Crestview Elementary

David Langston, Principal

Greenville County Schools
Mr. W. Burke Royster, Superintendent

Scope of Plan: 2013-2018

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Crestview 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

Kevin Duncan		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

David Langston		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 509 American Legion Road, Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 955-2600

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
(Mandated Component)

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

POSITION	NAME
1. PRINCIPAL	David Langston
2. TEACHER	Andrew Plumblee
3. PARENT/GUARDIAN	Lou Hedgpeth
4. COMMUNITY MEMBER	Scott McDowell
5. SCHOOL IMPROVEMENT COUNCIL	Kevin Duncan

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

POSITION	NAME
Assistant Principal	Jennifer Suber
Instructional Coach	Tracy Quinn
School Counselor	Louise Napolitano
Media Specialist	Karen Thompson
PTA President	Paula Fain
SIC/PTA Board	Angela Forbush
Parent	Toshua Kennedy

*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
(Mandated Component)

Act 135 Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

__X__   **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.

TABLE OF CONTENTS

Introduction

The self-study process at Crestview Elementary is an on-going process that has a dual purpose: to improve the effectiveness of our school and to provide assurance to the public regarding the educational quality of our school. The Crestview Elementary Strategic Plan was developed to document the changes and progress our school has made while working to continuously improve everything we do. This portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement and accountability.

Faculty and staff members, as well as PTA and SIC members participate in the development of the mission, vision, and goals. Through a collaborative effort we have included all aspects of our school community in determining our strengths and weaknesses. It describes who we are, our vision for the school, goals, plans, progress, and achievements concerning the demographics and needs. Discussions are held regularly to update the stakeholders on progress and adjust goals, if necessary.

Our main goal is meeting the needs of our students. By upholding this as our goal we can address student achievement, social and emotional needs, and community needs of the children at Crestview Elementary. The South Carolina State Standards, Common Core State Standards and the Greenville County Curriculum Guides are the driving forces behind the decisions we make about instruction.

Because of consistent stakeholder involvement, this document reflects a balance of the diverse backgrounds, disciplines, interests and experience of the Crestview Elementary School Community. Input from stakeholders is eminent and continues to be incorporated in our self-study.

This self-study process is significant to the continuing success of our school, stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in a editing process and taking part in the kinds of discussions that the self-study process is designed to do. We continue to learn how best to add value to the lives of our students and enrich our community.

Executive Summary

School Profile

Crestview Elementary is a kindergarten through fifth grade public school situated on twenty-two acres in Greer, South Carolina. The school was built in 1970, renovated in 1998, and a new wing with five classrooms opened in January 2007. During the 2012-2013 school year, Crestview underwent a complete HVAC renovation. At present, a staff of seventy-eight highly qualified faculty and support staff serve 629 students. Volunteer and community involvement help enhance the overall school environment.

Crestview is one of fifty-three elementary schools in the Greenville County School District. It serves a diverse community that ranges from old mill homes and government subsidized apartments to moderately priced homes. Over the past decade, the socio-economic composition of Crestview's student population has changed significantly. The number of students obtaining free and reduced lunch has increased from 21% to 64%. The poverty index is 76.7 % this year.

In 2008, Crestview was selected as a National Blue Ribbon School. Crestview was rated *Good* for its Absolute Rating by the State Department of Education in 2008, 2010, and 2012; in 2009, 2011, 2013, and 2014 our Absolute Rating was *Excellent*. The school was also the only *Gold* school for Closing the Gap in 2010 in Greenville County, and also won *Silver* for Closing the Gap in 2012.

Adequate Yearly Progress (AYP), one of the cornerstones of the federal *No Child Left Behind Act* and a measure of year-to-year student achievement, was met in 2008-2010. In 2011, twenty of the twenty-one objectives were met; our disabled students did not meet performance objectives in English/Language Arts. In 2012, the U.S. Department of Education developed the Elementary and Secondary Education Act (ESEA) which in turn caused South Carolina to revise its method of reporting district and school performance. The new terminology adopted by our state presents performance using letter grades A-F. For the 2011-2012 and 2012-2013 school years, Crestview earned a rating of 87.2 B on a 100 point scale, which means our school exceeds state expectations. Our deficiency areas were our special education and African American subgroup in math as well as science (all subgroups except white and Hispanic). For the 2013-2014 school year Crestview earned a rating of 94.4 A, which means our school substantially exceeds expectations.

Mission

Crestview's mission is "to partner with the students, family, and community to ensure that all children succeed in a safe, nurturing, and academically challenging environment; learning is our number one priority."

Vision

Crestview's vision is to develop a learning community of lifelong learners who are prepared for a technologically and multi-culturally aware future. The school provides:

- A safe and caring environment that respects the dignity of all and ensures that no student "falls through the cracks."
- Tools equipping students to become responsible citizens and to have the skills needed to become anything they want to be.
- Research-based strategies to help students meet or exceed learning standards.
- Visionary staff that is highly qualified focused, collaborative, and accountable for student success.
- Celebrations and encouragement of students' and teachers' excellence and quality achievement.
- An atmosphere of tolerance for and appreciation of learning and cultural difference.

Beliefs

We believe that all students are capable of learning, and it is our goal to determine how to help each student reach his/her potential. We believe that each student must be nurtured in the learning environment. We believe that all students are unique and must be respected and valued as individuals.

Student Learning Needs and Desired Results

In response to the self-study process, we will continue to meet the needs of a diverse learning group. Through the process of lesson plan checklists, observations, and weekly collaborative meetings we validated that our students are receiving standards-based instruction. Although our Absolute Rating is *Excellent,* we recognize the need to address the achievement gap for our minority and subsidized lunch populations as well as our disabled students.

Teacher and Administrator Quality and Desired Results

With the implementation of 21st Century learning standards and Greenville County School District's technology refresh program, it is imperative that all teachers be trained on not only new technological devices, but also how to use them effectively. The administration will schedule training dates throughout the year for all faculty members to be trained and 100% of teachers will be proficient in planning and integrating technology across instructional content areas in their classrooms. Support from the instructional coach and district personnel will be provided for teachers throughout the year.

Student Climate and Desired Results

It is necessary to maintain Crestview's high percentage of student attendance, as well as student, parent, and teacher satisfaction with the learning environment and safety that Crestview provides. Feedback from State Report card surveys show that Crestview is performing at or above District percentages. Our goal is to maintain or increase (up to 0.5%) performance in these surveyed groups annually, as reported by the State Report Card.

Performance Goals

Student Achievement
PERFORMANCE GOAL 1: Raise the academic challenge and performance of each student.
- **ACT Aspire Writing:** Meet or exceed the standard in writing as measured by ACT Aspire.
- **ACT Aspire ELA:** Meet or exceed the standard in English Language Arts as measured by ACT Aspire.
- **ACT Aspire Math:** Meet or exceed the standard in mathematics as measured by ACT Aspire.
- **PASS Science:**
  - Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 85.9% in 2012 to 90.9% in 2018.
  - By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).
- **PASS Social Studies:**
  - Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 85.5% in 2012 to 90.5% in 2018.
  - By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).
- **Iowa Test of Basic Skills (ITBS):** Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

PERFORMANCE GOAL 2: Teacher/Admin Quality – Ensure quality personnel in all positions.
Beginning in 2015-16, 100% of teachers will be trained in the effective use of integrating mobile technology and apps into content area instruction.

PERFORMANCE GOAL 3: Climate—Provide a school environment supportive of learning.
- **Student Attendance:**
  - Maintain an annual student attendance rate of 95% or higher.
- **Learning Environment:**
  - Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.
  - Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.
  - Beginning in 2013-14, maintain annually teachers who are satisfied with the learning environment.
- **Safety:**
  - Beginning in 2013-14, increase by 0.4 percentage point(s) annually parents who indicate that their child feels safe at school.
  - Beginning in 2013-14, increase by 0.4 percentage point(s) annually students who feel safe at school during the school day.
  - Beginning in 2013-14, maintain the percentage point(s) annually teachers who feel safe at school during the school day

Significant Challenges

The majority of students who attend Crestview are from low to middle-income families. Our school population has experienced a population shift in the past ten years. There has been an increase of students who are from households with incomes at or below the state poverty level. District-wide school rezoning has been a major catalyst of this change. Crestview's English Speakers of Other Languages (ESOL) program has grown markedly over the past several years. In 2003-2004 there were seventeen ESOL students. In 2005-2006 there were sixty-one students, and currently there are seventy-seven students enrolled in the program.

Significant Accomplishments

- Closing the Gap Award 2010
- Closing the Gap Award 2009
- Palmetto Gold Award 2008, 2009, 2010, 2011

- National Blue Ribbon School 2008
- *Excellent* and *Good* Absolute Rating on the State Report Card for the past eight years
- *Excellent* improvement rating on the State Report Card 2007, 2010, 2013, 2014
- *Good* improvement rating on the State Report Card for the 2009, 2010, 2011, 2012
- Grants to teachers
- One 4th grade teacher a top ten finalist in the Greenville County Schools Teacher of the Year competition
- One Kindergarten teacher a finalist in the Greenville County Emerging Teacher of the Year competition
- Four teachers with National Board Certification
- High satisfaction rating by students, parents, and staff on yearly survey
- Extracurricular opportunities include Student Council, Art Club, Battle of the Books, Academic Assistance Breakfast Club, overnight field trips, Fuss Busters, News Team, Running Club, Chorus

School Profile

Demographics of the School Community

Crestview Elementary is a kindergarten through fifth grade public school situated on twenty-two acres in Greer, South Carolina. The school was built in 1970, renovated in 1998, and expanded in late 2006-2007. At present, a staff of 78 serves 629 students.

Crestview is one of fifty-three elementary schools in the Greenville County School District serving a diverse community that ranges from government subsidized apartments to moderately priced homes. The majority of students who attend Crestview are from low- to middle-income families. Our school population has experienced a population shift in the past nine years. There has been an increase of students who are from households with incomes at or below the state poverty level. District-wide school rezoning has been a major catalyst of this change. Crestview's "English Speakers of Other Languages" (ESOL) program has grown markedly over the past several years. In 2003-2004 there were seventeen ESOL students. In 2005-2006 there were sixty-one students. In 2011-2012 there were one hundred three students, and currently there are seventy-seven students enrolled in the program.

The Community of Greer, South Carolina

Crestview overlooks the foothills of the Blue Ridge Mountains. Just north of Interstate 85, Greer's borders spread across an area of both Greenville and Spartanburg Counties. With an approximate population of 27,000, the present city of Greer is very different from the small "train depot" town of its heritage in the late 1800s.

Recreation Centers	2
Parks	9
Baseball Fields	8
Tennis Courts	8
Football and Soccer Fields	11
Basketball Courts	5
Lakes/Fishing	3
Walking Trails	3
Area Golf Courses	9

Today, Greer is a blend of old and new where historic mill villages share a space with rapid development including new homes, shopping areas, restaurants, and other businesses. Greer became known for its brisk expansion during the 1990s and remains one of South Carolina's fastest growing cities. The construction of the BMW manufacturing plant on the outskirts of Greer precipitated much of the city's growth. Businesses that

have moved to the area within the past several years include Walmart Neighborhood Market, Kohl's, QuikTrip (QT), Dunkin' Donuts, Target, Hobby Lobby, PetSmart, Tractor and Supply Company, and several restaurants.

While vigorous development continues, Greer struggles to maintain its small town atmosphere. City planners are engaged in extending restoration of the historical downtown area. The City of Greer Parks and Recreation Department manages seventeen facilities, including Kids Planet, a state of the art play structure built by the community. Greer citizens enjoy a quantity of existing public amenities (see table). Key employers in the area include major manufacturing companies that create products such as automobiles, home furnishings, radial truck tires, plastic packaging, and polyester film. The following list denotes the area's largest employers.

<u>Major Employers and International Companies (400+ Employees) include</u>

BMW Manufacturing Corporation *
Springs Industries, Inc.
Michelin North America, Inc. *
Cryovac Div-Sealed Air Corporation
Mitsubishi Polyester Film LLC. *
AFL Telecommunications
BMG Direct Marketing
Honeywell Engine Systems and Service
Bausch and Lomb
Computer Dynamics, Inc.
Greenville Hospital System's Greer Memorial Hospital

Greer boasts access to one of the main regional transportation hubs. The Greenville-Spartanburg International Airport is conveniently located only a few miles from Greer. The GSP airport serves approximately 1.9 million passengers per year and provides service for approximately six airlines.

There are numerous universities and colleges in the local area: Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville University, Southern Wesleyan University, University of South Carolina Upstate, and Wofford College.

Parent, Community, and Business Community Involvement

Crestview Elementary believes that our staff, local community, and students' families should work together to help our children succeed. Our effectiveness as a school is dependent upon how well these groups of people interact with and respond to one another. Our school has always been fortunate to have community partners; however, we plan to create new strategies and expand current practices that will help increase community involvement in the future.

Crestview parents and extended family members are encouraged to become involved in school activities. The biggest opportunity to become involved is through the PTA. Volunteers currently assist our school by supporting classroom teachers, chaperoning field trips, fundraising, and helping our office staff. They help with fundraising for grade level field trips, computer/technology equipment, Backpack Buddies, and Media Center materials. Volunteers throughout the school help with many other classroom needs such as copying, room décor, tutoring the children, etc. Volunteers have donated snacks for our after-school program as well as much needed classroom supplies. Several have provided financial scholarships for students to go to Camp Greenville with the fourth grade and to Charleston with the fifth grade. Parents may volunteer to be room coordinators for a classroom. Room coordinators plan classroom celebrations, school-wide birthday celebrations, and serve as a liaison between the teacher and other families. Our children have greatly benefited from their help this past year. Other services provided by parents and extended family members include the following:

- Assisting the school nurse during mass vision and hearing screenings.
- Helping with special events such as Field Day and the annual Book Float Parade.
- Reading with students through the Baggie Book program.
- Coordinating school fundraisers such as the Fun Run, Spring Fling, and Daddy Daughter Dance

Crestview has benefited from having student teachers from Furman University, Bob Jones University, North Greenville College, Converse College, Lander University, Clemson University, and USC Upstate.

Crestview continues to be involved in the following activities to help improve our community:

- Community members participated in Crestview's annual Veterans Day Celebration along with local ROTC groups.
- Classes participated in the Pennies for Patients fund drive to support the Leukemia & Lymphoma Society fundraiser to help the Ronald McDonald House.
- The second grade celebrated Grandparent's Day.
- Crestview sponsored Reading, Math and Science, and Coordinated Approach to Child Health (CATCH) Nights.

- Crestview sponsored the Real Men Read program to solicit male volunteerism at school.
- Collectible displays featuring community members were showcased in the media center
- Canned food drives benefited the school's Back Pack Buddies program delivering food to 25 families to ensure they had enough to eat on weekends. This program is co-sponsored by Christian Heritage Church.
- Families donated supplies to local charities at Christmas.
- Chic-fil-A biscuits sold by PTA to raise money for the student field trips.
- Lowe's donated flowers for the Volunteer Breakfast.
- Home Depot of Greer has donated flowers, mulch, planters, and other items to help with the school grounds.
- Crestview Elementary also uses the services of many local businesses. The Student Achievement Team coordinated Crestview's fourteenth Annual Career Fair, which included representatives from many local businesses. Students learned about the educational requirements for the different occupations.

Community and parental involvement is a welcome and integral part of Crestview. Volunteers support the school in a variety of ways. PTA members sponsor monthly school-wide Birthday Club Celebrations. Other school-wide events organized by volunteers include awards assemblies, PTA meetings, mentoring students, and chaperoning field trips. Volunteers facilitate small group activities, make copies and displays for teachers, and help students with reading and math.

The School Improvement Council (SIC) is an essential part of Crestview's school community. The SIC helps improve and enhance the overall school environment. Parents, teachers, and community members meet monthly to discuss school-related issues and to address any other questions or concerns as they arise. The council discusses current school business (i.e. budget, business partnerships, grants, etc.) and recommends solutions to new school challenges.

School Leadership and Administrative Structures

Our Principal, David Langston (pictured above), began his tenure at Crestview on January 4, 2010. This is his 20th year in education. He has held such positions as Assistant Principal, middle school math teacher, varsity soccer coach, department chairperson, and after-school administrator. Prior to moving to Greenville in 2005, Mr. Langston taught middle school mathematics in Gainesville, Florida; Salt Lake City, Utah; and Savannah, Georgia. He earned his Specialist degree in Educational Leadership as well as his Bachelors and Masters degrees in Elementary Education from The University of Florida. Mr. Langston is committed to helping everyone at Crestview succeed. He believes that teachers, parents, students, staff and community should work together in a collaborative effort to meet the academic, social, and emotional needs of the children.

Mrs. Jennifer Suber began serving as assistant principal in the 2012-13 school year. She earned a Bachelor's of Arts degree in Criminal Justice from South Carolina State University. She has a Masters of Education degree in Elementary Education from Converse College and a Masters plus thirty from Furman University. She also has an Administrative Supervision certificate from Clemson University. Mrs. Suber has been employed with the Greenville County School District for the last twenty-seven years in various capacities in elementary schools, from teacher assistant, elementary teacher, and administration. She is certified and Highly Qualified in elementary education. She is also certified in administrative leadership and supervision at the elementary level. Mrs. Suber believes that children reach their highest academic potential when the spheres of influences (parents, community, and school) are working together to make a difference for every child.

Administrative Structure

Administrative teams are included in decision-making at Crestview Elementary. 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.

Administrative Team – Principal
Assistant Principal
Guidance Counselor
Instructional Coach

Team Leaders bring decisions and concerns from each team to the leadership meetings for discussion. Members also relay information back to their team.

Team Leaders – One grade level representative from each team
One representative from Related Arts, Special Education, and Kindergarten Assistants

School Improvement Council (SIC) meets monthly to review school decisions and policies and offer advice towards meeting our school goals.

SIC - Two administrators
Instructional Coach
Guidance Counselor
Two Teachers
Four Parents
PTA President
Two community/ business members

PTA Board meets monthly to discuss school improvement and projects for the school.

PTA Board - President
Vice-President
Treasurer
Secretary

Through the development and implementation of an effective decision-making structure, we continue to work collaboratively on all decisions that impact the total school community.

Crestview's Instructional Faculty and Staff

Teamwork is considered essential at Crestview and is one of the school's strongest points. The Crestview team includes the following members: twenty-nine full-time classroom teachers, one full-time media specialist, one instructional coach, two full-time and one half-time resource teachers, one full-time self-contained teacher for primary and intermediate students classified as Trainable Mentally Disabled, one full-time and one 0.2 (one day) speech-language pathologist, three full-time related arts teachers, one part-time teacher of gifted and talented, one full time guidance counselor, one part-time ESOL teacher, one half-time literacy specialist, one part-time RTI instructor, one part-time media clerk, and eight paraprofessionals.

Crestview's teachers are highly qualified and experienced educators. Three members of the faculty and staff are new to Crestview this year. The following tables illustrate statistical data regarding Crestview's instructional faculty and staff.

Instructional Faculty					
Years of Experience	0-3	4-10	11-20	21-25	26+
No. of Persons	7	11	13	5	9

Instructional Faculty Highest Degree Earned	
Degree	Number of Staff
Bachelor's Degree	12
Advanced Degrees	32
Ph.D.	1
National Board Certification	4

| Faculty and by Gender and Ethnicity	
Female	44
Male	1
Black	1
White	44
Hispanic	0

Teacher Attendance Rate
        96.2%

Crestview's Student Population

Crestview's renovation was designed to accommodate six hundred seventy-five students. Enrollment trends in the previous three years supported the recent expansion. Currently our enrollment is 610 students.
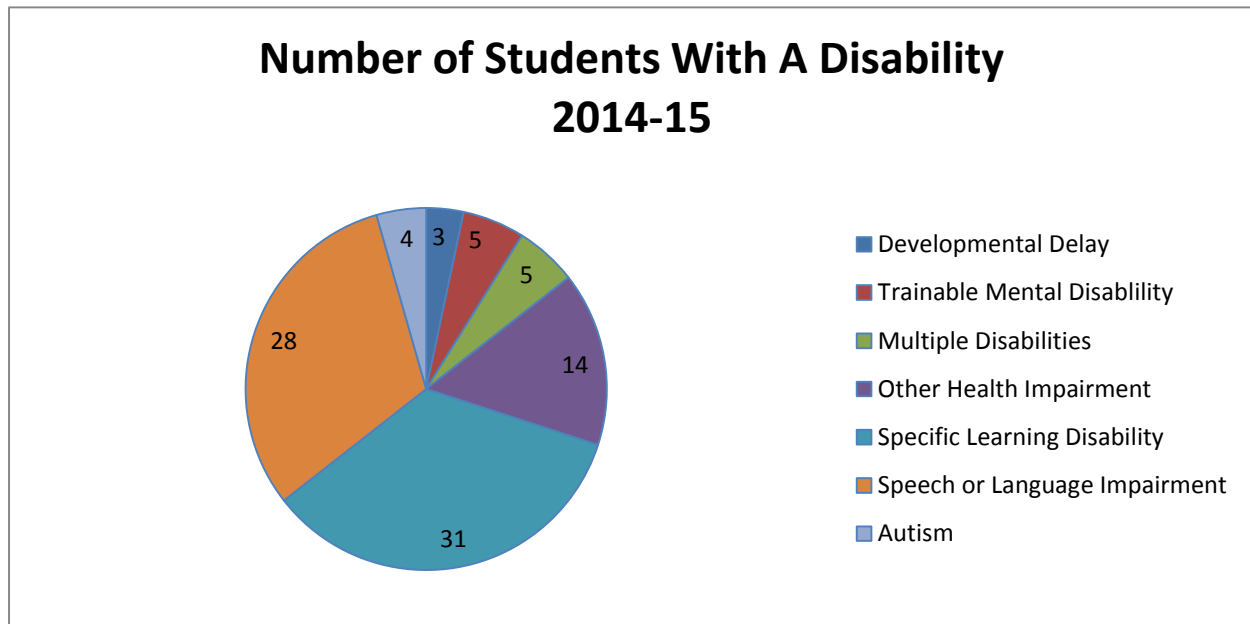
Crestview Population Over Time
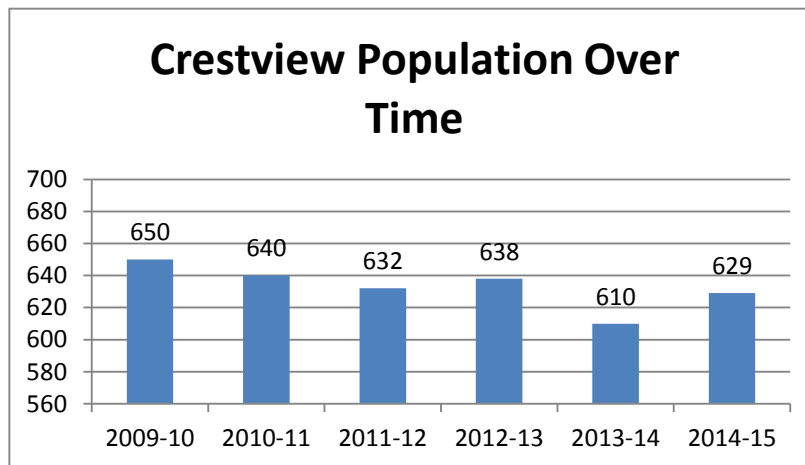
The following graph provides a snapshot of Crestview's total student population and ethnic enrollment trends. This disaggregated data shows African American students make up 24%, Caucasian students comprise 56% of the population, and Hispanic students make up 15% of the population, which is higher than the district average. Other ethnicities represent 5% of our total student body.

Ethnicity Over Time
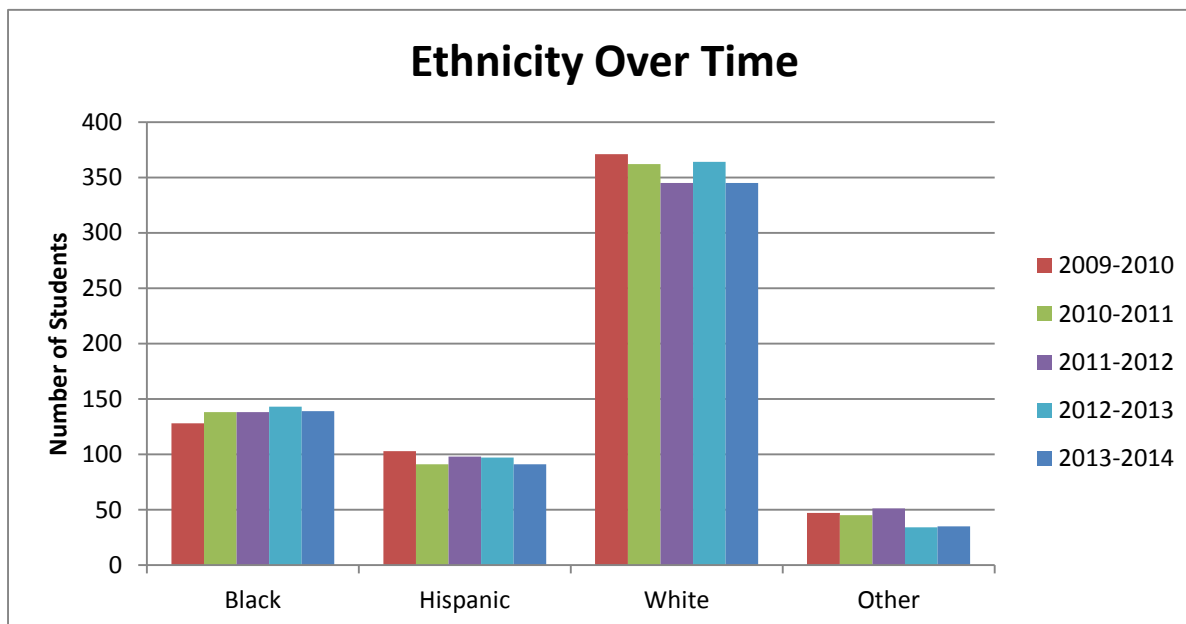
The total number of students who speak English as a second language and/or have limited English proficiency skills is congruent with Crestview's increasing diverse population. In the current year, seventy-seven students have been identified as English speakers of other languages.

Students with Special Instructional Needs

Number of Students With A Disability 2014-15

Pie chart data:
- Developmental Delay: 3
- Trainable Mental Disablility: 5
- Multiple Disabilities: 5
- Other Health Impairment: 14
- Specific Learning Disability: 31
- Speech or Language Impairment: 28
- Autism: 4

Crestview's team of educators believes that each child has unique talents, capabilities, and needs and the faculty serves students who have a wide spectrum of skills and abilities. The graph above shows the number of students at Crestview who qualify as having particular learning challenges and receive special academic assistance. Children receiving support in more than one area are counted in their main area of disability.

Students' Socio-Economic Status

Many of Crestview's students are from households with incomes at or below the poverty level. The number of students who receive free or reduced lunch has steadily increased over the years to 64% of the school's total enrollment (see following graph) this year. Many of the students from households with such economic challenges also bring a distinct set of learning and educational support needs. Crestview's administration encourages that constituency changes be met with constant professional development and reassessing the needs of the student population.

Free/Reduced Lunch Status Over Time
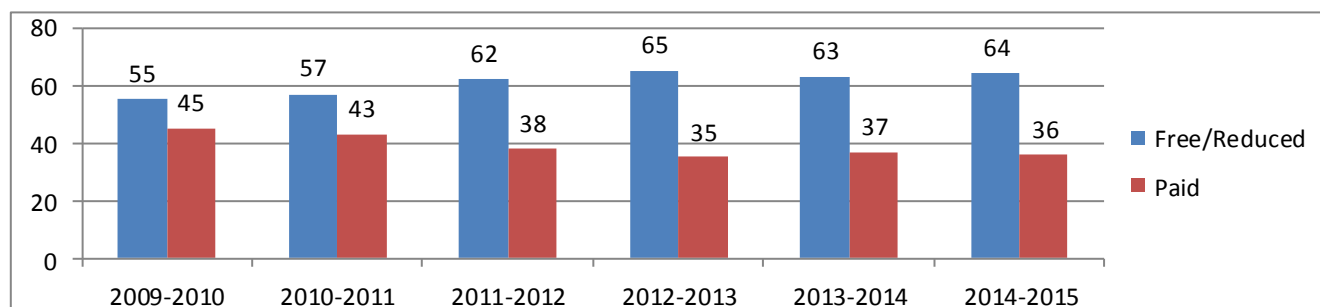
Gifted and Talented Program

Crestview meets the academic needs of forty-seven students who qualify for the district's Gifted and Talented Program. Qualification is determined by student's performance on the Star Performance Test and/or on the Measures of Academic Progress (MAP) tests or PASS tests. Twelve third grade Gifted and Talented students are served for two hours and five minutes each week. Eleven fourth and twenty fifth grade students are served for three hours and twenty minutes each week.

Student Attendance

The school's attendance rates have remained steady over the past several years, with an average daily attendance of 96.8%, which is slightly above the attendance rate of elementary schools "like ours."

Student Retention

Retention rates vary little from year to year, and students are retained when parents are given prior written notice. The table below shows the percentage of students who were retained during the past five academic years.

Retention Rate	
2013-2014	0.7%
2012-2013	1.7%
2011-2012	0.6%
2010-2011	1.7%
2009-2010	1.9%

Major Academic and Features

Reading/Language Arts

Balanced Literacy Model

In teaching the South Carolina curriculum standards for Language Arts, Crestview uses a balanced literacy program, with an emphasis on the *Fountas & Pinnell* program for guided reading. The *Fountas & Pinnell* approach individualizes literacy instruction by utilizing instructional materials on students' individual learning levels. Guided reading, self-selected reading, writing, and working with words are infused into a literacy block, where students work one-on-one with the teacher, in small groups, and/or individually. Various materials and cooperative formats are used, providing multi-level instruction and accommodating the needs of different reading ability levels and learning styles within the classroom.

Math

Teachers at Crestview use a variety of techniques to help students master the South Carolina curriculum standards for math. The GCSD Rubicon Atlas provides teachers with pacing guides for each unit, as well as other planning resources. Common core standards for math have been implemented in Kindergarten through fifth grade in the 2013-14 school year.   Teachers use the Houghton Mifflin Harcourt *Go Math!* textbook, resource books, and trade books, as well as *Every Day Counts Calendar Math* during each unit. Hands-on activities are utilized daily.

Science

Teachers at Crestview use a variety of techniques to help students master the South Carolina curriculum standards for science. Teachers use the MacMillan textbook, resource books, and trade books during each unit. Instruction is supplemented by the use of science kits provided by the district, providing hands-on activities related to unit objectives. Also, Streamline Video on Demand provides instant access to videos related to standards.

Social Studies

Teachers at Crestview use an integrated approach to teach social studies. Instruction is enhanced through the use of historical fiction novels as well as student magazines and newspapers. Technology plays an important role in social studies instruction. Teachers use the computer lab, Streamline Video on Demand, and media center resources to vary instruction. Virtual field trips provide exposure to primary sources.

Differentiated Instruction

Differentiated instruction is utilized as a teaching method at Crestview. Teachers document differentiated instruction plans for each subject in the weekly lesson plans. By incorporating differentiation in the classroom, teachers provide diverse means for students to acquire content and develop methods so that each student can learn effectively.

Measures of Academic Progress (MAP)

The MAP assessment is designed to provide accurate measurement of student achievement and student growth across time. Greenville County implemented this assessment for grades 3 through 5 in elementary schools beginning in the 2005-06 school year. Since the 2008-09 school year, all students in grades 2 through 5 have been assessed at least two times during the year. MAP data is used to plan appropriate differentiated lessons. Students set goals with their teachers' guidance.

Compass Learning

The Compass Learning Odyssey® software program provides scientifically based assessment, curriculum, and management. It is a website for children to learn and practice reading, writing, math, and science. Compass Learning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. The Odyssey Manager delivers individual learning paths based on student assessment scores. Student data is immediately available through a wide variety of reports. Crestview students use the program at least twice weekly for practice in reading and math in the computer labs.

Response to Intervention – RTI

Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities. In 2011-2012, Crestview kindergarten and first grade teachers implemented RTI within their classroom in order to meet the needs of students who were below grade level in reading. For the 2012-13 and 2013-14 school years, a part-time RTI instructor was hired to provide RTI as a pull-out program for below grade level students, as identified through AIMS Web. For the 2014-15 school year, a half-time literacy specialist and part-time RTI instructor were hired to conduct RTI with identified first and second grader students.

Behavioral Model

School Wide Discipline

Our administration, instructional faculty, and support staff follow the Positive Behavior Intervention System (PBIS) approach to discipline and work toward maintaining this positive learning climate. Crestview's discipline model follows the district policy. It is communicated through school in-service training and is reinforced by classroom rules appropriate to each grade level and class. Students are encouraged and expected to maintain appropriate behavior at all times. Student handbooks and school and class newsletters inform students and their families about behavior guidelines.

While district policy delineates the behaviors for which a student may receive a referral, Crestview's administration and instructional team ensure that students understand school decorum and expectations of behavior.

In an effort to simplify and clarify classroom discipline and behavior management, Crestview's faculty has developed a school-wide discipline policy. This model includes uniform expectations and consequences that can be applied in classrooms spanning from early childhood to upper elementary classrooms. The following School Wide Rules along with a Discipline Plan have been adopted by consensus of the faculty:

School Wide Discipline Plan

Teachers should follow these guidelines before making a referral:

1) Classroom consequences
2) Parent contact
3) Referral

Each teacher and grade level team support each other in helping students develop and maintain a sense of personal responsibility and mutual respect in the learning environment. If, however, a student violates the school or district discipline code, the administration addresses the issue according to district policy through a discipline referral. Discipline referrals that result from inappropriate behavior can often be managed through a conference with the student's parent or guardian, a member of the administration, and the teacher.

Crestview's educational team strives to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. Toward this goal, we offer many opportunities for student participation and recognition. Teachers and administrators collaborate in an effort to monitor appropriate school behavior among grade levels. They provide positive discipline workshops for parents and guardians, school behavioral intervention via individual and small group counseling for students, and provide teachers with classroom management strategies.

Mission, Vision, Beliefs

Mission

The Crestview staff determined, through a needs assessment, a vision that was shared by all stakeholders. The Student Achievement Team created a survey questionnaire that was sent to Crestview's parents/guardians, faculty, staff, and student body. Results were collected and sorted into categories by the Student Achievement Team. The data was presented to and discussed with the faculty. From suggestions offered by those present, the staff selected a final Mission Statement by a consensus vote. That mission statement is as follows: ***Our mission is to partner with the students, family, and community to ensure that all children succeed in a safe, nurturing, and academically challenging environment.*** Consistent with this mission, our school motto is: *We are Crestview. Community Pride. Academic Excellence.*

Vision

Crestview's vision is to develop a learning community of caring individuals who are lifelong learners; therefore, we provide:

- A safe and caring environment that respects the dignity of all and ensures that no student "falls through the cracks."
- Skills and knowledge that prepare students to become responsible citizens and assist them in the exploration and pursuit of diverse career goals.
- Research-based strategies to help all students meet or exceed student learning standards.
- A staff that is highly qualified, focused, visionary, collaborative, and accountable for student success.
- Celebrations and encouragement of excellence and quality achievement on the parts of teachers and students.

Beliefs

We believe all students are capable of learning, and our goal is to help each one reach his/her potential. We believe each student must be nurtured in the learning environment. We believe each student is unique and must be respected and valued as an individual. Additionally, the following beliefs regarding the nature of teaching, learning, and children support effective teaching and meaningful learning for Crestview students:

We believe

- Learning is developmental.
- Learning is fun.
- Every child can succeed.
- Learning should be engaging.
- Learning occurs most readily in a safe, accepting environment.
- Learning involves varied experiences.
- Learning never stops.
- When given the proper tools, all students can learn.
- Relationships must form before learning can flourish.
- Learning happens when expectations are high.
- Teaching is learning.
- Teaching is reaching out and helping.
- Teaching goes beyond academics.
- Teaching is a calling.
- Teaching is challenging.
- Teaching is a group effort.
- Teaching comes from the heart.
- Teachers make a difference in children's lives.
- Teaching is difficult, exciting, and rewarding.
- Teachers must honor what children bring to the learning process.
- Teachers need to be flexible in their instructional methods and interactions with students.
- Teaching builds a bridge between the learner and the lesson.
- Teachers love what they do and are life-long learners who advocate for children.
- Children learn in different ways and have different levels of basic skills.
- All children have strengths and something unique to offer.
- All children have a curiosity for learning.
- Children are valuable and worthy of respect.
- Children have enthusiasm for learning.

Data Analysis and Needs Assessment

Analysis of Student Achievement Outcomes

Crestview's administration believes teachers must have reliable data about students' academic strengths and weaknesses in order to develop an adequate academic program. Data from the *Palmetto Assessment of State Standards* (PASS) and *Iowa Tests of Basic Skills* (ITBS) assist educators in the understanding of student achievement as well as in the planning of instructional units and methods.

For the purposes of this portfolio, analysis of PASS and ITBS data from 2008-2009 through 2012-2013 facilitates quality planning and the development of next steps.

PASS Data

The PASS is administered to students in grades three through five. The instrument assesses achievement in Writing (fifth grade only in 2010-2011 and 2011-12), English Language Arts (ELA), Mathematics, Science, and Social Studies. Test scores for each section are classified as *Not Met, Met, or Exemplary.* In 2012, the U.S. Department of Education developed the Elementary and Secondary Education Act (ESEA) which in turn caused South Carolina to revise its method of reporting district and school performance. The new terminology adopted by our state presents performance using letter grades A-F. For the 2011-12 and 2013-13 school years, Crestview earned a rating of 87.2 B on a 100 point scale, which means our school exceeds state expectations. Our deficiency areas were our special education and African American subgroups in math as well as science (all subgroups except Hispanic and white).

It is the goal of the State and this school to help all children succeed and perform at the Met and Exemplary levels. As the school moves toward reaching this goal, it is important for us to identify groups of students who are achieving below these levels. Toward that end, PASS scores have been disaggregated to show Overall Achievement as well as to show achievement Gender, Lunch Status, Ethnicity, LEP, and disability status.

Overall PASS Performance

Overall PASS ELA
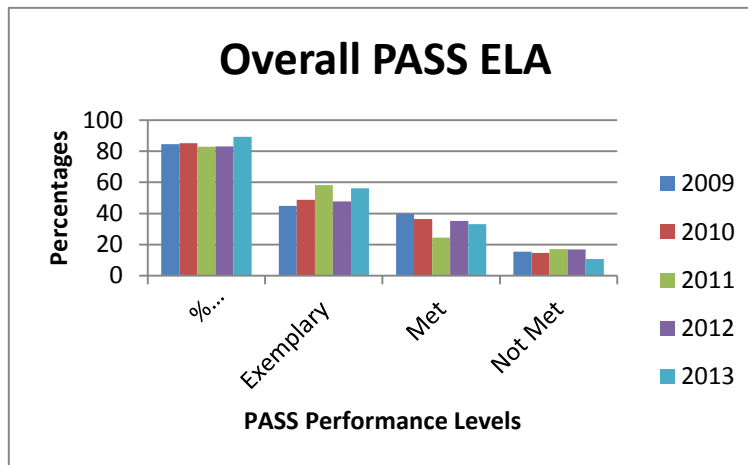
The graph above shows that in ELA 89.2% of Crestview's students scored at the combined Met and Exemplary levels in 2012-2013. This performance was 6.1% higher than the previous year, and even well above the previous high performance of 85.6% in 2009-2010.

Overall PASS Math
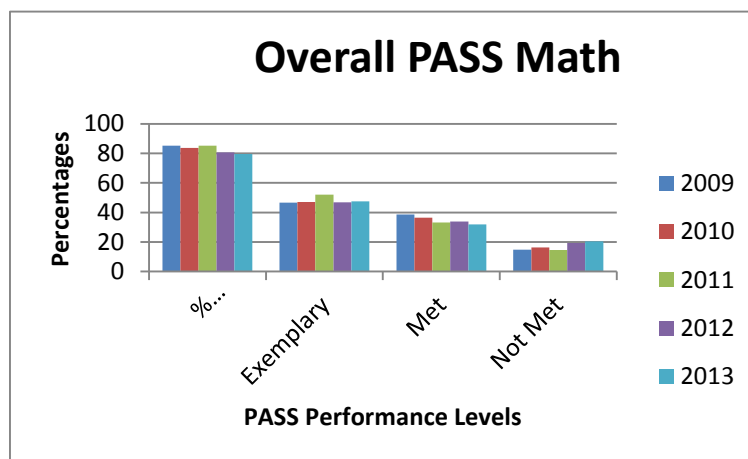
The graph above shows that in Math 79.5% of Crestview's students scored at the combined Met and Exemplary levels in 2012-2013.

Overall PASS Writing

The graph above shows that in Writing 82.3% of Crestview's students scored at the combined Met and Exemplary levels in 2012-2013. This was an increase of almost 6% over the previous year. *In 2011 and 2012 only fifth grade students were assessed in writing.
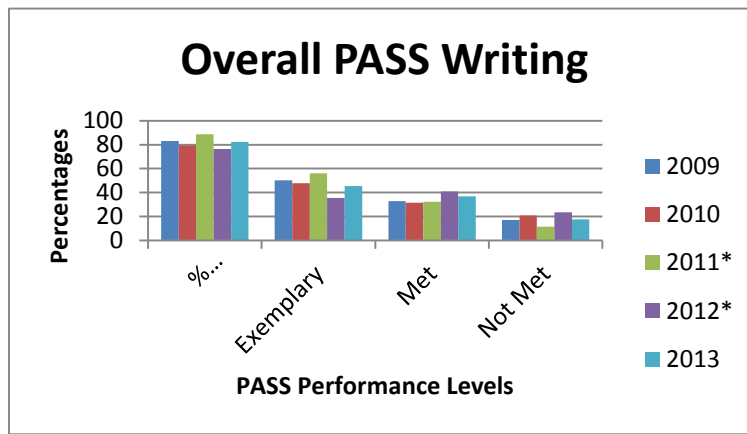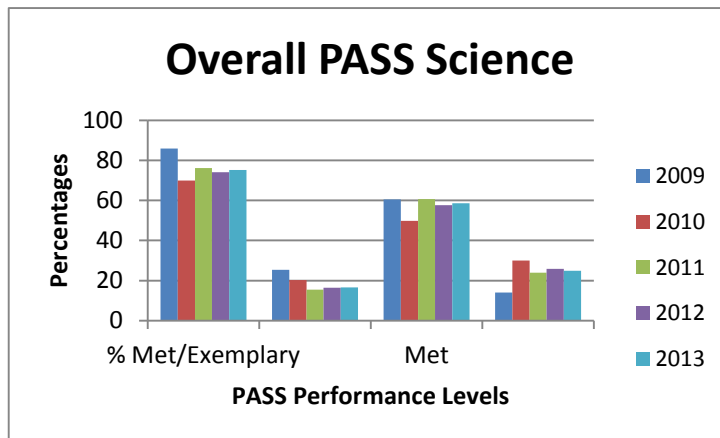

Overall PASS Science

The graph above shows that in Science 75.2% of Crestview's students scored at the combined Met and Exemplary levels in 2012-2013. This percentage is above the 2009-10 and 2011-12 performances of 70.0% and 74.1%, but below the five-year high of 85.9% in 2008-2009.
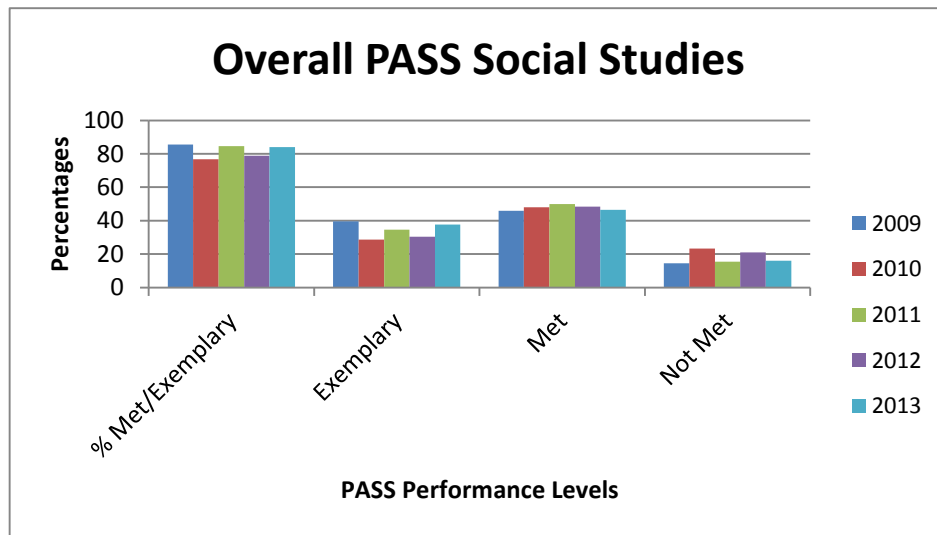
Overall PASS Social Studies

The graph above shows that in Social Studies 84% of Crestview's students scored at the combined Met and Exemplary levels in 2012-2013. This performance was 5% above the previous year's score and slightly below that of 84.6% in 2010-2011.

PASS Data Disaggregated According to Subgroup

In order to track progress in closing achievement gaps among special populations, it is important to disaggregate data by pertinent groups. Through 2011, PASS subgroup data was reported based upon performance level – Not Met, Met, and Exemplary. Beginning in 2012, PASS data was reported based upon mean scale score due to changes in data reporting as part of South Carolina's ESEA Federal Accountability waiver. Therefore, it is difficult to make subgroups comparisons from 2011 to 2012.

Disaggregated PASS Data for 2012-2014

ELA Mean PASS Performance by Group							
Subgroups	2012	2013	2014	2015	2016	2017	2018
All	667.5	675.1	650.5				
Male	658.8	666.4	648.5				
Female	678.4	683.7	652.4				
White	679.9	681.6	659.0				
African American	638.0	655.0	632.1				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	664.2	675.0	648.9				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	616.0	622.2	624.3				
Limited English Proficient	672.0	677.9	652.7				
Subsidized meals	651.6	663.1	637.3				
Annual Measurable Objective	**630.0**	**635.0**	**640.0**	**645.0**	**650.0**	**655.0**	**660.0**

The table above shows that during the 2013-2014 school year, all subgroups showed declined in English/Language Arts as a result of the state no longer using the standard error of measure to calculate student test scores with the exception of our disabled population which showed a 2 point increase. Almost all subgroups had mean averages not only above the current annual measurable objective (AMO), but also above the AMO that will be required in future years.

Math Mean PASS Performance by Group							
Subgroups	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
All	667.5	662.7	653.0				
Male	664.0	661.2	652.0				
Female	671.9	664.2	653.9				
White	679.9	672.7	663.0				
African American	639.5	631.3	628.4				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	657.0	667.6	655.3				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	618.6	599.6	615.9				
Limited English Proficient	668.9	672.9	657.6				
Subsidized meals	650.7	653.0	637.2				
Annual Measurable Objective	**630.0**	**635.0**	**640.0**	**645.0**	**650.0**	**655.0**	**660.0**

The table above shows that the mean math PASS scores for most subgroups is above the current required annual measurable objective. While all populations show opportunity for continued growth, the disabled, subsidized meals and African American subgroups show the most opportunity, as their averages is below the current AMO.

Science Mean PASS Performance by Group							
Subgroups	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
All	628.3	627.2	624.9				
Male	628.1	627.4	628.3				
Female	628.4	627.0	622.1				
White	638.1	636.4	637.9				
African American	603.6	595.2	601.1				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	618.9	635.8	622.2				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	592.6	588.1	N/A				
Limited English Proficient	627.4	647.3	N/A				
Subsidized meals	615.2	618.4	612.5				
Annual Measurable Objective	**630.0**	**635.0**	**640.0**	**645.0**	**650.0**	**655.0**	**660.0**

The table above shows that during the 2013-2014 school year, subgroups showed a decline in their average score. . It should be noted that the African American subgroup increased their average to above the score to be considered MET.

Social Studies Mean PASS Performance by Group							
Subgroups	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
All	639.0	650.5	655.8				
Male	639.0	649.7	651.0				
Female	639.0	651.3	660.4				
White	649.3	657.0	659.5				
African American	617.9	623.9	641.0				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	630.3	645.4	666.3				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	607.0	607.6	N/A				
Limited English Proficient	641.0	650.7	N/A				
Subsidized meals	626.7	641.1	640.8				
Annual Measurable Objective	**630.0**	**635.0**	**640.0**	**645.0**	**650.0**	**655.0**	**660.0**

The table above shows that in the 2013-14 school year all subgroups showed measurable gains in mean social studies PASS scores. The Hispanic and African American populations showed the largest growth in mean scores from previous school year.
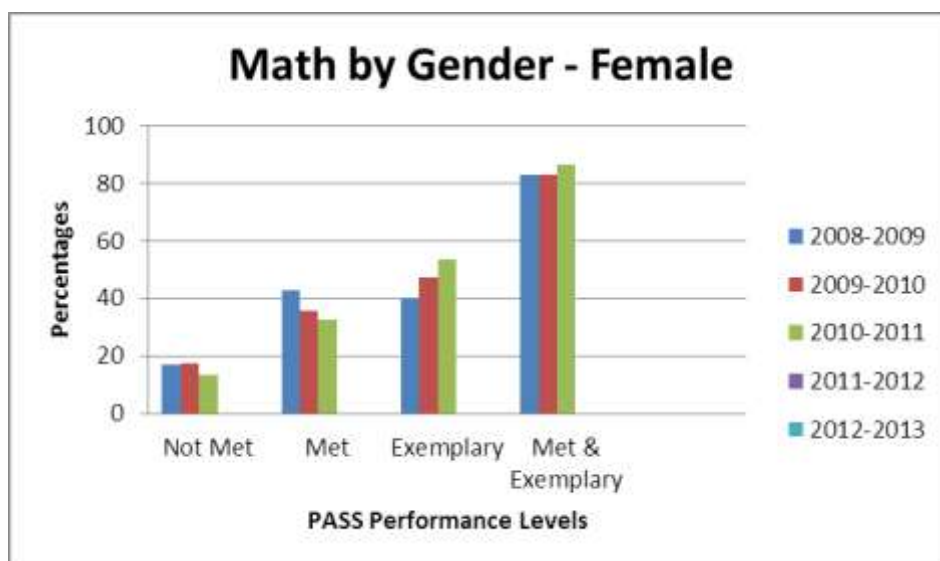
PASS Scores Disaggregated by Gender (2009-2011)
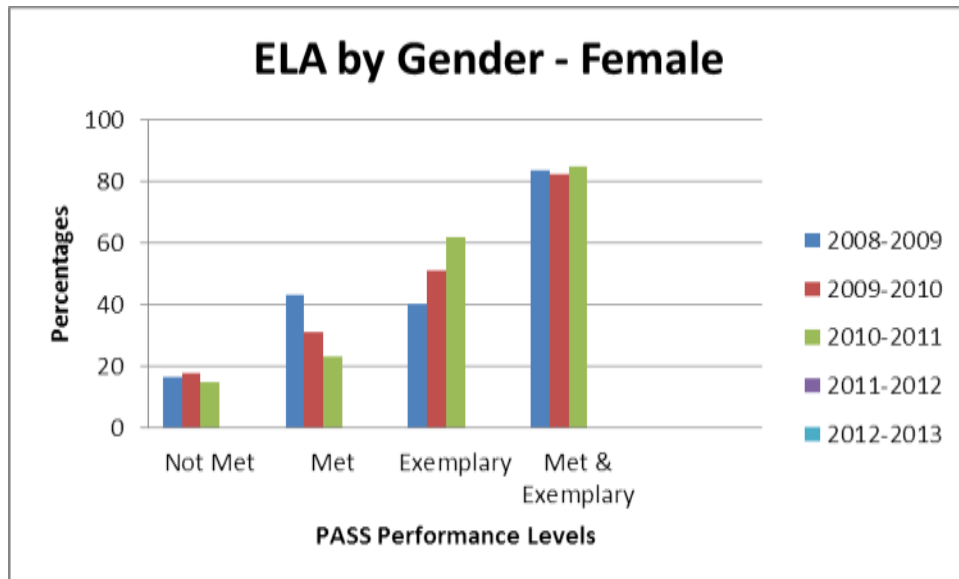
The graph above shows that in 2010-2011 85% of Crestview's female students performed at the Met/Exemplary level in ELA. This performance is above that of 82.3% in 2009-2010 and that of 83.5% in 2008-2009.
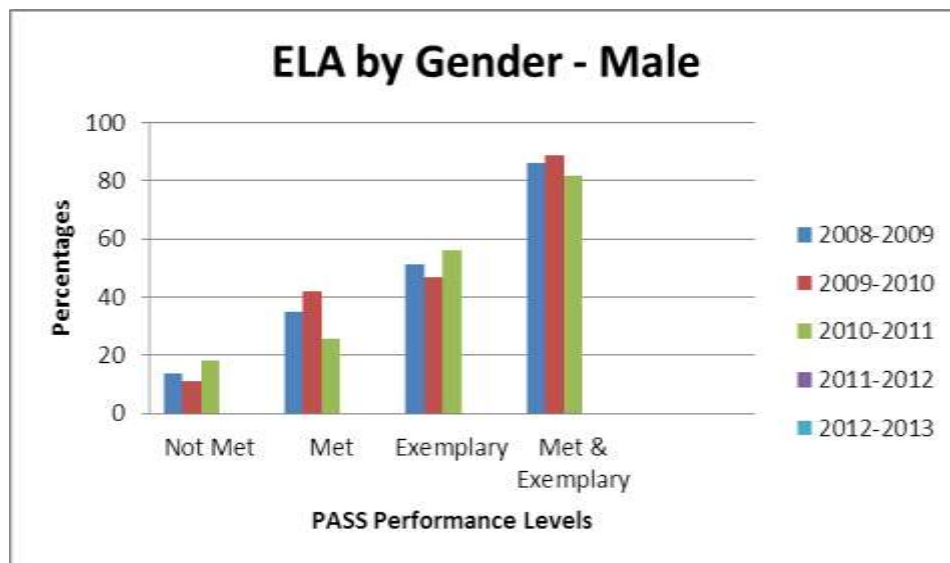
The graph above shows that 81.9% of Crestview's male students performed at the Met/ Exemplary level in ELA in 2010-2011. This performance is below that of 89% in 2009-2010 and that of 86.3% in 2008-2009.
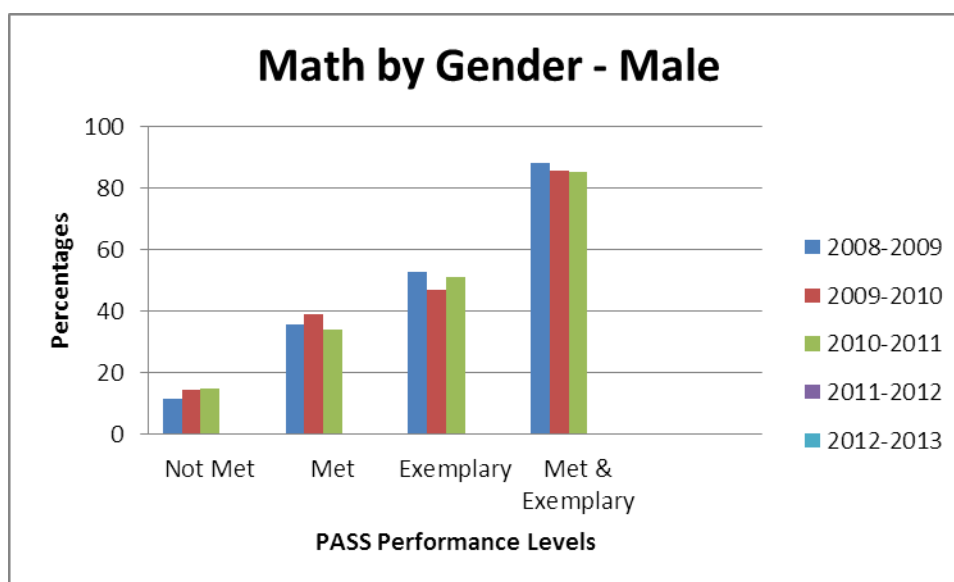
The graph above shows that in 2010-2011 86.4% of Crestview's female students performed at the Met/Exemplary level in Math. This performance is above that of 82.8% in 2009-2010 and that of 82.9% in 2008-2009.
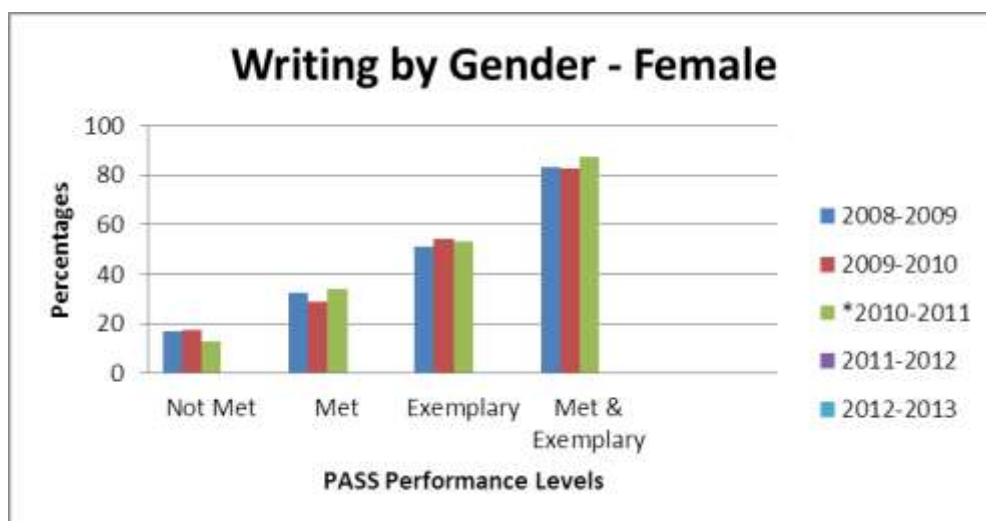

The graph above shows that 85.2% of Crestview's male students performed at the Met/ Exemplary level in Math in 2010-2011. This performance is below that of 85.8% in 2009-2010 and that of 88.3% in 2008-2009.

*Fifth Grade only

The graph above shows that 87.2% of Crestview's female fifth grade students performed at the Met/Exemplary level in Writing in 2010-2011. The Writing test was not administered to third and fourth grade students.

*Fifth Grade only

The graph above shows that 89.7% of Crestview's male fifth grade students performed at the Met/Exemplary level in Writing in 2010-2011. The Writing test was not administered to third and fourth grade students.
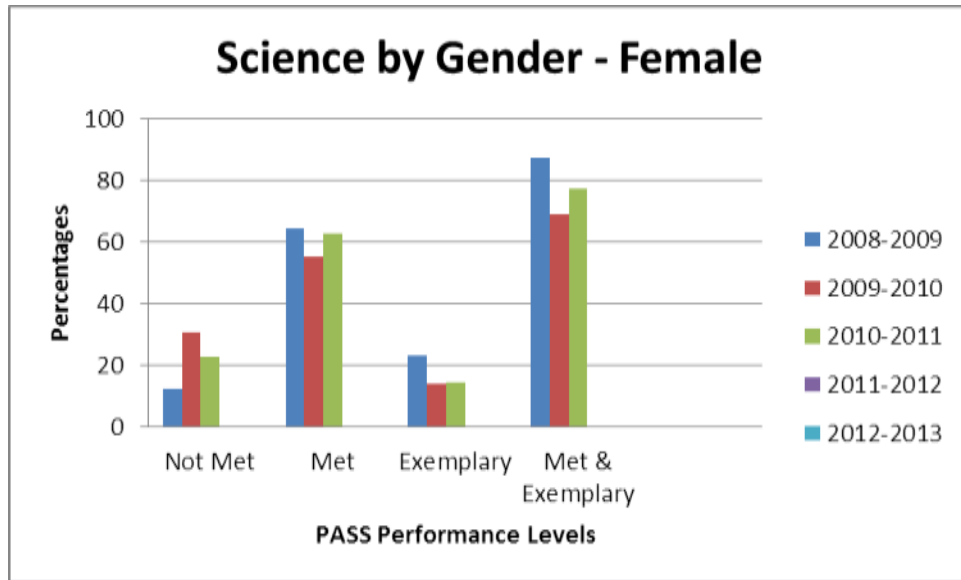
The graph above shows that 77.3% of Crestview's female students performed at the Met/ Exemplary level in Science in 2010-2011. This performance is above that of 69.2% in 2009-2010 and below that of 87.5% in 2008-2009.
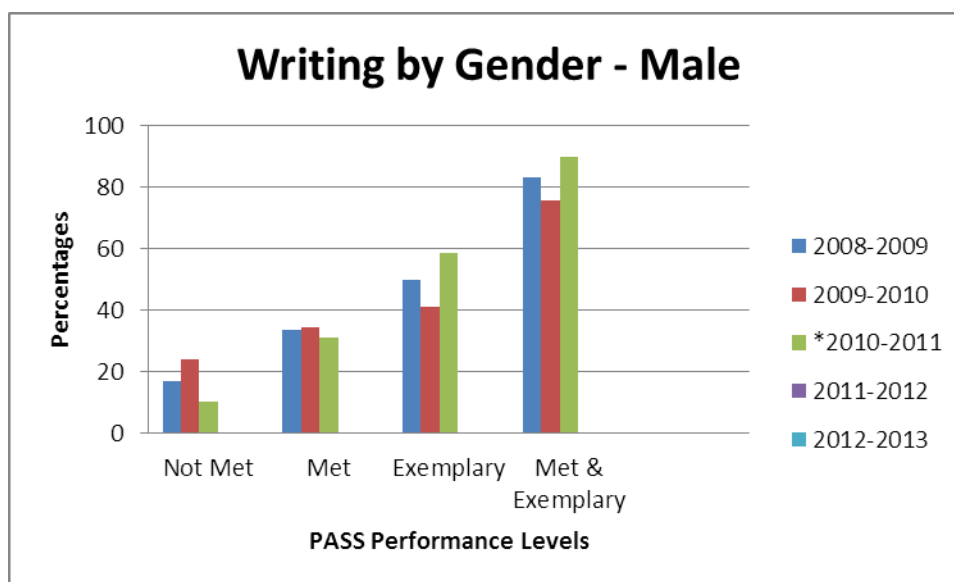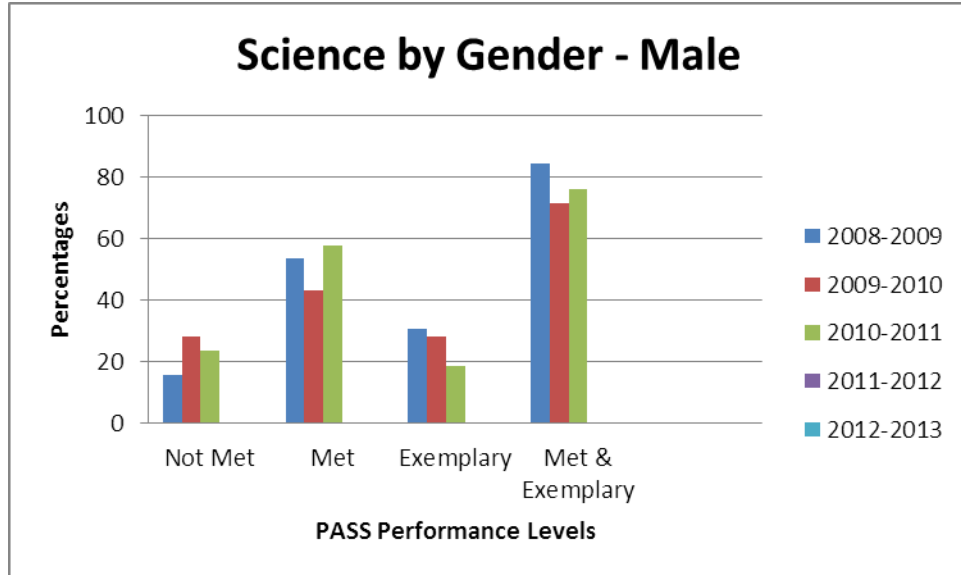

The graph above shows that 76.3% of Crestview's male students performed at the Met/ Exemplary level in Science in 2010-2011. This performance is above that of 71.7% in 2009-2010 and below that of 84.5% in 2008-2009.

Social Studies by Gender - Female

The graph above shows that 80% of Crestview's female students performed at the Met/ Exemplary level in Social Studies in 2010-2011. This performance is above that of 72.8% in 2009-2010 and below that of 82.3% in 2008-2009.

Social Studies by Gender - Male
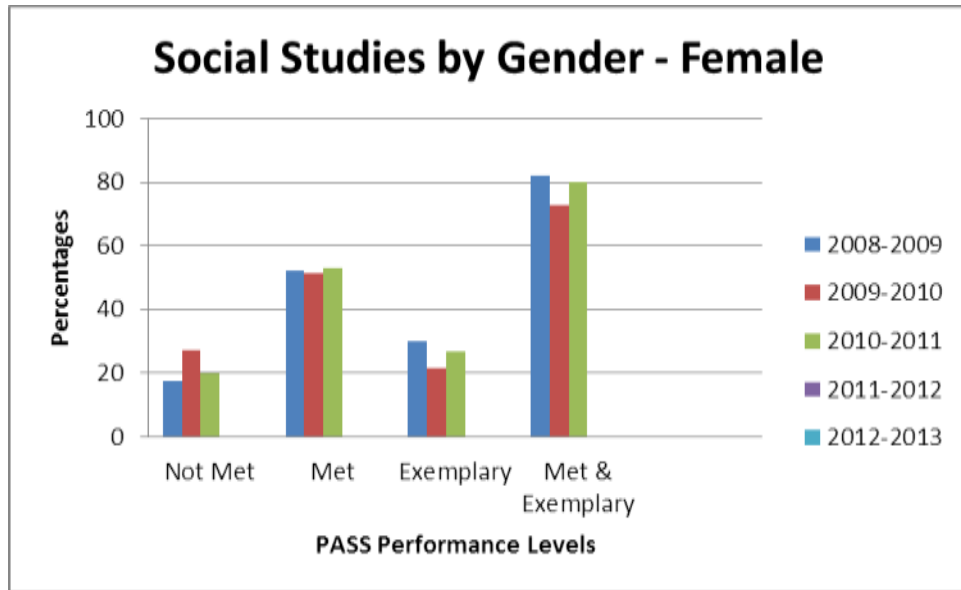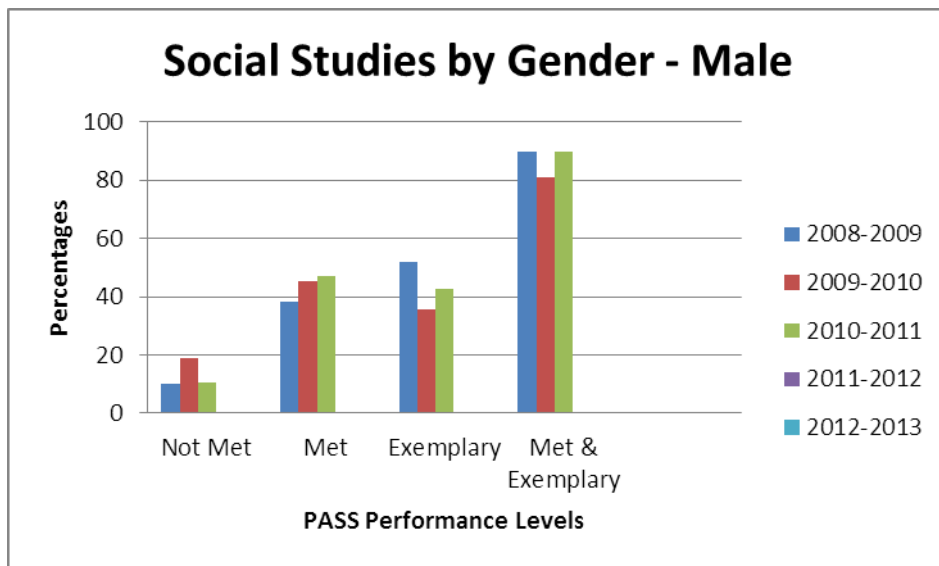
The graph above shows that 89.6% of Crestview's male students performed at the Met/Exemplary level in Social Studies in 2010-2011. This performance is above that of 80.9% in 2009-2010 and less than one percentage point below that of 89.9% in 2008-2009.

In overall performance by gender, the greatest discrepancy was in Social Studies, with 89.6% of boys scoring Met/Exemplary, compared with 80% of girls scoring Met/ Exemplary. The least discrepancy was in Science, with 77.3% of girls scoring Met/Exemplary, compared with 76.3% of boys scoring Met/Exemplary.

In third grade, 2010-2011 ELA results showed the greatest discrepancy between male and female performance, with 87.5% of girls scoring at Met and Exemplary and 76.9% of males scoring at that level. The least gender discrepancy was in Social Studies with 80.6% of females and 80% of males scoring Met/Exemplary.

In fourth grade, 2010-2011 Social Studies results showed the greatest discrepancy between male and female performance, with 83% of girls scoring Met/Exemplary and 94.8% of males scoring at that level. The least gender discrepancy was in Math, with 86.8% of females and 87.9% of males scoring Met/Exemplary.

In fifth grade, 2010-2011 Social Studies results showed the greatest discrepancy between male and female performance, with 68% of girls scoring Met/Exemplary and 84.4% of males scoring at that level. The least gender discrepancy was in Writing, with 87.8% of females and 90.2% of males scoring Met/Exemplary.

PASS Data Disaggregated According to Lunch Status (Free/Reduced) (2009-2011)

In comparison to 2009-2010 PASS results, the 2010-2011 discrepancy between the Reduced/ Free Lunch students' performance at the Met/Exemplary level increased in ELA and decreased in Math, Science, and Social Studies.

PASS Data Disaggregated According to Ethnicity (2009-2011)
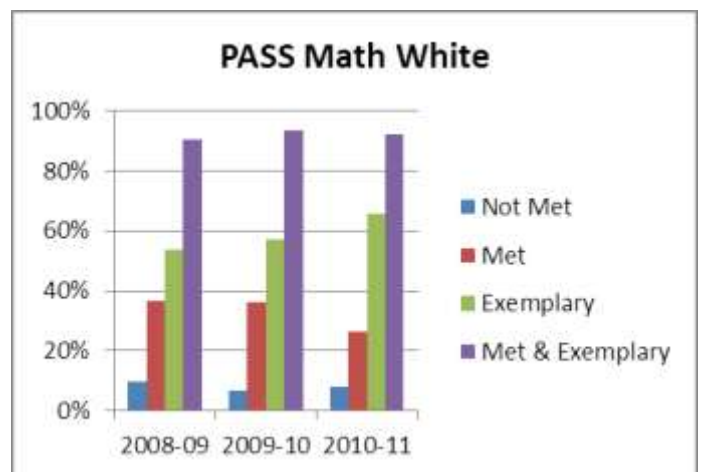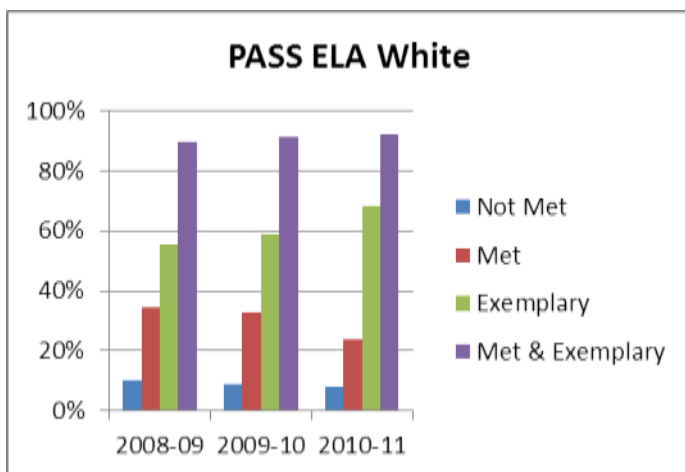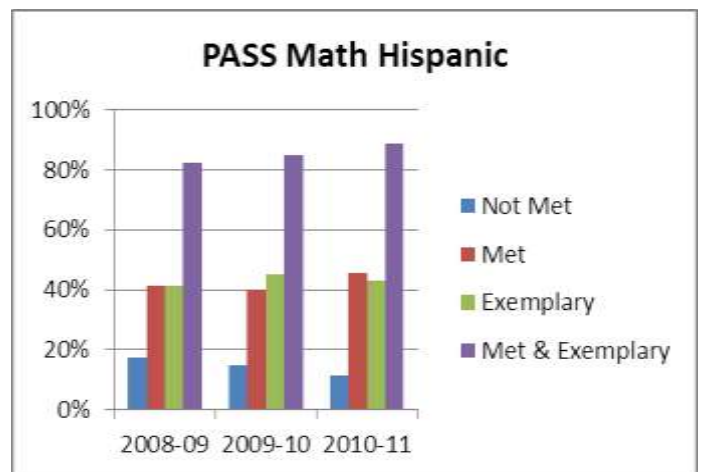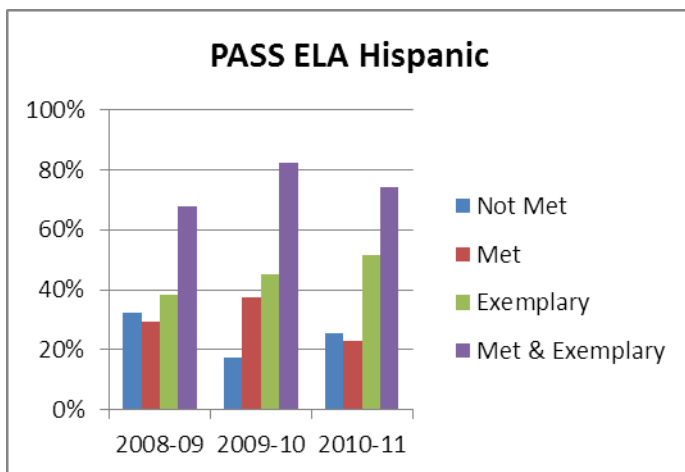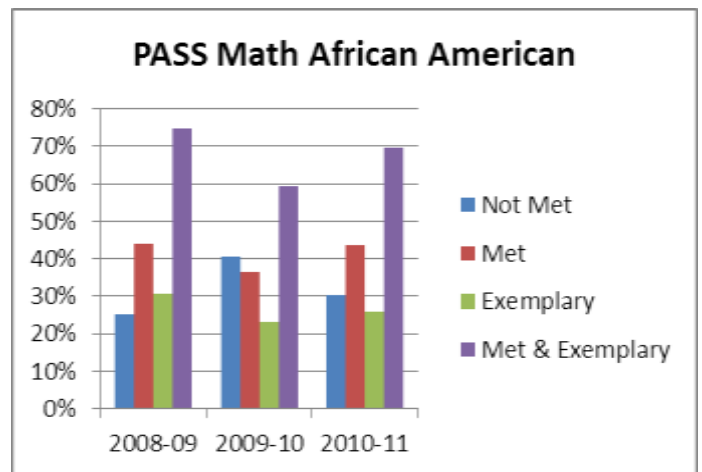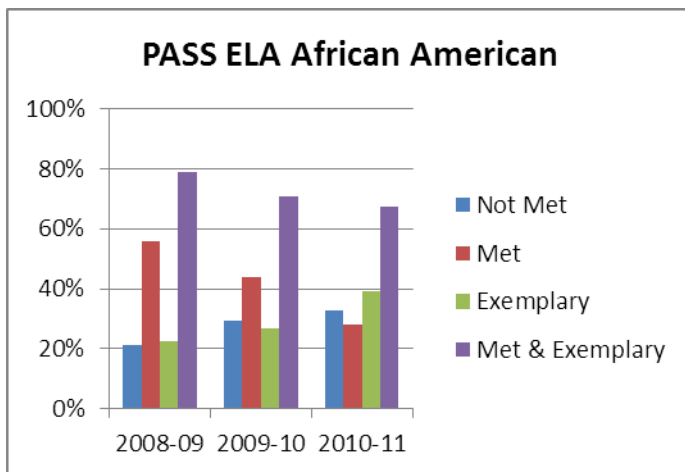
PASS Writing African American

*5th Grade Only
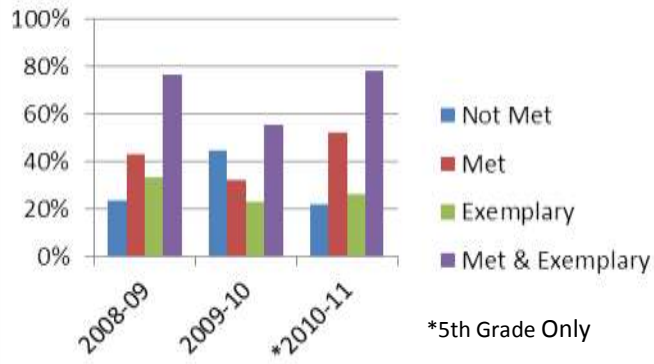
PASS Science African American

PASS Writing Hispanic

**5th Grade Only
and Insufficient
Data

PASS Science Hispanic

**Insufficient Data
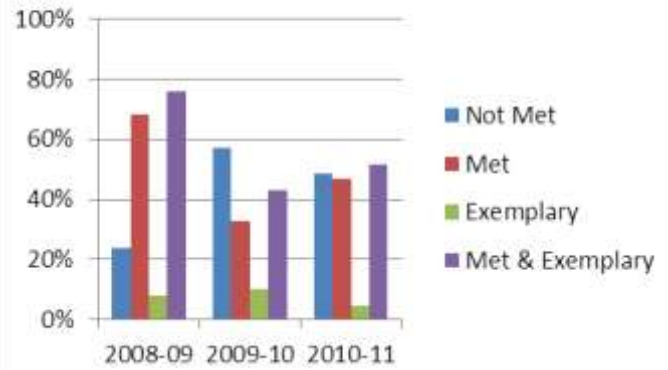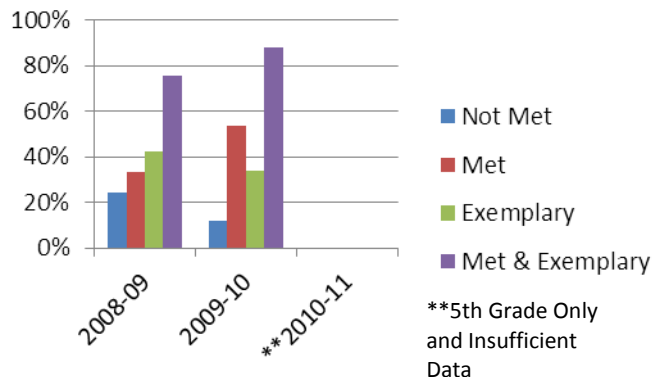
PASS Writing White
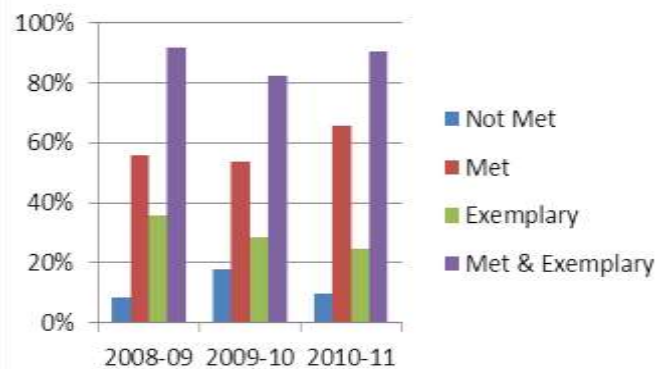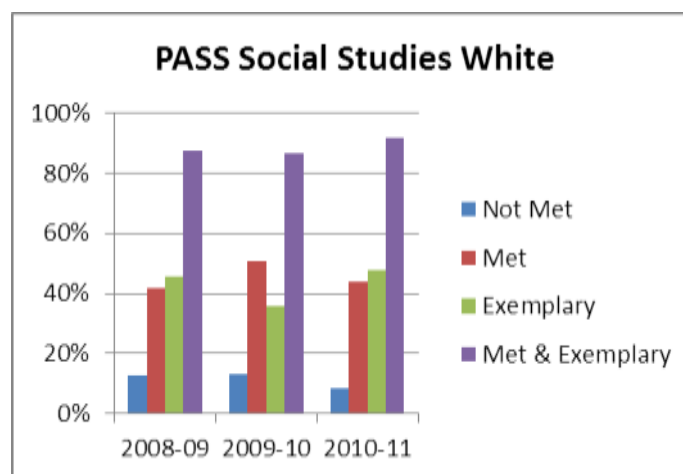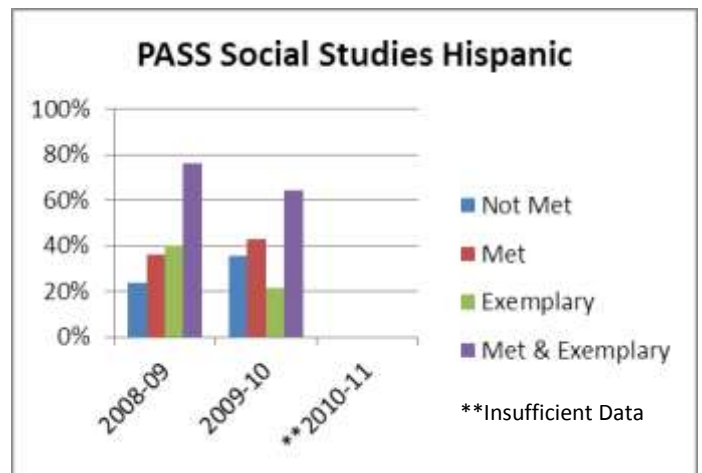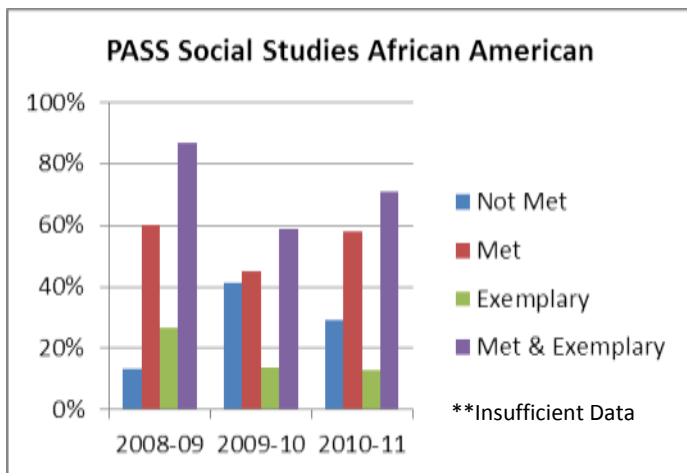
*5th Grade Only

PASS Science White

PASS Social Studies African American

**Insufficient Data

PASS Social Studies Hispanic

**Insufficient Data

PASS Social Studies White

In comparison to 2009-2010 performance, the 2010-2011 discrepancy between the ELA Met/Exemplary performance of Hispanic students and the ELA Met/Exemplary performance of White students increased, as did the discrepancy between the ELA Met/Exemplary performance of African American students and that of White students.

In 2010-2011 the discrepancy between the Math Met/Exemplary performance of Hispanic and White students decreased, as did the discrepancy between the Math, Science, and Social Studies Met/Exemplary performance of African American students and that of White students.

In 2010-1011 the PASS Writing test was administered only to fifth grade students; therefore, an overall comparison with 2009-2010 performance is not possible.

PASS Data Disaggregated According to Language Proficiency (2009-2011)
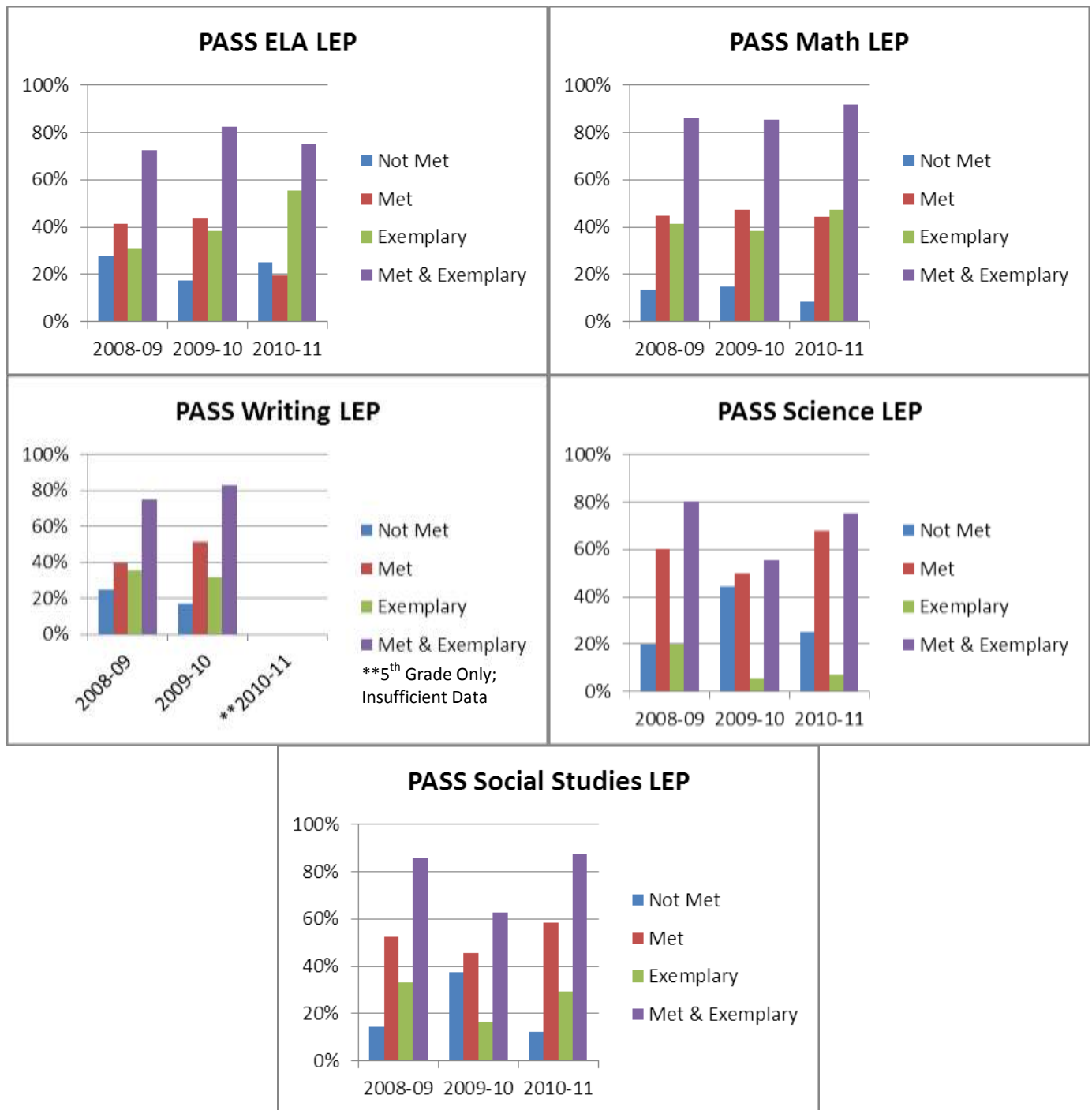
In comparison to 2009-2010 performance, the 2010-2011 discrepancy between the Met/ Exemplary performance of LEP and non-LEP students increased in ELA and Math and decreased in Science and Social Studies.

PASS Data Disaggregated According to Disability (2009-2011)
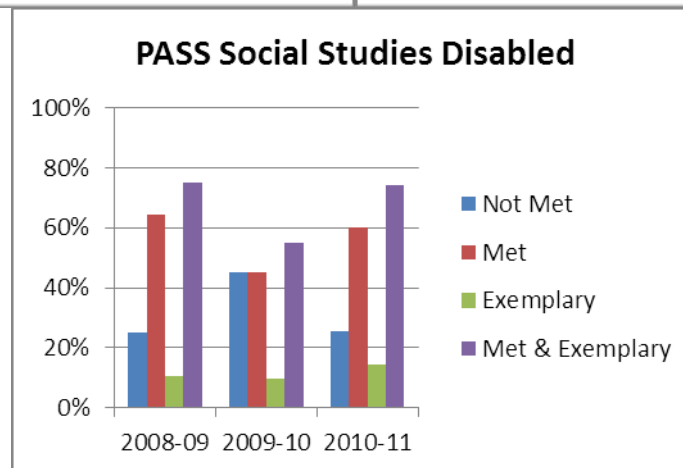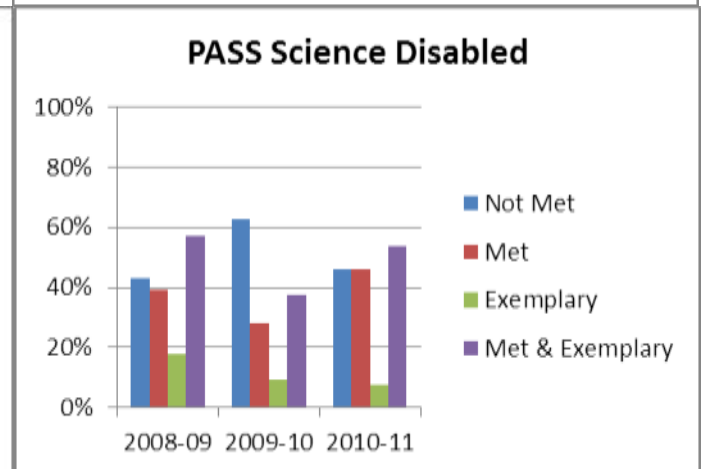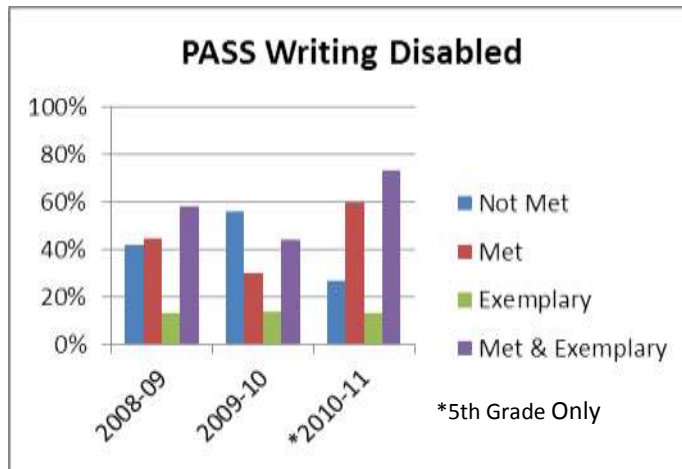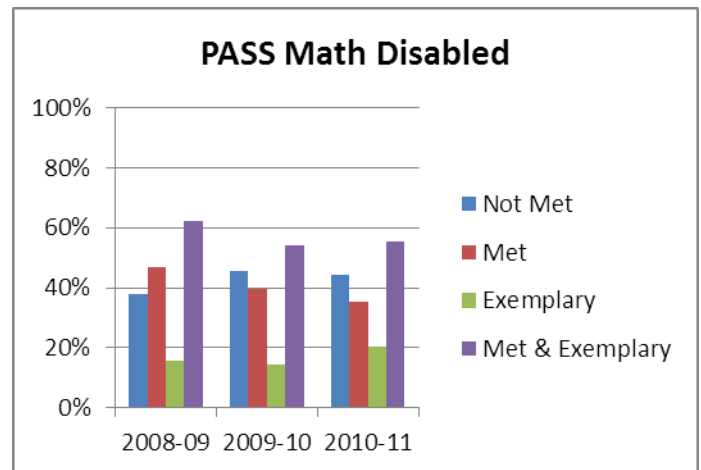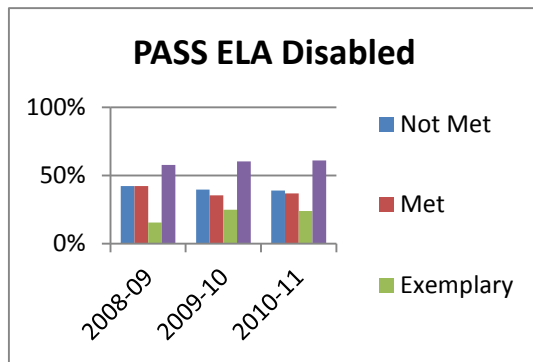
PASS ELA Disabled

PASS Math Disabled

PASS Writing Disabled

*5th Grade Only

PASS Science Disabled

PASS Social Studies Disabled

In comparison to 2009-2010 performance, the 2010-2011 discrepancy between the Met/ Exemplary performance of Disabled and non-Disabled students increased in Math and decreased in ELA, Science, and Social Studies. Disabled students did not meet AYP objectives in ELA or Math.

ITBS Data

The ITBS is administered to students in grade two. The instrument assesses achievement in Reading Comprehension, Math Concepts, and Math Problems. Test scores for each section are classified as national percentages. It is the goal of the District and this school to help all children succeed and perform at or above the fiftieth percentile. As the school moves toward reaching this goal, it is important for us to identify groups of students who are achieving below these levels.

ITBS Percentile Rank of Average SS: National Student Norms					
	2010	**2011**	**2012**	**2013**	**2014**
Reading Comprehension	63	66	66	64	54*
Math Concepts	54	49	46	52	52*
Math Problems	60	54	55	61	

***Beginning in the 2014-2015 school year, averages reported reflect total reading and math percentile ranks.

Needs Assessment (2008-2011)

The tables below illustrate where achievement gaps are greatest and least.

	Lunch Status Analysis – ELA						
	Not Met				Met and Exemplary		
	R/F Lunch	Full-Pay Lunch	Dif.		R/F Lunch	Full-Pay Lunch	Dif.
2008-2009	22.9	7.2	15.7		77.0	92.8	15.8
2009-2010	21.6	6.1	15.5		78.4	93.9	15.5
2010-2011	26.2	6.5	19.7		73.8	93.6	19.8
	Lunch Status Analysis - Math						
2008-2009	21	7.9	13.1		79	92.2	13.2
2009-2010	25.3	4.8	20.5		74.7	95.2	21.2
2010-2011	20.8	7.1	13.7		79.2	92.9	13.7
	Lunch Status Analysis - Science						
2008-2009	18	9.2	8.8		82	90.8	8.8
2009-2010	43.1	15.8	27.3		56.8	84.1	27.3
2010-2011	32.5	13.8	18.7		67.5	86.1	18.6
	Lunch Status Analysis – Social Studies						
2008-2009	17.2	11.7	5.5		82.8	88.4	5.8
2009-2010	33	11.0	22.0		67.0	88.5	21.5
2010-2011	22.3	9.0	13.3		77.6	90.9	13.3
	Lunch Status Analysis – Writing						
2008-2009	20.5	13.6	6.9		79.4	86.4	7.0
2009-2010	31.1	10.0	21.1		68.8	90.0	21.2
*2010-2011	11.8	10.9	.9		88.3	89.0	.7

*Fifth Grade only

Comparing the 2010-2011 performance of the Reduced/Free Lunch and Full-Pay populations, the greatest difference (19.8 percentage points) was at the Met/Exemplary level in ELA, and the least difference (.7 percentage point) was at the Met/Exemplary levels in fifth grade Writing. The overall performance gap became narrower in all areas except ELA.

Analysis of lunch status discrepancies across a three-year period shows that the ELA achievement gap was wider in 2010-2011 (19.8 percentage points) than in 2009-2010 (15.5 percentage points) and 2008-2009 (15.8 percentage points). The Math achievement gap of 13.7 percentage points in 2010-2011 was narrower than that of 21.2 percentage points in 2009-2010 and slightly wider than that of 13.2 percentage points in 2008-2009. The Science achievement gap of 13.2 percentage points in 2010-2011 was narrower than that of 27.3 percentage

points in 2009-2010 and wider than that of 8.8 percentage points in 2008-2009. The Social Studies achievement gap of 13.3 percentage points in 2010-2011 was narrower than that of 21.5 percentage points in 2009-2010 and wider than that of 5.8 percentage points in 2008-2009.

	Ethnicity Analysis - African American/White ELA					
	Not Met			Met and Exemplary		
	African American	White	Dif.	African American	White	Dif.
2008-2009	21.3%	10.3%	11.0	78.7%	89.7%	11.0
2009-2010	29.3%	8.7%	20.6	70.7%	91.4%	20.7
2010-2011	32.6%	7.9%	24.7	67.4%	92.1%	24.7
	Ethnicity Analysis - African American/White Math					
2008-2009	25.3%	9.8%	15.5	74.7%	90.2%	15.5
2009-2010	40.5%	6.6%	33.9	59.5%	93.3%	33.8
2010-2011	30.3%	7.9%	22.4	69.6%	92.1%	22.5
	Ethnicity Analysis - African American/White Science					
2008-2009	24.0%	8.4%	15.6	76.0%	91.6%	15.6
2009-2010	57.1%	17.7%	39.4	42.9%	82.3%	39.4
2010-2011	48.4%	9.8%	38.6	51.6%	90.2%	38.6
	Ethnicity Analysis - African American/White Social Studies					
2008-2009	13.3%	12.6%	0.7	86.7%	87.4%	0.7
2009-2010	41.2%	13.3%	27.9	58.8%	86.7%	27.9
2010-2011	29.0%	8.3%	20.7	71.0%	91.7%	20.7
	Ethnicity Analysis - African American/White Writing					
2008-2009	23.6%	12.5%	11.1	76.4%	87.5%	11.1
2009-2010	44.6%	13.0%	31.6	55.4%	87.0%	31.6
*2010-2011	21.7%	8.6%	13.1	78.3%	91.4%	13.1

*Fifth Grade only

Comparing the 2010-2011 performance of the African-American and White populations, the greatest difference (38.6 percentage points) was at the Not Met and Met/Exemplary levels in Science, and the least difference (13.1 percentage points) was at the Not Met and Met/Exemplary levels in fifth grade Writing. Compared with 2009-2010 discrepancies, the overall performance gap became narrower in all areas except ELA.

Analysis of African American-White population Met/Exemplary discrepancies across a three-year period shows that the ELA achievement gap was wider in 2010-2011 (24.7 percentage points) than in 2009-2010 (20.7 percentage points) and 2008-2009 (11 percentage points). The Math achievement gap of 22.5 percentage points

in 2010-2011 was narrower than that of 33.8 percentage point in 2009-2010 and wider than that of 15.5 percentage points in 2008-2009. The Science achievement gap of 38.6 percentage points in 2010-2011 was narrower than that of 39.4 percentage points in 2009-2010 and wider than that of 15.6 percentage points in 2008-2009. The Social Studies achievement gap of 20.7 percentage points in 2010-2011 was narrower than that of 27.9 percentage points in 2009-2010 and wider than that of .7 percentage point in 2008-2009.

	Ethnicity Analysis - Hispanic/White ELA						
	Not Met				Met and Exemplary		
	Hispanic	White	**Dif.**		Hispanic	White	**Dif.**
2008-2009	32.4%	10.3%	22.1		67.6%	89.7%	22.1
2009-2010	17.5%	8.7%	8.8		82.5%	91.4%	8.9
2010-2011	25.7%	7.9%	17.8		74.3%	92.1%	17.8
	Ethnicity Analysis - Hispanic/White Math						
2008-2009	17.6%	9.8%	7.8		82.4%	90.2%	7.8
2009-2010	15%	6.6%	8.4		85%	93.3%	8.3
2010-2011	11.4%	7.9%	3.5		88.6%	92.1%	3.5
	Ethnicity Analysis - Hispanic/White Science						
2008-2009	15.4%	8.4%	7.0		84.6%	91.6%	7.0
2009-2010	36.4%	17.7%	18.7		63.3%	82.3%	19.0
2010-2011	I/S	9.8%	I/S		I/S	90.2%	I/S
	Ethnicity Analysis - Hispanic/White Social Studies						
2008-2009	24%	12.6%	11.4		76%	87.4%	11.4
2009-2010	35.7%	13.3%	22.4		64.3%	86.7%	22.4
2010-2011	I/S	8.3%	I/S		I/S	91.7%	I/S
	Ethnicity Analysis - Hispanic/White Writing						
2008-2009	24%	12.5%	11.5		75.7%	87.5%	11.8
2009-2010	12.2%	13%	8		87.8%	87%	8
*2010-2011	**I/S	8.6%	I/S		I/S	91.4%	I/S

*Fifth Grade only   **Insufficient sample

Comparing the 2010-2011 performance of the Hispanic and White populations, the greatest discrepancy (17.8 percentage points) was at the Not Met and Met/Exemplary levels in ELA, and the least discrepancy (3.5 percentage points) was at the Not Met and Met/Exemplary levels in Math. Due to an insufficient sample of

Hispanic students taking the Science and Social Studies tests, it was not possible to compute ethnicity-based discrepancies in those areas.

Analysis of Hispanic-White population Met/Exemplary discrepancies across a three-year period shows that the ELA achievement gap was wider in 2010-2011 (17.8 percentage points) than in 2009-2010 (8.9 percentage points) and narrower than in 2008-2009 (22.1 percentage points). The Math achievement gap of 3.5 percentage points in 2010-2011 was narrower than that of 8.3 percentage points in 2009-2010 and 7.8 percentage points in 2008-2009.

	Not Met			Met/Exemplary		
	Language Proficiency Analysis - ELA					
	LEP	Non-LEP	**Dif.**	LEP	Non-LEP	**Dif.**
2008-2009	27.6%	13.9%	13.7	72.4%	86.1%	13.7
2009-2010	17.6%	15.2%	2.4	82.3%	84.7%	2.4
2010-2011	25.0%	15.7%	9.3	75.0%	84.3%	9.3
	Language Proficiency Analysis - Math					
2008-2009	13.8%	14.6%	0.8	86.2%	85.4%	0.8
2009-2010	14.7%	17.4%	2.7	85.3%	82.4%	2.9
2010-2011	8.3%	15.0%	6.7	91.6%	85.1%	6.5
	Language Proficiency Analysis - Science					
2008-2009	20.0%	13.6%	6.4	80.0%	86.2%	6.2
2009-2010	44.4%	29.2%	15.2	55.6%	70.7%	15.1
2010-2011	25.0%	24.8%	.2	75.0%	74.6%	.4
	Language Proficiency Analysis - Social Studies					
2008-2009	14.3%	15.8%	1.5	85.7%	84.1%	1.6
2009-2010	37.5%	20.9%	16.6	62.5%	78.9%	16.4
2010-2011	12.5%	17.0%	4.5	87.5%	82.9%	4.6
	Language Proficiency Analysis - Writing					
2008-2009	25.0%	17.1%	7.9	75.0%	82.7%	7.7
2009-2010	17.1%	23.0%	5.9	82.8%	76.9%	5.9
2010-2011	I/S	10.7%	I/S	I/S	89.3%	I/S

Both LEP and non-LEP students met AYP objectives in Math for 2010-2011. In each of the three years analyzed, LEP students had a stronger performance in Math than did the non-LEP students.
The ELA achievement gap was wider in 2010-2011 (17.8 percentage points) than in 2009-2010 (8.9 percentage points) and narrower than in 2008-2009 (22.1 percentage points). The Math achievement gap of 3.5 percentage

points in 2010-2011 was narrower than that of 8.3 percentage points in 2009-2010 and 7.8 percentage points in 2008-2009. The Science achievement gap of 15.2 percentage points in 2010-2011 was narrower than that of 19 percentage points in 2009-2010 and wider than that of 7 percentage points in 2008-2009. The Social Studies achievement gap of 7.1 percentage points in 2010-2011 was narrower than that of 22.4 percentage points in 2009-2010 and 11.4 percentage points in 2008-2009.

	Not Met			Met/Exemplary		
	Disabled/Non-Disabled Analysis - ELA					
	Disabled	Non-Disabled	**Dif.**	Disabled	Non-Disabled	**Dif.**
2008-2009	42.2%	10.6%	31.6	57.8%	89.5%	31.7
2009-2010	39.6%	10.9%	28.7	60.4%	89.0%	28.6
2010-2011	38.9%	12.3%	26.6	61.1%	87.7%	26.6
	Disabled/Non-Disabled Analysis - Math					
2008-2009	37.8%	10.6%	27.2	62.3%	89.4%	27.1
2009-2010	45.8%	12.0%	33.8	54.2%	87.6%	33.4
2010-2011	44.4%	8.2%	36.2	55.6%	91.8%	36.2
	Disabled/Non-Disabled Analysis - Science					
2008-2009	42.9%	9.7%	33.2	57.1%	90.2%	33.1
2009-2010	62.5%	24.5%	38.0	36.5%	75.3%	38.8
2010-2011	46.2%	20.0%	26.2	53.9%	80.0%	26.1
	Disabled/Non-Disabled Analysis - Social Studies					
2008-2009	25.0%	13.8%	11.2	75.0%	86.1%	11.1
2009-2010	45.2%	18.9%	26.3	54.8%	81.0%	26.2
2010-2011	25.7%	13.4%	12.3	74.3%	80.0%	5.7
	Disabled/Non-Disabled Analysis - Writing					
2008-2009	42.1%	13.9%	28.2	57.9%	86.0%	28.1
2009-2010	55.8%	17.0%	38.8	44.2%	82.7%	38.5
2010-2011	I/S	8.4%	I/S	I/S	91.6%	I/S

Analysis of ability status discrepancies across a three-year period shows that the ELA achievement gap was narrower in 2010-2011 (26.6 percentage points) than in 2009-2010 (28.6 percentage points) and 2008-2009 (31.7 percentage points). The Math achievement gap of 36.2 percentage points in 2010-2011 was wider than that of 33.4 percentage points in 2009-2010 and that of 27.1 percentage points in 2008-2009. The Science achievement gap of 26.1 percentage points in 2010-2011 was narrower than that of 38.8 percentage points in 2009-2010 and that of 33.1 percentage points in 2008-2009. The Social Studies achievement gap of 5.7 percentage points in 2010-2011 was narrower than that of 26.2 percentage points in 2009-2010 and that of 11.1 percentage points in 2008-2009. In 2010-2011 the achievement gap narrowed in ELA, Science, and Social studies; however, Disabled students did not meet ELA or Math objectives for AYP.

Needs Assessment (2011-2012)

There continues to be a need to move more of Crestview's subsidized lunch students, African American students, and disabled students to the Annual Measureable Objectives for ELA and Math on PASS. Science is an area for improvement across all subgroups. Toward this end, Crestview will continue to use research-based strategies to move students in a positive direction.

Research-based measures for closing the ELA achievement gap include a school-wide emphasis on literacy, use of assessment data to plan instruction, teacher collaboration, high expectations for all students, and intensive interventions for struggling readers (Symonds 2004).

Research-based measures for closing the Math achievement gap include increasing the number of teachers trained in the research-based math instructional program, *Every Day Calendar Math Counts*; teaching mathematics with problem-solving as the primary focus, examining research-based materials on how children learn mathematics during collaborative meetings, and continuing implementation of staff development on differentiated instruction.

It is only reasonable that factors contributing to achievement gaps at Crestview would be among those cited nationally. The table below, from *Parsing the Achievement Gap* (Barton 2003), lists causes that research has identified as being rooted inside and outside ("before and beyond") the school.

Correlates to Achievement
(Barton 2003, p. 7)

School:
Rigor of Curriculum
Teacher Preparation
Teacher Experience and Attendance
Class Size
Technology-Assisted Instruction
School Safety

Before and Beyond School:
Parent Participation
Student Mobility
Birthweight
Lead Poisoning
Hunger and Nutrition
Reading to Young Children
Television Watching
Parent Availability

The correlates Barton (2003) identifies as occurring outside the school are commonly associated with both poverty and limited parental education. As a high-poverty school, Crestview has a student body that is no doubt impacted by these factors. Based on over-all achievement, it appears that the in-school correlates to achievement work in the favor of Crestview's students; however, there are achievement gaps, and the school is dedicated to closing them.

In a study of high- and low-performing schools (Kannapel, Clements, Taylor, & Hibpshman 2005), researchers found that high-performing schools are characterized by the following attributes, which Crestview embraces:

- The belief that all students can succeed with a caring faculty and staff.
- Uniform high expectations.
- Collaborative decision-making.
- Acceptance of the teacher's role in the student's progress.
- Consistent teacher-parent communication.
- Commitment to diversity and equity.

As a high-performing, high-poverty school, Crestview can attest to the efficacy of the above-mentioned qualities. Additionally, consistent with research-based recommendations, Crestview's leadership focuses the school's culture "on all students learning by demonstrating high expectations regardless of economic status, disability, home language, or any other characterization" (Taylor 2010, p. 15).

As the school continues to work towards closing achievement gaps, it will show commitment to the task by:

- Believing in, nurturing, and expecting each child's success.
- Assuring that teachers are hired on the basis of their excellence as well as their fit with the needs of our students.
- Providing consistent staff development.
- Maintaining open and frequent communications with parents.
- Assessing individual students' needs and providing appropriate challenges and programs.

Teacher and Administrator Quality Outcomes and Needs Assessment

With the implementation of 21st Century learning standards and Greenville County School District's technology refresh program, it is imperative that all teachers be trained on not only new technological devices, but also how to use them effectively. The administration will schedule training dates throughout the year for all faculty members to be trained and 100% of teachers will be proficient in planning and integrating technology across instructional content areas in their classrooms. Support from the instructional coach and district personnel will be provided for teachers throughout the year, as outlined in the Professional Development schedules below.

Professional Development Plan 2014-2015

Title	Presenter	Description	Date	Projected Number Attending	Targeted Group
Crestview Opening Orientation	David Langston, Jennifer Suber, Tracy Quinn	Review all policies and procedures including the school handbook, new meet-the-teacher format, committee responsibilities, Common Core Standards, Rubicon Atlas, and PASS data.	8/12/14	45	All faculty
Rubicon Atlas and Google Sites Training	Tracy Quinn, Karen Thompson	District personnel and instructional coach will train teachers on how to effectively use Atlas for planning.	8/15/14	45	All faculty
First Day	David Langston, Jennifer Suber	Principal and Assistant principal will lead discussions on what the first day for students will look like	8/20/14	45	All faculty
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	8/27/14	12	Leadership Team/Grade Level Chairs
Book Study	David Langston, Jennifer Suber	Principal and Assistant principal will lead discussions on the book Five Dysfunctions of a Team	9/3/14	45	All faculty
Writing Workshop	Kristy Jennings	District ELA academic specialist will train teachers on writing best practices, to include writing across the curriculum and incorporating technology.	9/10/14	45	All faculty
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	9/17/14	45	Leadership Team/Grade Level Chairs
Math and Science Vertical Teams	David Langston, Jennifer Suber, Tracy Quinn	Grade level representatives will meet to discuss academic strengths & weaknesses, differentiation, best practices, as well as plan for the next year.	9/24/14	45	All faculty
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	10/22/14	12	Leadership Team/Grade Level Chairs
ELA and Social Studies Vertical	David Langston, Jennifer Suber, Tracy	Grade level representatives will meet to discuss academic strengths & weaknesses,	10/29/14	45	All faculty

Teams	Quinn	differentiation, best practices, as well as plan			
Book Study	David Langston, Jennifer Suber	Principal and Assistant principal will lead discussions on the book Five Dysfunctions of a Team	11/5/14	45	All faculty
Math and Science Vertical Teams	David Langston, Jennifer Suber, Tracy Quinn	Grade level representatives will meet to discuss academic strengths & weaknesses, differentiation, best practices, as well as plan for the next year.	11/12/14	45	All faculty
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	11/19/14	12	Leadership Team/Grade Level Chairs
Writers' Workship	Kristy Jennings	Teachers will learn best practices of conducting Writers' Workshop in conjunction with the district's balanced literacy program. Training will include planning for a lesson, observing and co-teaching a model lesson, and planning for use in individual classrooms.	12/2/14 and 12/4/14	45	All faculty
Visit to Bryson	David Langston, Tracy Quinn	As a part of the school's professional development plan, teachers, administration, and IC are visiting Bryson Elementary, a school that has growth in Writing scores, in relation to particular subgroups our school is struggling with.	12/09/14	12	Leadership Team/Grade Level Chairs
ELA and Social Studies Vertical Teams	David Langston, Jennifer Suber, Tracy Quinn	Grade level representatives will meet to discuss academic strengths & weaknesses, differentiation, best practices, as well as plan	12/10/14	45	All faculty
Book Study	David Langston, Jennifer Suber	Principal and Assistant principal will lead discussions on the book Five Dysfunctions of a Team	1/7/15	45	All faculty
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	1/14/15	12	Leadership Team/Grade Level Chairs
ACT Aspire Overview	Tracy Quinn, Louise Napolitano, Jennifer Suber	Teachers will learn about the new state testing for the 2014-15 school year for math and ELA	1/21/15	45	All faculty
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	1/28/15	12	Leadership Team/Grade Level Chairs
Vertical Teams	David Langston, Jennifer Suber, Tracy Quinn	Grade level representatives will meet to discuss academic strengths & weaknesses, differentiation, best practices, as well as plan	2/4/15	45	All faculty
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	2/18/15	12	Leadership Team/Grade Level Chairs
Book Study	David Langston, Jennifer Suber	Principal and Assistant principal will lead discussions on the book Five Dysfunctions of a Team	3/5/15	45	All faculty
Math and Science Vertical Teams	David Langston, Jennifer Suber, Tracy Quinn	Grade level representatives will meet to discuss academic strengths & weaknesses, differentiation, best practices, as well as plan for the next year.	3/11/15	45	All faculty
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	3/18/15	12	Leadership Team/Grade Level Chairs

Benchmarking Basics	Tracy Quinn	Teachers will learn practices for beginning and end of year reading benchmarking as well as how to incorporate benchmarks into reading workshop throughout the year.	3/25/15	35	Classroom teachers
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	4/22/15	12	Leadership Team/Grade Level Chairs
Math and Science Vertical Teams	David Langston, Jennifer Suber, Tracy Quinn	Grade level representatives will meet to discuss academic strengths & weaknesses, differentiation, best practices, as well as plan for the next year.	4/29/15	45	All faculty
ELA and Social Studies Vertical Teams	David Langston, Jennifer Suber, Tracy Quinn	Grade level representatives will meet to discuss academic strengths & weaknesses, differentiation, best practices, as well as plan	5/13/15	45	All faculty
Leadership/ Grade Level Chair Meeting	David Langston, Jennifer Suber, Tracy Quinn	Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole.	5/20/15	12	Leadership Team/Grade Level Chairs

Professional Development Plan for 2015-2016

Title	Presenter	Description	Date	Projected Number Attending	Targeted Group
Web Design	Tracy Quinn	Setting up a useful and parent-friendly web site	8/13/15	45	All faculty
Inclusion in the Classroom	Judy Baker, Courtney Makis, Janice Woolf	Working with students with disabilities in an inclusion classroom	9/2/15	45	All faculty
F&P Benchmarking	Tracy Quinn and ELA Vertical team	Ways to enhance small groups with weekly benchmarking	10/7/15	45	All faculty
Apps Class	Tracy Quinn and select faculty	Using iPad apps to enhance math instruction	11/4/15	45	All faculty
Apps Class	Tracy Quinn and select faculty	Using iPad apps to enhance reading instruction	12/2/15	45	All faculty
Teaching with Tablets	Tracy Quinn and select faculty	Integrating ipads and tablets into everyday instruction	1/6/16	45	All faculty
Hands-on Science	Science vertical team	Incorporating experiments into daily science lessons	2/3/16	45	Science vertical team
Hands-on Math	Math vertical team	Incorporating active math games that improve student understanding	3/2/16	45	All faculty
DBQs	Social Studies Vertical Team	Using research and data based questions to improve understanding in social studies	4/6/16	45	All faculty

School Climate Outcomes and Needs Assessment

It is necessary to maintain Crestview's high percentage of student attendance, as well as student, parent, and teacher satisfaction with the learning environment and safety that Crestview provides. Feedback from State Report card surveys show that Crestview is performing at or above District percentages. Our goal is to maintain or increase (up to 0.5%) performance in these surveyed groups annually, as reported by the State Report Card.

The faculty, PTA, and SIC will collaborate to inform parents and students of policies regarding attendance, safety, and other school procedures. They will also offer attendance incentives for students. These incentives will also take into account the number of tardies students have, as these also impact instruction.

References

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Symonds, K. W. (2004. August). *After the test: Closing the achievement gaps with data.* Naperville, IL: Learning Point Associates. Retrieved February 21, 2006, from http://www.ncrel.org/gap/studies/basrc.htm

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Action Plan

Action Plan

Supportive Strategies

Our school's action plan was revised in 2012-2013 and includes our goals, objectives, strategies, and products of action steps. In order to support our goals, it is necessary to develop effective strategies and action steps with input from all stakeholders. Our action steps are based on best practices and current research.

Aligning Our Action Plan

In order to establish, implement, and evaluate Crestview's Five Year Action Plan, our team aligned Crestview's profile, beliefs, mission, and instructional needs with the district's vision and Five Year Performance Goals. The process involves looking at student achievement data in order to meet *No Child Left Behind* education requirements. The administration, instructional coach, and teachers annually evaluate progress toward attaining our goals and continually align our plan to the district's performance goals. The following pages include our Five Year 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.

☒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.

☒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.

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

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

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

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

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

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

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	54th percentile			

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Ensure that instruction addresses the South Carolina State Standards	Aug.-June	Administration, Instructional Coach (IC), and teachers	No cost		Analysis of lesson plans Observations: IC and Administrative feedback
2. Continue *Fountas & Pinnell* balanced literacy, *Every Day* Counts math curriculum, best practices, and research-based strategies in all classrooms.	Aug.-June	Administration, IC, Teachers	No cost		Analysis of lesson plans Observations: IC and Administrative feedback
3. Target students in 3rd-5th grades based on a triangulation of data using MAP, PASS, and historical grades to receive supplemental instruction.	Jan.-Apr.	Certified substitute(s)	$15/hr	Local funds	Teaching schedule, MAP and PASS scores
4. Provide professional development opportunities in ELA and Math	Aug.-June	IC, Kristy Jennings, Cathy Hale	No cost		IC will schedule professional development opportunities, and district portal printout

5. Collaborate horizontally at each grade level to score reading theme tests, writing prompts, and math unit/benchmark tests	Aug.-June	Teachers and IC	No cost		After students have complete tests and/or prompts, each grade level team will meet with the IC to reach a consensus on open-ended responses, using the state writing rubric, and identify areas of strength/weakness, and next steps
6. Use district curriculum pacing guides on the Atlas/Rubicon to drive instruction.	Aug.-June	Teachers and IC	No cost		Analysis of lesson plans Observations: Administrative and IC feedback
7. Use common assessments to ensure uniform instruction of what students will be expected to know, understand, and do. Spiral questions are added to each test.	Aug.-June	Team leaders, teachers, and IC	No cost		Teachers and IC analyze common unit assessments from the Portal and results are used to modify instruction. IC, teachers, and administration discuss these tests at data meetings.
8. Administer MAP testing					Tests will be

for students in grades 2-5.	Sept. and Mar.	Teachers and IC	No cost		administered and results will be disaggregated.
9. Identify strategies for differentiated instruction at weekly collaborative grade level meetings.	Aug.-June	Teachers and IC	No cost		Meet with teachers and compile a resource bank of strategies to differentiate instruction
10. Use Compass Learning language arts and math activities weekly in grades K-5.	Aug.-June	Teachers	No cost		Student backpack lesson scores
11. Analyze common assessment results at monthly data meetings	Sept.-May	Administration, IC, and teachers	No cost		Teachers will complete data analysis document for each common assessment to be analyzed and discussed at data meetings. Instructional decisions about re-teaching or differentiation will be discussed.
12. Math 4 Today morning work program	Aug-June	All teachers	Cost of booklets	Local Funds	Teachers will utilize the Math 4 Today program to deliver

					math instruction in a review-preview format to all students to hit all CCSS in the area of math during their morning work time.

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of teachers in will be trained in the effective use of integrating mobile technology and apps into content area instruction.

ANNUAL OBJECTIVE: Maintain 100% teachers trained in mobile technology and apps integration

DATA SOURCE(S):

	Baseline 2015-16	**Planning Year 2016-17**	**2017-18**				
Projected	100	100	100				
Actual	*						

*Baseline will be established in 2015-16

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Upstate Technology Conference and Summer Institute sessions for using apps and mobile technology	July 2015	Teachers, IC	0	NA	Professional development attendance, lesson plans, observations
All teachers will receive additional instruction in integrating mobile technology and apps	Aug-May	IC, select teachers, district technology team	0	NA	Professional development attendance, lesson plans, observations
Visit in and out of district schools that have been implementing one-to-one technology initiatives successfully to enhance instruction at Crestview	November 2015	Select teachers, Administration, IC	$2000	District Professional Development Funds	Professional development attendance, lesson plans, observations

☐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	97.3	96.6	96.8				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.8	95.3	95.8	96.3	96.8
School Actual	93.8	92.3	93.8				
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 Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

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

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

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	89.5	90.0	90.5	91.0	91.5
School Actual	88.5	95.2	88.0				
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				

☐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 _____% in 2012 to _____% by 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 – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.0	97.0	97.0	97.0	97.0
School Actual	97.0	94.9	95.5				
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 _____% in 2012 to _____% by 2018.

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

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	93.9	94.3	94.7	95.1	95.5
School Actual	93.5	93.9	87.8				
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 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 _____% in 2012 to _____% by 2018.

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

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	96.2	96.6	97.0	97.4	97.8
School Actual	95.2	86.4	90.4				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

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

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

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

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	97.0	97.0	97.0	97.0	97.0
School Actual	97.0	100.0	100.0				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Recognize students with perfect attendance at quarterly celebrations.	End of each nine weeks	Administration	$50.00	Local funds	Award ceremonies will be held quarterly using PowerSchool data.
2. Recognize students for consecutive years of perfect attendance trophies awarded at year-end ceremonies.	June	PTA and guidance counselor	$1,100.00	PTA funds	Award ceremonies will be held yearly using PowerSchool data and permanent records.
3. Recognize students with perfect attendance for the year with certificates and medals.	June	PTA and guidance counselor	$250.00	PTA funds	Each student with perfect attendance is awarded a medal and certificate
4. Recognize students with perfect attendance with one dollar coin.	June	Guidance counselor	No cost	Donation from Bank of Traveler's Rest	Each student with perfect attendance will be awarded a coin.
5. Require identification and a yellow badge from the check-in system for volunteers and visitors to the school.	Aug.-June	Attendance clerk, secretary, administration	No cost		All persons who are non-school district staff will wear yellow badges indicating permission to be in the building on a

					given day.
6. Practice safety drills, including fire, tornado, and lock-down procedures.	Aug.-June	Administration, teachers, secretary	No cost		Drills will be practiced to at least meet minimum requirements for state mandates. Documentation of all safety drills are kept by the school secretary
7. Utilize off-duty Greenville County Sheriff Deputies to provide random walk-throughs multiple times daily.	Aug.-June	Administration	No cost		Sheriff deputies will check in to the front office when they enter or exit the building. They will also meet with administration to address any safety concerns in the school.
8. Utilize video cameras in the front office, building entrances/exits, and parking lot.	Aug.-June	Administration	No cost		Administration reviews camera footage as needed to ensure safety.
9. Create and distribute a Student Handbook outlining all safety procedures.	August	Administration, teachers	$535.00	Local funds	Teachers will give each parent a Student Handbook at Meet the Teacher or first day of

					school. Parents sign and return documentation stating they have read and understand the school policies and procedures.
10. New walker procedures to include tagging students that are eligible to walk home.	ongoing	administration, secretarial staff	$60	local funds	All walkers will have permanent tags on their book bags as an identifier.
11.New capture area to secure front office desk	TBA	District	unknown – district to determine cost	district capital funds	Adds a locking door to protect the front office clerk in the event of an emergency
12.New car rider drop off procedure	April 2015	administration, custodial	$100	local funds	Parking lot will be closed off each morning to stop parents from letting their children off in the parking lot.

2013-2014 School Report Card:
http://ed.sc.gov/data/report-cards/2014/elem/s/e2301047.pdf

2013-2014 ESEA (Federal Accountability Rating System):
http://www.ed.sc.gov/data/esea/2014/school.cfm?SID=2301047