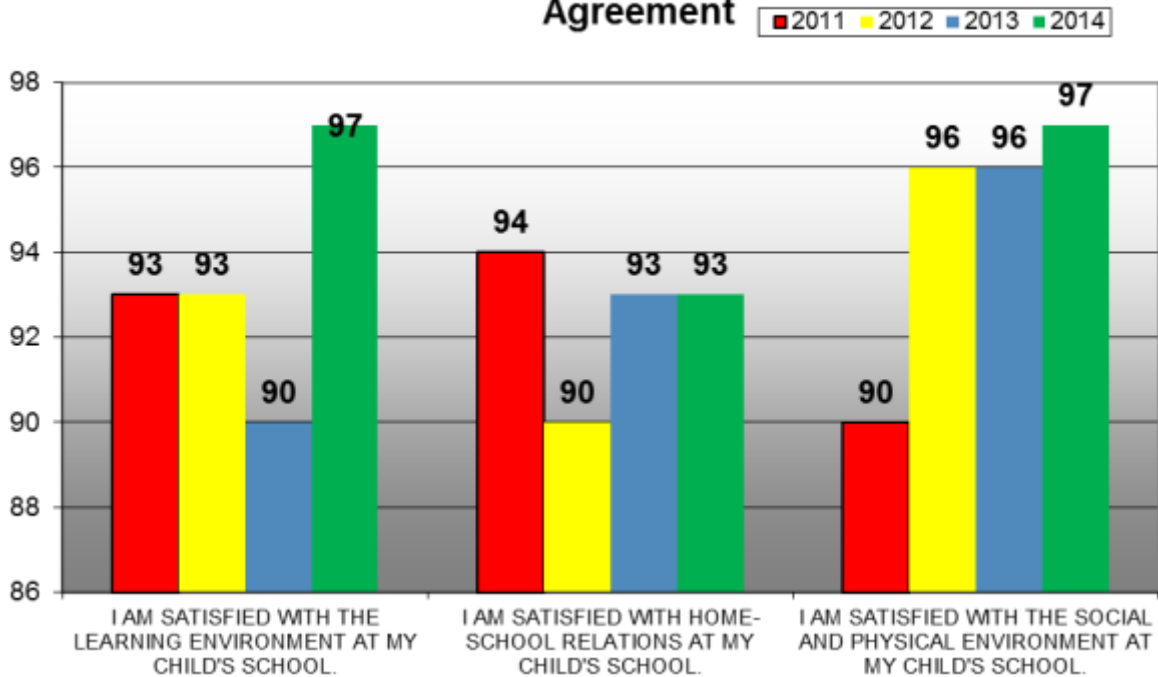
Teacher Perceptions of Bell's Crossing Percent Agree



Parent Perceptions of Bell's Crossing



Parent Perceptions of Bell's Crossing Percent Agreement



Accreditation Survey

In 2012-13, the school administered an Accreditation Survey to parents, teachers, and staff. Unlike the state survey, all parents and students could take the survey. At Bell's Crossing, we chose to make the survey available to all parents, all staff, and students in grades second through fifth. The survey was only available on-line. We opened our media center to any parent who wished to take the survey but did not have internet access. The scores on the parent survey range from 1 (lowest) to 5 (highest). The same is for the teachers. The students range is from 1 (lowest) to 3 (highest). Below are the results.

Parent Survey

Section	Average Score
Purpose and Direction	4.25
Governance and Leadership	4.24
Teaching and Assessing for Learning	4.17
Resources and Support Systems	4.24
Results for Continuous Improvement	4.19

1 (lowest) and 5 (highest)

Student Survey

Section	Average Score
Purpose and Direction	2.94

Governance and Leadership	2.95
Results for Continuous Improvement	2.68

1 (lowest) to 3 (highest)

Staff Survey

Section	Average Score
Purpose and Direction	4.61
Governance and Leadership	4.59
Teaching and Assessing for Learning	4.3
Resources and Support Systems	4.46
Results for Continuous Improvement	4.45

1 (lowest) and 5 (highest)

Action Plan

ACT ASPIRE WRITING

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.

Five Year Performance Goals

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 **83.8%** in 2012 to **83.8 %** in 2018.

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

FIVE YEAR PERFORMANCE SUBGOAL: Increase the percentage of disabled students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from **19%** in 2012 to **29%** in 2018.

ANNUAL OBJECTIVE: Annually Increase disabled students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) 3 points each year.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.8	83.8	83.8	83.8	83.8
School Actual	83.8	87	88.7				
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8						

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

Subgoal

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	21	23	25	27	29
School Actual	19	55	49				

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th 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) from 88.9% in 2012 to 88.9% in 2018.

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

FIVE YEAR PERFORMANCE SUBGOAL: **Increase** the percentage of disabled students meeting standard (Met and Exemplary) in ELA as measured by the Palmetto Assessment of State Standards (PASS) from **47%** in 2012 to **57%** in 2018.

ANNUAL OBJECTIVE: Annually **Increase** disabled students meeting standard (Met and Exemplary) in ELA as measured by the Palmetto Assessment of State Standards (PASS) **3 points each year.**

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.9	88.9	88.9	88.9	88.9
School Actual	88.9	90	88.4				
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0						

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.

Subgoal

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	49	51	53	55	57
School Actual	47	55	53				

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	683.5	682.3	659.9				
Male	680.1	678.8	657.7				

Female	687.5	686.4	662.5				
White	688.5	684.3	662.8				
African-American	654.3	662	625.9				
Asian/Pacific Islander	n/a	n/a	n/a				
Hispanic	668.5	669.3	647.4				
American Indian/Alaskan	n/a	n/a	n/a				
Disabled	622.3	642.8	609.5				
Limited English Proficient	671.4	676.5	655.5				
Subsidized Meals	657.8	662.8	633.3				

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						
Male	665.7						
Female	676.8						
White	685.1						
African-American	644.4						
Asian/Pacific Islander	696.1						
Hispanic	650.8						

American Indian/Alaskan	688.2						
Disabled	614.9						
Limited English Proficient	654.9						
Subsidized Meals	649.2						

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) from 88.5% in 2012 to 88.5% in 2018.

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

FIVE YEAR PERFORMANCE SUBGOAL: **Increase** the percentage of disabled students meeting standard (Met and Exemplary) in Mathematics as measured by the Palmetto Assessment of State Standards (PASS) from **35%** in 2012 to **45%** in 2018.

ANNUAL OBJECTIVE: Annually **Increase** disabled students meeting standard (Met and Exemplary) in ELA as measured by the Palmetto Assessment of State Standards (PASS) **3 points each year.**

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.5	88.5	88.5	88.5	88.5
School Actual	88.5	86	85				
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4						

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

Subgoal

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	37	39	41	43	45
School Actual	35	55	44				

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	670.1	668.5	661.4				
Male	673.6	671.9	667.6				

Female	666	664.5	654.5				
White	674.9	671.2	666.6				
African-American	649.1	641	621.3				
Asian/Pacific Islander	n/a	n/a	n/a				
Hispanic	647.4	657.5	635.5				
American Indian/Alaskan	n/a	n/a	n/a				
Disabled	607.6	622.9	613.5				
Limited English Proficient	658	668.9	640.3				
Subsidized Meals	642.8	643.7	627.9				

Math - District – Grades 3-5	Baselin e 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8						
Male	665.3						
Female	664.3						
White	677.8						
African-American	636.8						
Asian/Pacific Islander	703.1						
Hispanic	649.0						

American Indian/Alaskan	668.4						
Disabled	607.9						
Limited English Proficient	656.1						
Subsidized Meals	643.6						

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.

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	100				
Male	100	100	100				

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

% Tested ELA – District Grades 3-5	Baselin e 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9						
Male	99.9						
Female	99.9						
White	99.9						
African-American	99.8						
Asian/Pacific Islander	99.8						
Hispanic	99.9						

American Indian/Alaskan	100.0						
Disabled	99.2						
Limited English Proficient	99.8						
Subsidized Meals	99.8						

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

White	100	100	100				
African-American	100	100	100				
Asian/Pacific Islander	n/a	n/a	n/a				
Hispanic	100	100	100				
American Indian/Alaskan	n/a	n/a	n/a				
Disabled	100	100	100				
Limited English Proficient	100	100	100				
Subsidized Meals	100	100	100				

% Tested Math – District – Grades 3-5	Baselin e 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0						
Male	99.9						
Female	100.0						
White	100.0						
African-American	99.9						
Asian/Pacific Islander	100.0						
Hispanic	99.9						
American Indian/Alaskan	100.0						

Disabled	99.8						
Limited English Proficient	99.9						
Subsidized Meals	99.9						

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

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) from 85.9% in 2012 to 85.9% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.9	85.9	85.9	85.9	85.9
School Actual	85.9	80	81				
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9						

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

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	645.1	642.7	642.2				
Male	644.8	646.3	650.1				

Female	645.5	638.5	633.6				
White	652.2	646.6	646.8				
African-American	618.7	606.5	n/a				
Asian/Pacific Islander	n/a	n/a	n/a				
Hispanic	616.2	640.5	n/a				
American Indian/Alaskan	n/a	n/a	n/a				
Disabled	595.2	605.6	607.5				
Limited English Proficient	627.2	638	n/a				
Subsidized Meals	621.7	612	618.4				

Science - District – Grades 3-5	Baselin e 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8						
Male	633.7						
Female	631.8						
White	645.2						
African-American	607.3						
Asian/Pacific Islander	655.9						
Hispanic	617.0						

American Indian/Alaskan	640.3						
Disabled	585.9						
Limited English Proficient	620.7						
Subsidized Meals	614.1						

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

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) from 87.7% in 2012 to 87.7% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.7	87.7	87.7	87.7	87.7
School Actual	87.7	93	85				
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9						

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

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	654	665.7	657.6				
Male	660.7	671.6	663.9				

Female	645.8	658.4	650.6				
White	656	667.4	663.3				
African-American	641.2	641.2	n/a				
Asian/Pacific Islander	n/a	n/a	n/a				
Hispanic	652.5	661.5	n/a				
American Indian/Alaskan	n/a	n/a	n/a				
Disabled	614.6	626.9	615.4				
Limited English Proficient	657.8	665.8	636.6				
Subsidized Meals	631.4	648.2	629.4				

Social Studies - District Grades 3-5	Baselin e 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						
Male	651.8						
Female	646.6						
White	661.3						
African-American	626.1						
Asian/Pacific Islander	676.9						
Hispanic	632.8						

American Indian/Alaskan	655.8						
Disabled	605.3						
Limited English Proficient	637.7						
Subsidized Meals	629.0						

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.

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

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

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

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

DATA SOURCE(S): Fall 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
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Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	77 th %tile	77 th %tile	80	79			
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	69 th %tile	56 th %tile	63	66			
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	66 th %tile	65 th %tile	71	66			

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Provide training on how to identify subgroups that do not meet standard on state tests	Yearly	Administration and Instructional Coach	None	n/a	Graphs
Provide training on how to analyze standardize test scores and disaggregate the data to determine strengths and weaknesses	Yearly	Administration and Instructional Coach	None	n/a	Data Charts
Provide support to create and analyze common assessments	Monthly	Instructional Coach	None	n/a	Charts and grade level minutes
Provide support for collegial grade level planning meetings	Monthly	Instructional Coach	None	n/a	grade level minutes
Fully Implement Fountas and Pinnell Balanced Literacy Instruction	2014	Instructional Coach	1,000	Instructional supply District funds	Fall and Spring Benchmarking
Support Power Writing Instruction	2014	Instructional Coach	None	n/a	Lesson Plans
Support Learning Focus Strategies	2014	Instructional Coach	None	n/a	Lesson Plans
Support 4 Blocks ELA Instruction	2014	Instructional Coach	None	n/a	Lesson Plans
Everyday Calendar Math	2014	Teachers	None	n/a	Calendar and counting tape

Morning Compass Learning Labs for students not meeting state standard in grades 3 rd -5 th	2014	Instructional coach and administration	None	n/a	Class Roster
Conduct Academic Conferences with parents and students	2014	Teachers	None	n/a	Conference logs
Continue to expand professional development for teaching 21 st century skills	Yearly	Administration and Instructional Coach	None	n/a	Professional Development plan
Support the use of tablets with instruction in the classroom	2018	Administration	\$100,000	Local funds and District Technology money	Lesson Plans and sign up sheets for the rolling labs
Provide support for the Accelerated Reader	2014	Media Specialist	\$6,000	PTA	Reports of quizzes taken
Provide Internet Safety for students	2014	Teachers	None	n/a	Scheduled assembly
Utilize Compass Learning Lab	2014	Teachers	None	n/a	Computer lab schedule
Administer District Benchmark Math Tests	2014	Teachers	None	n/a	PowerSchool
Administer District Benchmark Reading Tests	2014	Teachers	None	n/a	PowerSchool
Administer District Benchmark Science Tests	2014	Teachers	None	n/a	PowerSchool
Administer District Benchmark Social Studies Tests	2014	Teachers	None	n/a	PowerSchool
Develop Character Education Lessons using Stephen Coveys' 7 Habits	2014	Guidance counselors and Teachers	None	n/a	Lesson Plans
Develop Lessons on Study Skills, organization, test taking,	2014	Guidance Counselors	None	n/a	Lesson Plans

and social skills					
Provide Instructional Materials to support the curriculum in Science	2014	Science lab instructor, Teachers and Instructional Coach	\$6,000	District	Purchase orders
Provide Instructional Materials to support the curriculum in Math	2014	Teachers	\$500	District	Purchase orders
Provide Instructional Materials to support the curriculum in Social Studies	2014	Teachers	\$500	District	Purchase orders
Provide training for Early Reading Intervention Teacher for first grade	2014	Administration	\$15,000	Local funds	Schedule
Provide training Early Reading Intervention for kindergarten	2014	Administraion	None	n/a	Schedule
Develop an Early reading Intervention program for 2 nd grade	2014	Administration	Teacher allocation	District	Schedule
Provide ongoing training to teachers for the implementation of Continuous Improvement Training using Lee Jenkins	2014	Administration	\$5,000	PTA	Agenda and Materials
Provide training to teachers for the implementation of Whole Brain Teaching Practices	2014	Lead Teachers	None	n/a	Agenda
Provide ongoing training to teachers for the implementation of Common Core State Standards	2016	Instructional Coach	None	n/a	Professional Development Plan

Support a Peer Tutor program for underperforming students	2014	Administration	None	n/a	schedule
Support a Mentor Program for underprivileged students	2014	Guidance Counselors	\$250	Local funds	Guidelines and meeting agenda
Provide and expand Distance Learning opportunities for each grade level	2014	Instructional Coach	\$1000	Local funds and PTA	Schedule
Utilize a Teacher Leader Model	2015	Instructional coach	None	n/a	Schedule
Provide training and materials for Touch Math to use with Disabled students	2014	Administration	\$500	District funds	Lesson Plans
Provide training for special education teachers in a Tier 3 Intervention	2015	Administration	\$500	Local funds	Agenda
Develop and implement performance based summative assessments	2018	Instructional Coach and Teachers	None	n/a	Assessments
Develop and implement Common Core-aligned rubrics to assess information, argumentative, and narrative writing.	2018	Instructional Coach and Teachers	None	n/a	Rubrics

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Quality Personnel

FIVE YEAR PERFORMANCE GOAL: Ensure 100% of teachers are trained in the Continuous Improvement Model by 2018.

ANNUAL OBJECTIVE: Increase 4% of teachers trained in Continuous Improvement Model each year.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	86%	90%	94%	97%	100%
Actual		82%	98%	98%			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Provide whole staff training of the continuous improvement model using Lee Jenkins	2014	Administration	\$4,000	PTA	Agenda
Annually provide continuous improvement training using the teacher-leader model, online training, or distance learning	2018	Master Teachers and Instructional Coach	\$250	Local funds	Agenda
Provide and implement Brain-Based Strategies to improve the learning environment	2014	Master Teachers	None	n/a	Agenda

Enhance the use of data notebooks for students to use to track goals	2016	Faculty Council	\$1000	Local	Data Notebooks
Enhance the use of data boards for classes to use to track class goals	2015	Faculty Council	None	n/a	Data Boards
Implement a data room to track and disaggregate school wide data	2016	Instructional Coach	\$500	Local	Pictures of the Data Room
Continue the implementation of vertical teams for professional learning communities	2018	Instructional Coach and Administration	None	n/a	Professional Development Plan
Continue the implementation of positive Behaviors, Interventions, and Supports (PBIS) training with all staff members	2016	Administration	None	n/a	School wide Discipline Plan

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.7	97.2	97.5				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9						

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 from 92.5% in 2012 to 92.5% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.5	92.5	92.5	92.5	92.5
School Actual	92.5	92.6	95.3				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

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 from 90.5% in 2012 to 90.5% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.5	90.5	90.5	90.5	90.5
School Actual	90.5	90.4	91.1				
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						

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 95% or better through 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	100	100	92.7				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 97% or better through 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97	97	97	97	97
School Actual	99.1	99.1	98.8				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

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 92.3% in 2012 to 93.5% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.3	92.3	92.7	93.1	93.5
School Actual	92.3	92.3	92				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

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 98.5 or better by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 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	98.5	98.5	98.5	98.5	98.5
School Actual	100	100	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Continue to update the school crisis plan with best practices	Annually	Administration	None	n/a	School Safety Plan
Provide annual anti-bullying training for students	Annually	Guidance Department	\$500	Local	School Calendar
Conduct regular safety Drills to ensure appropriate responses to emergencies	Annually	Administration	None	n/a	Safety log
Continue to develop school-wide expectations for students	2015	Administration	None	n/a	Discipline Plan
Use a Teacher Leader Model to train staff in the implementation of	2015	Instructional Coach	None	n/a	Professional Development Plan

CHAMPS					
Train teachers in the use of Brain based strategies for classroom management	2015	Teacher Leaders	None	n/a	Professional Development Plan
Provide annual parenting workshops on topics parents indicate are needed at the school	Annually	Administration and Guidance	\$500	Local	Agenda
Provide opportunities for parental involvement in the school	2014	PTA	None	n/a	Volunteer sing form
Continue to enhance the Rising Kindergarten Meeting	2014	Administration and SIC	\$250	Local	Packet of information
Communicate School goals and progress annually	Annually	Administration	\$50	Local	Report to the Community
Communicate School news, policies, and events on an annual basis	Annually	Administration	\$1000	Local	Parent/Student Handbook

Continue to enhance the new student orientation program	2015	Guidance	\$200	Local	Agenda
Communicate with parents about their child's academic progress	Annually	Teachers	None	n/a	Conference log
Provide weekly communication to parents about school and classroom news written/ electronically, and orally	2014	Teachers	None	n/a	Newsletter and voice message scripts
Provide quarterly PTA and other school news to parents	2014	PTA and Administration	\$500	PTA	PTA Newsletter
Coordinate a curriculum night annually for parents and students to participate	Annually	Administration and Instructional Coach	\$500	Local Funds	School Calendar

State Report Card



2014 School Report
Card.pdf

<http://ed.sc.gov/data/report-cards/2014/elem/c/e2301112.pdf>

ESEA Grade



ESEAA grade
2014.docx

<http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301112>