

Paris Elementary School



David Wise, Principal
Emily Gerard, Assistant Principal



Greenville County Schools

Burke Royster, Superintendent

School Renewal Plan for:

2013-14 through 2017-18

District National Accreditation

Fall 2014

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Paris Elementary School

SCHOOL DISTRICT: Greenville County Schools

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

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Alice Geiger		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

David Wise		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 32 East Belvue Drive, Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-4361

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

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	David Wise
2. TEACHER:	Lori Nelson
3. PARENT/GUARDIAN:	Keri Dover
4. COMMUNITY MEMBER:	Tom McCarty
5. SCHOOL IMPROVEMENT COUNCIL:	Alice Geiger
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
<u>Emily Gerard</u>	<u>Assistant Principal</u>
<u>Shannon Hever</u>	<u>Instructional Coach</u>
<u>Sheila Moss</u>	<u>Literacy Specialist</u>
<u>Rebecca Hill</u>	<u>PTA President</u>
<u>Keli DeHart</u>	<u>SIC Member</u>
<u>Alice Geiger</u>	<u>SIC Member</u>
<u>Rebecca Hill</u>	<u>SIC Member</u>
<u>Kelly Betsill</u>	<u>Parent</u>
<u>Tara Whitmire</u>	<u>Parent</u>

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

- X** **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X** **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X** **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- X** **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- X** **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- 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.
- N/A** **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.
- N/A** **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.
- N/A** **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.

Introduction

The Paris Elementary School portfolio was developed to document the changes and progress that the school has made while working to continuously improve current progress. The portfolio provides all stakeholders with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The school portfolio is a living document that describes Paris and includes evidence of our work. It describes who we are, our vision for the school, goals, plans and progress and achievements in context of the client demographics and deeds, and out of school partnerships.

A team of teachers, administrators and community members was involved in researching and developing the portfolio. Group consensus was reached before final decisions were made during SIC meetings, PTA Board meetings, and Faculty meetings. Much of the narrative sections were taken from discussions of the school and evaluations using the Continuous Improvement Continuums. During these meetings, all stakeholders were asked to contribute evidence of our achievement and ideas for improvements. Through this process, all stakeholders had the opportunity to be heard and to contribute to the development of the portfolio for Paris Elementary School.

The team consists of the entire faculty broken into sub-committees, our PTA Board Members, and our SIC Committee. The faculty specifically analyzed our school's achievement in curriculum, climate, instruction, assessment, technology, and communication. They determined our specific strengths and weaknesses based on gathered evidence. The PTA Board and SIC Committee provided opinion and evidence to account for climate and communication. They also gave their "outside" view of our strengths and weaknesses.

Executive Summary

Needs Assessment or Findings for Student Achievement

- Palmetto Assessment of State Standards (PASS) results show our school had more students not meet the grade level standards for Social Studies and Writing than other elementary schools like ours.
- Paris did not meet state objectives in the following areas:
 - Female – Science
 - Minority – ELA, Math, Science, Social Studies
 - Disabled – ELA, Math
 - ESOL – Science
 - Subsidized Meals – Science

Needs Assessment or Findings for Teacher and Administrator Quality

- 52.8% of our faculty has advanced degrees. This percentage is more than 10% less than other schools like our sand the Median Elementary School.
- None of our teachers are trained in the Fountas & Pinnell Balanced Literacy Program that will be a district-wide implementation in 2013 – 14.

Needs Assessment or Findings for School Climate

- According to Evaluation findings, Social and Physical environment was the least favorable condition of Paris. SIC and PTA Committees cited “Continuing to teach to all learning levels” and “More efficient communication methods of wants and needs from teachers to parents”.

Paris’s Significant Challenges from the Past 3 Years

- Spring 2012, Paris had to replace a resigning teacher with a mid-year hire.
- For Paris’s Centennial Celebration in 2012, the PTA and Staff was tasked with contacting the alumni over the past century to involve them in the celebration of the school’s 100th birthday.

Paris’s Significant Awards, Results, or Accomplishments from the Past 3 Years

- Excellence on School Report Card 2012, 2013, 2014
- Palmetto GOLD Awards for 2012 – 13 and 2013-2014 School Year
- 2 Palmetto SILVER Awards for 2010 – 11 and 2011 – 12 School Years
- PTA Teacher of the Year 2011 – 12 School Year
- PTA Principal of the Year 2010 – 11 School Year
- 100 Year Celebration Spring 2012
- Promethean Boards in every classroom
- Positive Behavior Interventions and Supports (PBIS) Ribbon Recipient 2012
- Reedy River Run Award for 2011 – 12 and 2012 – 13 School Years
- LiveWell Greenville Grant Award, 2014
- Technology Grant Recipient 2010 – 11 School Year
- Over 25 Virtual Field Trips in various grade levels enabling more students to experience on-site learning in 2012 – 13 School Year alone

School Profile

Paris Elementary School

32 East Belvue Road

Taylors, SC 29687

Telephone: (864) 355-4260

Fax: (864) 355-4391

Grades: Pre-K5 – 5th Grade

Enrollment: 641 Students

Faculty Profile:

- 2 Administrators
- 44 Teachers
- 26 Support Staff

Facilities:

- Cafetorium
- Computer Lab
- Gymnasium
- Historical School Location
- Media Center
- Science Lab
- School Dates Back to Early 20th Century
- Separate Playground for Kindergarten

School Community:

- Centennial Celebration involving Paris Alumni from the past 60 years (Celebrated in Spring 2012)
- Walking Club meeting twice a week before school involving students, teachers, and parents
- Corporate Sponsorship from business such as Chick-Fil-A, Harvey's Restaurant, Bojangles, Lowe's, and Country Boys
- Annual SpiritFest Celebration involving local community, On-Air News Reporters from WYFF, Piedmont Park Fire Department, families, and staff

School Personnel Data:

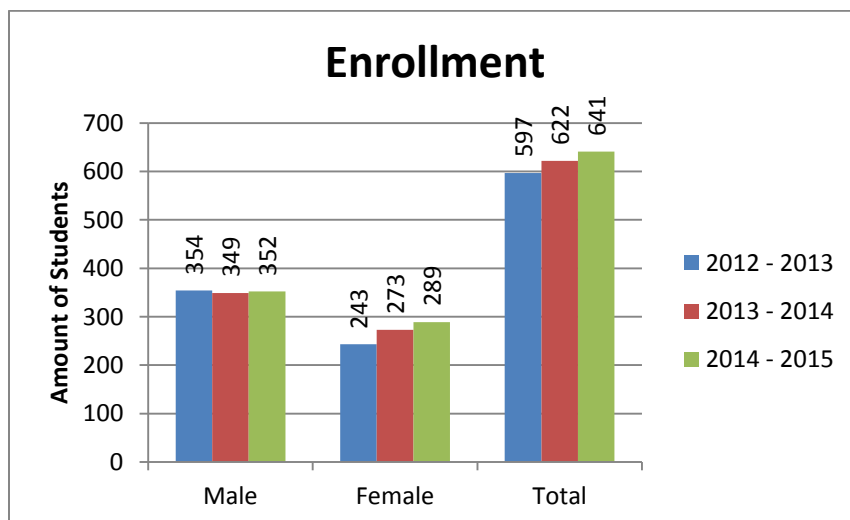
- 44 Teachers, 26 Support Staff, 2 Administrators
- 52.8% staff hold advanced degrees
- 89.2% staff returning from the previous year
- 96.8% Attendance Rate
- 100% Highly Qualified
- Less than 2% Minority , 98% Caucasian
- 2% Male, 98% Female

- Chart comparing teachers' grade level with years of experience:

Grade Level	0-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
Grade Pre-K5						1		
Grade K5				1	2		1	1
Grade 1	1	3	1					1
Grade 2	1	2	1					2
Grade 3		3			1		1	
Grade 4					1	1	1	1
Grade 5			1		1		1	1
Spec. Educ.		3		1				1
Related Arts				1	1	1		1
Speech			1	1				

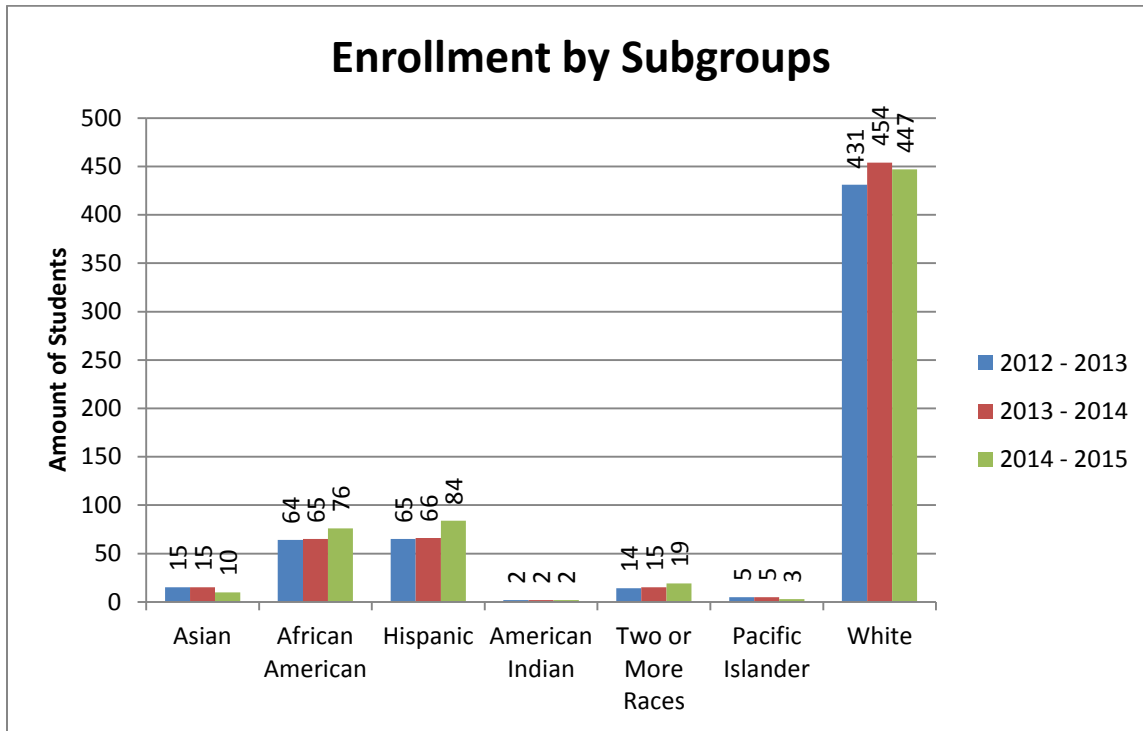
Student Population Data:

	Total	Male	Female
GradePreK	9	8	1
Grade K5	91	50	41
Grade 1	119	64	55
Grade 2	109	58	51
Grade 3	99	68	31
Grade 4	117	51	66
Grade 5	97	66	31
Total Population	656	352	289



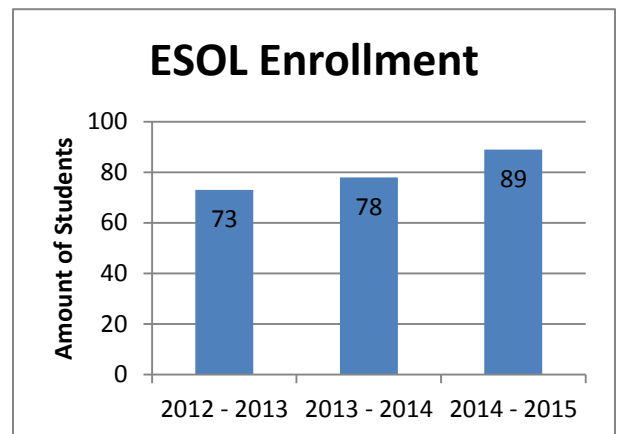
Ethnicity Sub Groups

- 2 American Indian/Alaskan Native (less than 1%)
- 10 Asian (2.4%)
- 67 African American (13.5%)
- 3 Pacific Islands (less than 1%)
- 447 White (72.9%)
- 84 Hispanic (10.6%)
- 19 Multi Race Categories (2.4%)

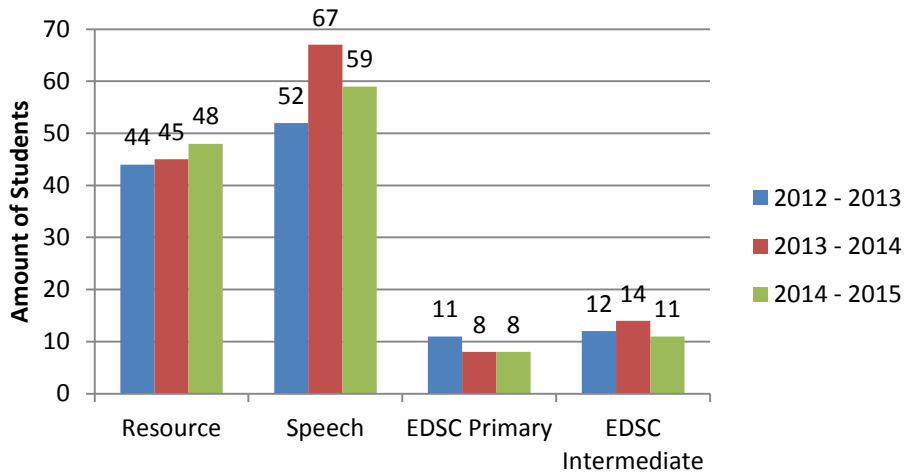


Special Services Sub Groups

- 89 ESOL
- 48 Resource
- 19 EDSC (8 Primary, 11 Intermediate)
- 59 Speech



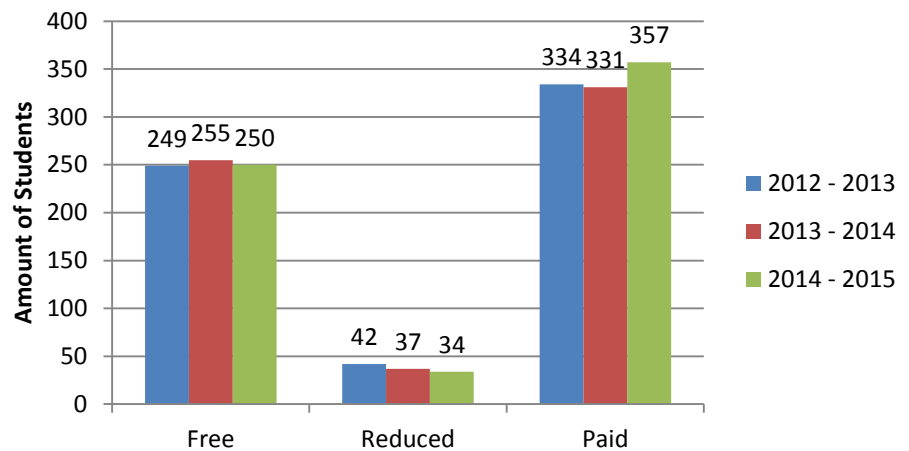
Special Education Enrollment



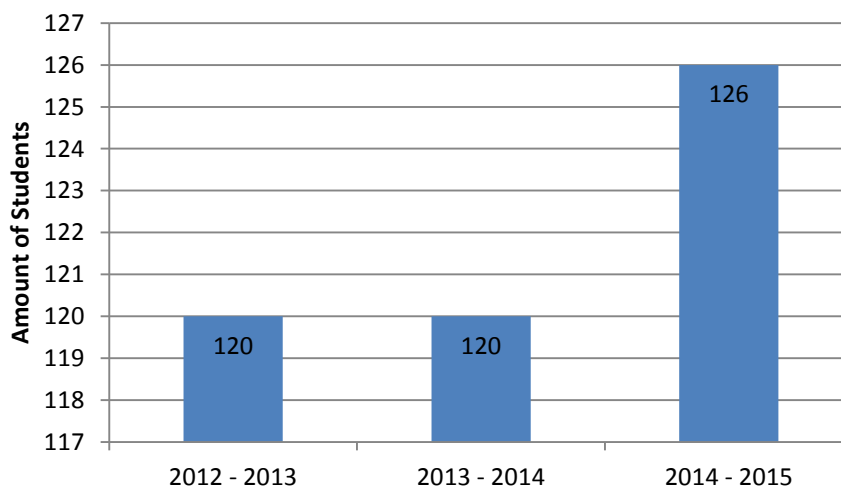
Other Sub Group

- 2 Students Retained (0.3%)
- 250 Free Lunch, 34 Reduced Lunch, 357 Paid
- 126 in Extended Day Program

FARMS Enrollment



Extended Day Program Enrollment



Major Academic and Behavioral Features/Programs/Initiatives:

- Academic Awards Program – Showcases students' achievements in academics
- Accelerated Reader – Allows teachers to track students' independent reading level and comprehension
- After School Day Care Program – On Site Daily
- Art Club – Allows gifted art students to have a more in-depth instruction
- Artist in Residence Program – Provides a musical, artistic, and physical experience in learning
- Author's Spotlight – Quarterly, Celebrates student authors in every grade level
- Challenge Program (Gifted and Talented)
- Citizen of the Month – Recognition of students who exemplify good character
- Computer Lab – Allows every class an opportunity to utilize Odyssey Compass Learning
- District Science Kits – Hands-On Instructional Opportunities for Students
- Every Day Calendar Math – Builds on concepts every day in a variety of mathematical strands
- Field Day – End of the Year celebration for all students
- Fitness Wall of Fame – Recognizes students who are active and physically fit
- Fountas and Pinnell Balanced Literacy – Focuses on reading instruction on each child's instructional level
- Honors Chorus – Allows gifted singers to have a more in-depth instruction
- Instructional Technology – A Promethean Board in every classroom
- Kindergarten for 5 Year Olds – Full Day
- Laptop Computer Lab – Allows every class a chance for extra Odyssey Compass Learning, Research, or Technology Instruction
- MAP Assessment Program – Formative Assessments for 1st through 5th grades
- Math Club - Above Grade Level instruction for Advanced 4th and 5th Grade Math Students
- Math Superstars – Recognizes Students' Math Fact Achievement
- Odyssey Compass Learning – Online personalized instruction for students in Math and Language
- PBIS (Positive Behavior Interventions and Supports) – Recognizes and Reinforces positive behavior in students individually and as a class
- Prime Time News on Closed Circuit Television – Daily Broadcast of Announcements by students
- Professional Learning Communities – by Grade Level, Expertise, and Experience
- PTA Reflections Contest – Showcases Literary, Photographic, Artistic, and Expressive Talents of Students
- RTI (Response to Intervention) – Early Intervention for Kindergarten, First, and Second Grade Students in Reading
- SEEDS Reading Program – Involves Parents in Reading Instruction in Classrooms
- Science Fair – Promotes Scientific Thinking and Method for Fifth Grade Students
- Terrific Kids Awards – Quarterly, Recognizes Good Character in Students

Mission, Vision, and Beliefs

The mission of Paris Elementary School is to prepare students to continue active, self-disciplined, lifelong learning as responsible citizens. This mission is carried out through our vision in four key areas: curriculum, instruction, assessment, and environment.

Our beliefs are also an integral component in conveying our vision to all stakeholders. Paris's beliefs acknowledge the link between the student, home, school, and community as well as the importance of diversity, respect, and dignity. These ideas are the basis for all of our instructional and organizational priorities and goals.

Values and Beliefs:

- Educational goals are best accomplished in a safe and comfortable environment.
- Creative thinking and problem solving skills are essential for life-long learning.
- All children have individual strengths, needs, and learning styles.
- Education is a shared responsibility of home, school, and the community.
- Curriculum and instruction meet the changing needs of students and the community.
- All students share the responsibility to be active learners.
- Positive discipline fosters accountability and self-respect.
- Parental involvement and volunteer services enrich learning.
- Students are the center of the learning process.
- Diversity enriches education.
- Dignity, respect, and appreciation are important.

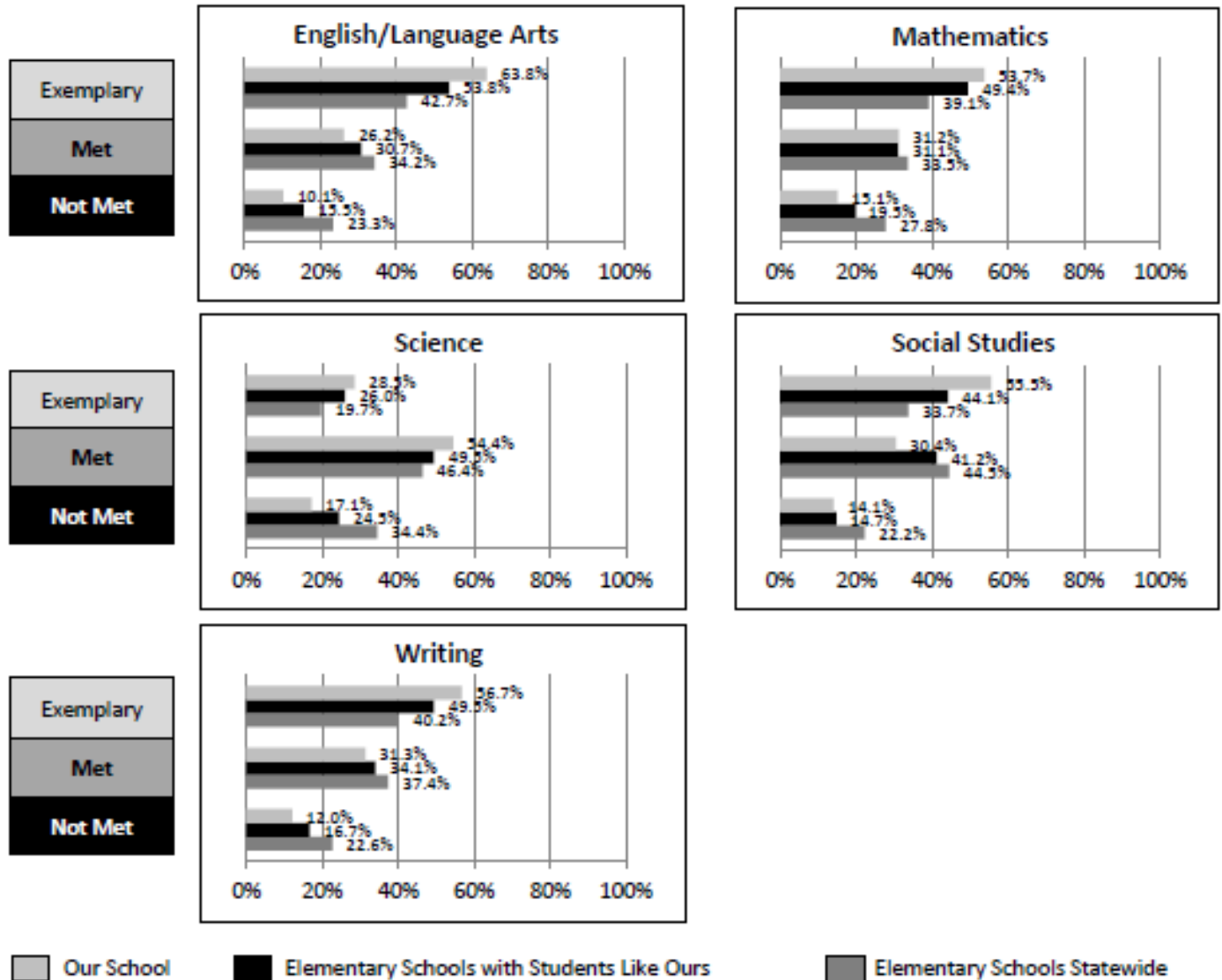
Data Analysis and Needs Assessment

Student Achievement Needs Assessment

➤ Data Sources

1. SDE School Report Card

South Carolina Palmetto Assessment of State Standards (SC PASS)



* Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

➤ Findings

Palmetto Assessment of State Standards (PASS) results show our school did outperform other elementary schools like ours in the areas of ELA, Math, Writing, Social Studies, and Science based on the amount of students that were considered Met or Exemplary on PASS.

2. 2012 – ESEA/Federal Accountability System

Overall Weighted Points Total: 91.6

Overall Grade Conversion: A

Points Total – Elementary Grades: 91.6

	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	0.8	0.6			1	1
Asian/ Pacific Islander						
Hispanic	1	0.9				
American Indian/ Alaskan						
Disabled	0.7	0.5			1	1
LEP	0.9	0.9			1	1
Subsidized Meals	1	0.9	0.7	0.9	1	1
Total Number of Points	78.4	7.8	4.7	4.9	8	8
Total Number of Objectives	9	9	5	5	9	9
Percent of Objectives Met	98.75	75	75	97.5	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	37.33	34.67	4.7	4.9	5	5
Points Total	91.6					

➤ Findings

Paris did not meet state objectives in the following areas:

- Minority – Math, Science
- Disabled –Math

3. ITBS – School Summary from Riverside Publishing

Grade 2	Reading Comprehension	Math Concepts	Math Problems	Math TOTAL
ITBS/CogAT Number of Students Included	103	103	103	103
Average Standard Score (SS)	166.2	160.2	163.3	161.8
Percentile Rank of Average SS: National Student Norms	75	64	69	66
NPR of Average PSS (PNPR)	61	55	58	57
Difference (NPR – PNPR)	+14	+9	+11	+9
<i>Number of Students Tests = 120</i>				
ITBS Number of Students Included	103	103	103	103
Average Standard Score (SS)	166.2	160.2	163.3	161.8
National Stanine of Average SS	6	6	6	6
Normal Curve Equivalent of Average SS	64	57	60	59
Percentile Rank of Average SS: National Student Norms	75	64	69	66
<i>Number of Students Tests = 106</i>				

CogAT Grade 2	Average Universal Scale Score	Grade Scores Percentile Rank	Grade Scores Stanine
Verbal	161.6	54	5
Quantitative	166.1	59	5
Nonverbal	185.3	75	6
Composite	171.0	64	6

➤ Findings

Paris's 2nd graders scored in over the 50th percentile in the areas of Reading Comprehension, Math Concepts, and Math Problems. They also scored in above the 50th percentile in Verbal, Quantitative, and Nonverbal areas.

4. Teacher and Administrator Quality

➤ Data Sources



PARIS ELEMENTARY Greenville County Schools PROFESSIONAL DEVELOPMENT PLAN

2014 - 2015

Date	Meeting/Inservice	Contact	Details
8/12	Balanced Literacy Reset	Moss	
8/20	Faculty Meeting	Wise	
8/27	Faculty Council	Wise	
9/3	Academic Team Meetings	Hever	
9/10	Inservice – Guided Reading, Year 2	Moss	BL - Part I
9/17	Faculty Council	Wise	
9/24	A-Team Inservice	Nelson/Wilcox	
October	PLCs – Guided Reading	Hever/Moss	
10/1	Academic Team Meetings	Hever	
10/15	Faculty Council	Wise	
10/16	Inservice – The Writing Workshop, Rubicon Atlas	Moss Wise	BL – Part I Workday
10/21	District Balanced Literacy Training	Hull	
10/22	Teacher Website Training	District	Tracy Rucker
November	PLCs – Common Assessments	Hever	
11/5	Academic Team Meetings	Hever	
11/12	District Balanced Literacy Training	Hull	During School Day
11/12	504 Introduction to Common Assessments	Nelson Hever	
December	PLCs – Common Assessments	Hever	
12/3	Academic Team Meetings	Hever	
12/10	Inservice – Guided Reading, Year 2	Moss	BL - Part II
12/17	Faculty Council	Wise	
January	PLCs – Guided Reading/Common Assessments	Hever	
1/7	Academic Team Meetings	Hever	
1/14	Balanced Literacy -Text Connections	Moss	
1/21	Faculty Council	Wise	
1/28	Faculty Meeting	Wise	
February	PLCs – Text Connections	Hever/Moss	
2/4	Academic Team Meetings	Hever	
2/11	District BL Training	Hull	
2/18	Faculty Council	Wise	
2/25	Inservice – Instructional Technology	Hever	
March	PLCs – The Writing Workshop	Hever/Moss	
3/4	Faculty Council	Wise	
3/11	Inservice – PASS Administration	Hever	
3/18	Faculty Council	Wise	
3/25	Inservice – The Writing Workshop	Moss	BL – Part II
April	PLCs – The Writing Workshop	Hever/Moss	
4/8	Academic Team Meetings	Hever	
4/15	Faculty Council	Wise	
4/22	Faculty Meeting	Wise	
4/29	Inservice – PASS Administration	Hever	
May	PLCs – Common Assessments	Hever	
5/6	Academic Team Meetings	Hever	
5/13	Inservice – Mentor Texts	Moss	BL
5/20	Faculty Council	Wise	
5/27	Faculty Meeting – Form Classes	Wise	

➤ Findings

1. Professional Development Plan 2015 – 16

Under the guidance of our literacy specialist, our next school year will focus on a school-wide writing program. Our staff will participate in training using the Lucy Calkins Writing Framework in conjunction with our ongoing implementation of Fountas and Pinnell Balanced Literacy System. Our hope is to use vertical articulation and Calkins research to make writing across the curriculum a vital part of our teaching.

2. Professional Development Plan 2014 – 15

In working with the instructional coach, we hope to foster a feeling of confidence in the new Common Core Standards, Fountas & Pinnell Balanced Literacy, and their integration and implementation. We hope that faculty meetings and Professional Learning Communities (PLC) can become a sharing of methods, an ongoing discussion of pedagogy, and an exchange of ideas—what works and what does not. Our staff will undergo training in the Fountas & Pinnell program over the 2014-2015 school year.

Our professional development plan for 2014-2015 emphasizes the following areas

a. Fountas & Pinnell

Our District has chosen to use the Fountas & Pinnell Balanced Literacy System for teaching reading. Most of our staff development will be in training for Balanced Literacy. Our training began in June 2013. The training will include whole staff instruction, Professional Learning Communities to discuss problems and troubleshoot, and evaluation and feedback from the Fountas & Pinnell professionals.

b. Vertical Articulation

One of the areas of improvement that our staff has noticed is in the area of vertical articulation. Our staff will have small group meetings to discuss specific areas of curriculum, instruction, and assessment in multiple subjects. The goal will be to find a common link to help prepare students for what they will learn in the future and to tap into prior learning with more accuracy.

3. Professional Development Plan 2013 – 14

a. Technology

Paris had previously received some funding for a Technology Grant. We used the upcoming Common Core and Fountas & Pinnell Balanced Literacy to determine the allocations for those funds by choosing to do iPad Minis to help with classroom instruction. This iPad initiative began this school year. Our training demonstrated the most effective and efficient uses of our iPads in the classroom for the implementation of Fountas and Pinnell Balanced Literacy.

After extensive discussion and research, we determined the best uses for the remainder of the funding to support instruction in the classroom by updating Promethean Board technology, upgrading classroom computer monitors, and placing ActivSlates, HUE cameras, and ActivExpressions in more classrooms.

b. Common Core

The Common Core staff development encompassed the origins of Common Core State Standards (CCSS), the schedule, and the new Smarter Balanced assessment

that will follow in 2015. In addition, we used our knowledge of CCSS to help the district choose a new math text, transition our lesson plans and instruction, and find commonalities/differences between our current standards and CCSS.

c. Guided Reading in the Balanced Literacy Framework

Our District has chosen to use the Fountas & Pinnell Balanced Literacy System for teaching reading. Most of our staff development has been in training for Balanced Literacy, specifically Guided Reading and Interactive Read-Alouds. Our training began in June 2013. The training included whole staff instruction, Professional Learning Communities to discuss problems and troubleshoot, and evaluation and feedback from the Fountas & Pinnell professionals.

5. School Climate Needs Assessment

➤ Data Sources

School Report Card 2014

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	39	102	85
Percent satisfied with learning environment	100.0%	95.1%	91.7%
Percent satisfied with social and physical environment	100.0%	97.0%	91.7%
Percent satisfied with school-home relations	100.0%	99.0%	78.3%

➤ Findings

The teacher and student results from the Survey indicated that teachers and students were more satisfied than parents with the school environment and relations.

The families, staff, and community work together to nurture and develop a genuine appreciation for one another's culture. The Paris community is welcomed to our school, just as Paris Elementary students contribute in a positive way to the Paris community and to the preservation of our natural habitat, Paris Mountain and Paris Mountain State Park.

Beliefs, missions, and values are communicated at Paris Elementary in a variety of ways including, but not limited to, the following:

- Orientation
- Online class syllabi for all grade levels and special areas, hard copies of same are available for families without internet access
- Paris Elementary School Handbook/Calendar
- Teacher Handbook
- Open House and Family Nights
- Parent/Teacher Conferences
- Weekly folders
- Daily folders
- Notes/emails/phone calls
- School websites

- Classroom websites and newsletters
- Greenville News
- Ink Panther
- Prime Time Paris News

Paris and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of 4 custodians performs basic cleaning operations in every classroom every day. Other aspects of the school/district safety program include:

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

Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 80.5% in 2012 to 85.5% in 2018.

ANNUAL OBJECTIVE: Annually increase by 1 percentage point students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X					
School Actual	80.5%	80.5%	88%				
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8%	78.7%	79.9%				

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 84.6% in 2012 to 89.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X					
School Actual	84.6%	89.8%	89.9%				
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0%	79.5%	78.6%				

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

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

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

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

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

ELA - School	Baseline 2011- 12	Planning Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	677.1	682.7	669.3				
Male	674.7	682.4	668.7				
Female	681.0	683.0	670.3				
White	687.1	692.3	680.1				
African-American	624.9	636.2	625.7				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	644.0				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	609.1	621.0	613.8				
Limited English Proficient	652.1	668.3	635.7				
Subsidized Meals	643.5	653.8	646.4				

ELA - District - Grades 3-5	Baseli ne 2011- 12	Planni ng Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672.0	653.2				
Male	665.7	666.7	648.2				
Female	676.8	677.6	658.6				
White	685.1	684.6	667.1				
African-American	644.4	648.3	627.0				
Asian/Pacific Islander	696.1	697.5	682.1				
Hispanic	650.8	653.4	635.0				
American Indian/Alaskan	688.2	677.3	658.7				
Disabled	614.9	618.2	605.9				
Limited English Proficient	654.9	657.2	638.0				
Subsidized Meals	649.2	652.5	632.4				

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

PASS % MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 85.7% in 2012 to 90.7% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X					
School Actual	85.7%	84%	84.9%				
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4%	77.3%	77.5%				

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

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

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

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

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

Math - School	Baseline 2011- 12	Planning Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	665.7	673.9	665.2				
Male	668.5	676.0	667.4				
Female	661.3	671.0	662.3				
White	673.0	683.9	678.9				
African-American	624.4	618.0	602.7				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	636.3				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	606.5	597.2	569.3				
Limited English Proficient	654.1	663.5	632.5				
Subsidized Meals	642.4	639.8	633.1				

Math - District – Grades 3-5	Baseli ne 2011- 12	Planni ng Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0	656.8				
Male	665.3	663.6	656.6				
Female	664.3	664.4	657.0				
White	677.8	677.3	672.0				
African-American	636.8	634.5	624.4				
Asian/Pacific Islander	703.1	701.1	699.7				
Hispanic	649.0	65.06	640.4				
American Indian/Alaskan	668.4	674.4	663.3				
Disabled	607.9	606.9	602.3				
Limited English Proficient	656.1	657.6	648.1				
Subsidized Meals	643.6	643.0	632.1				

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

PASS % TESTED

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

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

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

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.7	100.0	100.0				
Male	100.0	100.0	100.0				
Female	99.1	100.0	100.0				
White	99.6	100.0	100.0				
African-American	100.0	100.0	100.0				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	100.0				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	100.0	100.0	100.0				
Limited English Proficient	100.0	100.0	100.0				
Subsidized Meals	100.0	100.0	100.0				

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

% Tested Math – School	Baseline 2011- 12	Planning Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0	100.0				
Male	100.0	100.0	100.0				
Female	100.0	100.0	100.0				
White	100.0	100.0	100.0				
African-American	100.0	100.0	100.0				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	100.0				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	100.0	100.0	100.0				
Limited English Proficient	100.0	100.0	100.0				
Subsidized Meals	100.0	100.0	100.0				

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

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

PASS % SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 80.4% in 2012 to 85.4% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X					
School Actual	80.4%	82.2%	82.9%				
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9%	77%	75.6%				

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

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

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

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

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	634.4	639.5	644.2				
Male	640.5	642.7	646.3				
Female	625.2	635.4	641.4				
White	641.0	647.8	656.6				
African-American	604.2	592.6	N/A				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	591.6	593.8	N/A				
Limited English Proficient	635.4	624.4	N/A				
Subsidized Meals	618.6	613.3	617.3				

Science - District – Grades 3-5	Baseline 2011- 12	Planning Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0	635.5				
Male	633.7	633.6	636.6				
Female	631.8	632.4	634.4				
White	645.2	646.2	650.8				
African-American	607.3	606.2	607.2				
Asian/Pacific Islander	655.9	660.85	661.2				
Hispanic	617.0	616.2	616.0				
American Indian/Alaskan	640.3	644.0	638.6				
Disabled	585.9	587.2	592.0				
Limited English Proficient	620.7	620.9	620.5				
Subsidized Meals	614.1	613.8	614.4				

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

PASS % SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 82.6% in 2012 to 87.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X					
School Actual	82.6%	82.6%	85.9%				
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9%	79.6%	80.8%				

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

PASS AVG. SOCIAL STUDIES

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

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

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

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	653.5	668.9	664.9				
Male	658.7	677.0	671.6				
Female	646.0	654.7	655.6				
White	662.8	678.3	673.8				
African-American	603.1	620.3	N/A				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	591.6	609.5	N/A				
Limited English Proficient	635.4	654.9	N/A				
Subsidized Meals	630.0	639.1	638.6				

Social Studies - District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	633.0	654.3				
Male	651.8	633.6	655.4				
Female	646.6	632.4	653.2				
White	661.3	646.2	665.37				
African-American	626.1	606.2	631.6				
Asian/Pacific Islander	676.9	660.5	682.9				
Hispanic	632.8	616.2	640.4				
American Indian/Alaskan	655.8	644.0	662.8				
Disabled	605.3	587.2	615.3				
Limited English Proficient	637.7	620.9	642.9				
Subsidized Meals	629.0	613.8	634.8				

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

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

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

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

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

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	60 th %tile	61 th %tile	75 th %tile	64 th %tile			
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	51 st %tile	55 th %tile	64 th %tile	59 th %tile			
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	55 th %tile	58 th %tile	69 th %tile	59 th %tile			

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Conduct MAP goal setting conferences with 1 st – 5 th grade students with follow up spring conferences	September and April	Teachers Instructional Coach	\$0	N/A	Student Goal Setting Sheet
Analyze MAP data and utilize the data in directing instruction.	October	Instructional Coach	\$0	N/A	Data analysis meeting during PLC
Plan as a grade level	August-June	Teachers Principal Instructional Coach	\$0	N/A	Lesson Plans
Reflect Common Core Standards in Lesson Plans	August – June	Teachers Principal Instructional Coach	\$0	N/A	Lesson Plans and Syllabus
Train teachers in Fountas and Pinnell Balanced Literacy	Ongoing	School District Instructional Coach Teachers	\$0	N/A	Professional Development Plan Inservice Points
Hold Author’s Spotlight events quarterly to celebrate the writing efforts of students	August – April	Instructional Coach Teachers	\$0	N/A	Quarterly Celebration featuring students with an audience of parents and friends
Plan as a grade level	August – June	Teachers Principal Instructional Coach	\$0	N/A	PASS Results Agendas/Minutes of meetings
Evaluate PASS Test Scores	August – September	Administration Teachers Instructional Coach	\$0	N/A	Portfolio – Student Achievement Section
Administer and Evaluate PM Benchmark Assessment and District Writing Prompts	Quarterly	Teachers Instructional coach	\$0 (District Provided)	N/A	Student ELA Folder and Records
Collaborate between Special Education Resource teachers and Regular Education Teachers to provide targeted instruction to the student group (Disabled) who did not show full gains	August – June	Principal Teachers	\$0	N/A	Increase the number of Disabled Students who score Met or Exemplary on PASS
Train teacher in implantation of Common Core Standards	Ongoing	Instructional Coach Teachers	\$0	N/A	Professional Development Plan
Implement Every Day Counts Calendar Math in every classroom at every grade level	Ongoing	Instructional Coach Teachers	\$0	N/A	Classroom and Lesson Plans
Utilize Learning-Focused strategies while utilizing	Ongoing	Instructional Coach	\$0	N/A	Record of Professional

Rubicon Atlas and collaboration in teacher Planning		Teachers			Development opportunities and Lesson Plans
Use Odyssey CompassLearning integrated curriculum materials and NWEA resources to supplement classroom activities	Ongoing	Teachers	\$0	N/A	Regularly Scheduled Computer Lab (45 minutes), Laptop Lab (45 minutes) and classroom (30 minutes) time
Utilize materials from the new math series to provide hands-on math instruction	Ongoing	Instructional Coach Teachers	\$0	N/A	Lesson Plans and Observations
Provide targeted instruction for the student subgroups who did not show gains (African American, Disabled)	Ongoing	Teachers	\$0	N/A	Lesson Plans and Observations/ Data Analysis of scores
Implement Response To Intervention reading intervention in kindergarten with the kindergarten teachers and in first grade by a part-time intervention teacher to target students identified by the AIMSweb screening process	Ongoing	Teachers	\$0	N/A	Benchmarks, Aimsweb Data
Utilize the web-based program Accelerated Reader to encourage reading	Ongoing	Teachers	\$0	N/A	Number of students meeting Accelerated Reader goals

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain 100% of teachers who are highly qualified for their positions.

ANNUAL OBJECTIVE: Maintain 100% of teachers who are highly qualified for their positions

DATA SOURCE(S):

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Recruit Hire only Highly- Qualified Teachers	June - August	Principal	Teacher Salary Schedule	District Funds	Report Card Data

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96%	96.7%					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9%	95.6%					

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 87.1% in 2012 to 89.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.5	87.9	88.3	88.7	89.1
School Actual	87.1%	91.5%					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 95.8% in 2012 to 97.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.2	96.6	97.0	97.4	97.8
School Actual	95.8%	98.8%					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8						

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 98.6% in 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain percentage points annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.6	98.6	98.6	98.6	98.6
School Actual	98.6%	100.0%					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 95.3%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage of parents who indicate annually that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.3	95.3	95.3	95.3	95.3
School Actual	95.3%	94.4%					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 91.2% in 2012 to 93.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.2	91.7	92.2	92.7	93.2
School Actual	91.2%	94.7%					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9%						

TEACHER SATISFACTION – SAFETY

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage of teachers who annually indicate they feel safe at school during the school day.

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

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Promote communication of questions and concerns from parents to Principal	August - June	Principal	\$0	N/A	School Website
Hold Coffee with the Principal	Monthly	Administration	\$0	N/A	School Website Calendar
Communicate regularly with parents using weekly progress reports, weekly folders, parent conferences, web sites, report cards	August - June	Teachers Principal	\$500	PTA Funding	Copies of documents Conference Logs
Increase community awareness of the school through teacher web pages, school and district website, and Ink Panther newsletter	August - June	Teachers Principal PTA	\$1000	PTA Funding	Newsletters Webpages Website
Distribute School Report Card	November	School District	\$0	N/A	Report Card delivered to all stakeholders
Administer school climate survey to teachers, parents, and students	February - March	Teachers Principal	\$0	N/A	School Report Card Data
Produce Prime Time Paris News	August - June	Media Specialist Principal Students	\$500	PTA Funds	Daily Broadcasts



Paris Elementary

32 East Belvue Road
Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	644 Students	
Principal	David G. Wise	864-355-4260
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD		
YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Excellent	Good
2013	Excellent	Excellent
2012	Excellent	Good
2011	Good	Good
2010	Good	Good

- ### DEFINITIONS OF SCHOOL RATING TERMS
- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
 - Good - School performance exceeds the standards for progress toward the 2020 SC Performance Vision
 - Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
 - Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
 - At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n = 644)				
1st graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention Rate	0.8%	Up from 0.6%	0.8%	1.0%
Attendance Rate	97.0%	Up from 96.7%	96.7%	96.4%
Served by gifted and talented program	15.9%	Up from 12.8%	11.7%	7.3%
With disabilities	13.3%	Down from 14.3%	10.8%	12.5%
Older than usual for grade	1.4%	Down from 1.6%	1.3%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n = 40)				
Teachers with advanced degrees	50.0%	Down from 51.4%	63.5%	62.3%
Continuing contract teachers	90.0%	Down from 100.0%	82.3%	81.2%
Teachers returning from previous year	88.1%	Up from 86.1%	90.2%	88.4%
Teacher attendance rate	94.6%	Up from 94.5%	95.6%	95.3%
Average teacher salary*	\$47,492	Up 0.4%	\$48,726	\$47,902
Professional development days/teacher	13.4 days	Up from 12.1 days	10.1 days	10.9 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 22.7 to 1	20.4 to 1	19.9 to 1
Prime instructional time	90.3%	Down from 90.9%	91.3%	90.5%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$6,405	Up 2.9%	\$7,041	\$7,680
Percent of expenditures for instruction**	61.0%	No change	67.5%	66.8%
Percent of expenditures for teacher salaries**	60.3%	Up from 60.0%	66.5%	66.0%

* Includes current year teachers contracted for 183 or more days.

** Prior year audited financial data are reported.

Percent of Student SC PASS Records Matched for Purpose of Computing Growth Rating

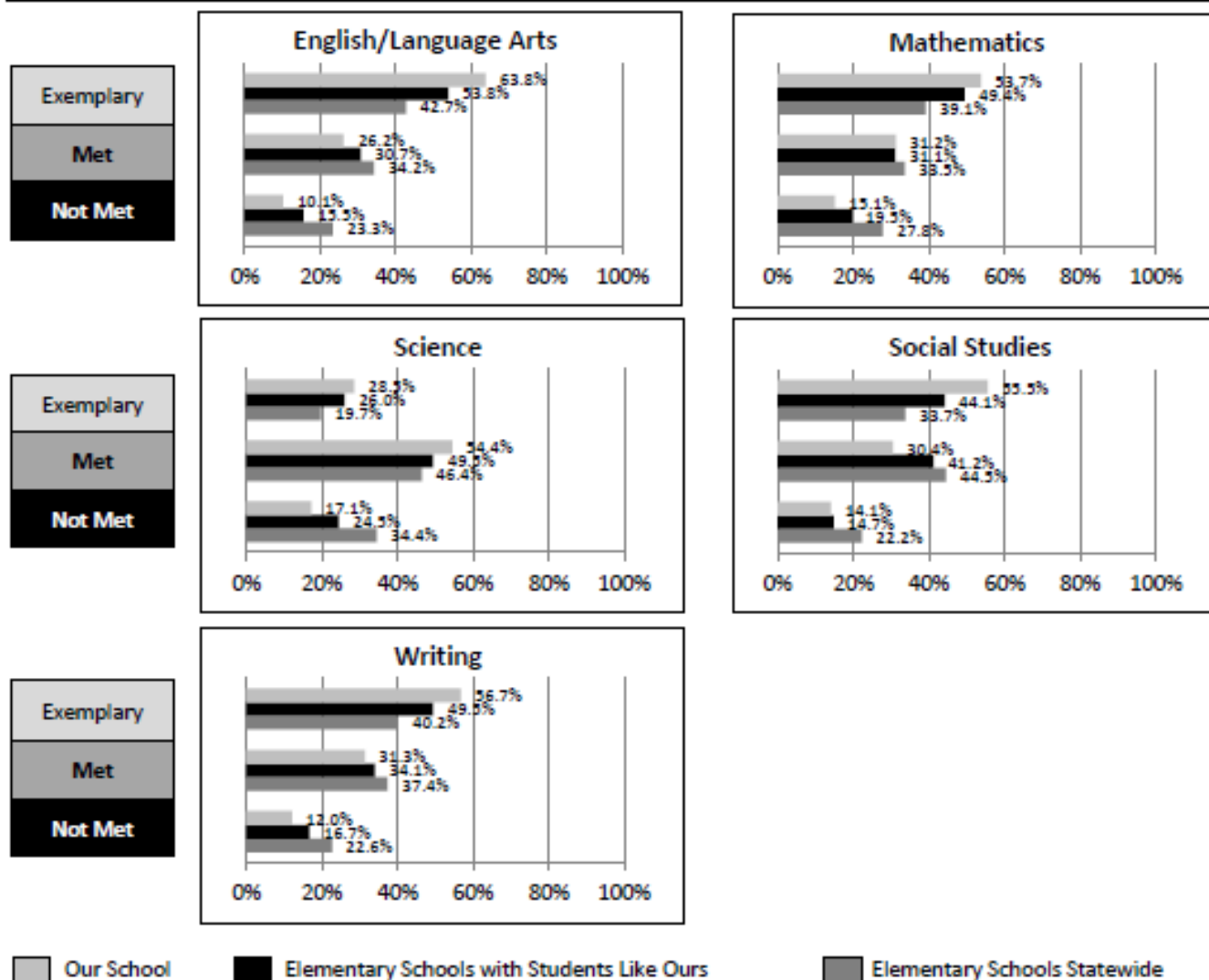
Percent of students tested in 2013-14 whose 2012-13 test scores were located

94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
42	14	3	1	0

* Ratings are calculated with data available by 11/13/2014.

South Carolina Palmetto Assessment of State Standards (SC PASS)

* Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Report of Principal and School Improvement Council

Paris Elementary offers a truly unique educational setting. Nestled at the base of Paris Mountain, the school is rich in a tradition of excellence. Having proudly celebrated its 100-year anniversary in 2012, the school is focused on beginning a new century of excellence. Paris remains a community school and maintains close ties to the history of the area, including the grounds of Camp Sevier, a World War I training ground.☐

☐

Academic programs at the school are student-centered and research-based to ensure the best possible education for our students. Our balanced literacy approach to reading serves the individual needs of each student. Our math program employs a hands-on approach utilizing the Everyday Counts Calendar Math program and is enhanced by the Math Superstars program to promote creative and higher order thinking to solve word problems. Students continue learning with Odyssey CompassLearning, a computer-based instructional program that addresses individual students' needs. Our teachers use hands-on science kits and project teaching in Social Studies. The faculty is well-trained to provide an exciting combination of standards-based thematic units by integrating subjects.☐

☐

The success of Paris Elementary is heightened by strong support from our PTA and the surrounding community. Our PTA contributes an enormous amount of time and financial resources to programs in the school which benefit all students, such as Artist-in-Residence, Science is Fun Day, and the Accelerated Reading Program. Our PTA supports and funds the use of technology as an instructional tool. Volunteers read to and tutor students, assist teachers, and help with the maintenance and beautification of the school. ☐

☐

The school staff, parents, students, and community all work together to ensure student achievement and success. As we persevere in a new century of academic achievement, we will continue to build on the traditions of excellence that have always defined Paris Elementary.☐

☐

Robyn Bryant, SIC Chair☐

Emily Gerard, Assistant Principal☐

David G. Wise, Principal☐

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	102	85
Percent satisfied with learning environment	100.0%	95.1%	91.7%
Percent satisfied with social and physical environment	100.0%	97.0%	91.7%
Percent satisfied with school-home relations	100.0%	99.0%	78.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	91.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Accountability Indicator (Title I Schools)

Paris Elementary has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
X	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		N/A	3.7%
Classes in high poverty schools not taught by highly qualified teachers		4.2	7.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes
			State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)			61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials			0.0%

* Or greater than last year

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	669.3	665.2	644.2	664.9	100.0	100.0	100.0
Male	668.7	667.4	646.3	671.6	100.0	100.0	100.0
Female	670.3	662.3	641.4	655.6	100.0	100.0	100.0
White	680.1	678.9	656.6	673.8	100.0	100.0	100.0
African American	625.7	602.7	N/A	N/A	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	644.0	636.3	N/A	N/A	100.0	100.0	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	613.8	596.3	N/A	N/A	100.0	100.0	100.0
Limited English Proficient	635.7	632.5	N/A	N/A	100.0	100.0	N/A
Subsidized Meals	646.4	633.1	617.3	638.6	100.0	100.0	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Two Year Elementary and Middle School Grades Trend Data

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	3	87	680.8	100.0	87	661.4	100.0
	4	101	656.7	100.0	101	663.1	100.0
	5	119	658.9	100.0	119	652.8	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	45	647.4	100.0	42	666.3	100.0
	4	101	642.4	100.0	101	676.3	100.0
	5	60	628.0	100.0	59	658.0	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	3	118	682.9	100.0	118	661.9	100.0
	4	91	664.2	100.0	91	681.9	100.0
	5	106	659.1	100.0	106	654.9	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	58	643.1	100.0	60	667.4	100.0
	4	91	646.0	100.0	91	674.3	100.0
	5	53	642.5	100.0	53	646.5	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

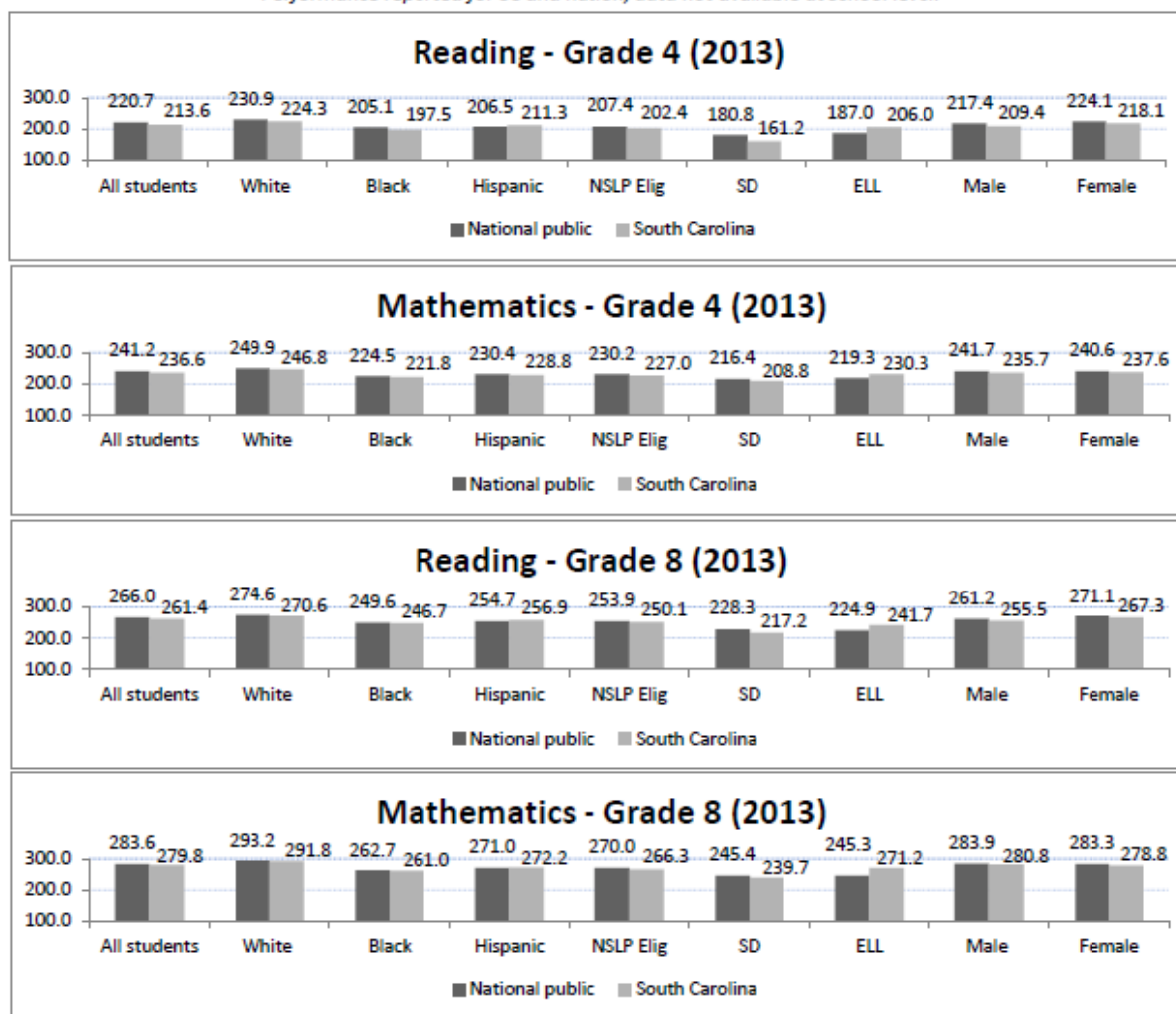
Performance by Group - ESEA/Federal Accountability (District)							11/14/2014	2301076
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	653.2	656.8	635.5	654.3	100.0	100.0	99.9	N/A
Male	648.2	656.6	636.6	655.4	100.0	100.0	99.9	N/A
Female	658.6	657.0	634.3	653.2	100.0	100.0	99.9	N/A
White	667.1	672.0	650.8	665.7	100.0	100.0	99.9	N/A
African American	627.0	624.4	607.2	631.6	100.0	100.0	99.9	N/A
Asian/Pacific Islander	682.1	699.7	661.2	682.9	100.0	100.0	100.0	N/A
Hispanic	635.0	640.4	616.0	640.4	100.0	100.0	100.0	N/A
American Indian/Alaskan	658.7	663.3	638.6	662.8	100.0	100.0	100.0	N/A
With Disabilities	605.9	602.3	592.0	615.3	99.9	99.9	99.8	N/A
Limited English Proficient	638.0	648.1	620.5	642.9	100.0	100.0	100.0	N/A
Subsidized Meals	632.4	632.1	614.4	634.8	100.0	100.0	99.9	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	634.8	639.1	642.2	645.5	99.9	100.0	99.9	N/A
Male	627.4	637.8	642.8	648.2	99.9	100.0	99.8	N/A
Female	642.5	640.6	641.5	642.7	100.0	100.0	99.9	N/A
White	649.3	653.0	658.7	658.8	100.0	100.0	99.9	N/A
African American	607.1	609.2	609.1	618.1	99.9	99.9	99.8	N/A
Asian/Pacific Islander	664.5	687.8	680.0	682.8	100.0	100.0	100.0	N/A
Hispanic	615.9	623.3	623.3	629.6	100.0	100.0	99.9	N/A
American Indian/Alaskan	641.9	643.7	645.0	657.3	100.0	100.0	100.0	N/A
With Disabilities	576.3	584.3	585.8	593.5	99.8	99.8	99.7	N/A
Limited English Proficient	615.6	626.9	624.2	632.1	99.9	100.0	99.9	N/A
Subsidized Meals	612.4	616.2	617.8	622.9	99.9	99.9	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	233.8	226.3	84.8	78.0	99.7	99.6	100.0	82.5
Male	229.9	226.4	85.0	78.9	99.6	99.4	100.0	78.6
Female	237.8	226.2	84.5	77.1	99.7	99.8	100.0	86.7
White	239.4	233.0	88.2	80.6	99.7	99.7	100.0	86.5
African American	221.9	210.7	77.4	72.3	99.6	99.4	100.0	74.1
Asian/Pacific Islander	245.0	249.9	91.3	83.5	100.0	100.0	100.0	93.2
Hispanic	226.4	218.8	79.5	73.7	99.7	99.8	100.0	77.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	100.0	84.6
With Disabilities	205.9	197.1	71.8	69.4	99.1	98.5	100.0	43.1
Limited English Proficient	219.9	213.5	77.0	71.4	99.8	100.0	100.0	70.5
Subsidized Meals	222.8	213.5	78.6	72.9	99.4	99.4	100.0	70.8
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Performance by Group - ESEA/Federal Accountability (State)							11/14/2014	2301076
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

*Performance reported for SC and nation, data not available at school level.

**Key**

NSLP National school lunch program

SD Student with disabilities

ELL English language learner

NAEP National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

Number of recently arrived ELL students exempted from ELA in state assessments	Our School 0
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Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

2014 - ESEA / Federal Accountability System

GREENVILLE > PARIS ELEMENTARY

Overall Weighted Points Total	91.6
Overall Grade Conversion	A
Points Total - Elementary Grades	91.6

Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.6-0.9 = Level of proximity to the AMO (quartile between proficient and AMO)

0.1-0.5 = Level of Improvement between previous year and current year

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.
	Blank	*	Insufficient data available to calculate an ESEA grade.

2014 Annual Measurable Objectives (AMO)			
	Elementary School	Middle School	High School
English Language Arts (ELA)	640	632	229
Math	640	632	226
Science / Biology	640	632	78
Social Studies / History	640	632	75
ELA - Percent Tested	95	95	95
Math - Percent Tested	95	95	95
Graduation Rate	N/A	N/A	75.1

ELEMENTARY SCHOOL MATRIX

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	0.8	0.6			1	1
Asian / Pacific Islander						
Hispanic	1	0.9			1	1
American Indian / Alaskan						
Disabled	0.7	0.5			1	1
LEP	0.9	0.9			1	1
Subsidized Meals	1	0.9	0.7	0.9	1	1
Total Number of Points	8.4	7.8	4.7	4.9	9	9
Total Number of Objectives	9	9	5	5	9	9
Percent of Objectives Met	93.33	86.67	94	98	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	37.33	34.67	4.7	4.9	5	5
Points Total	91.6					

Note:

SC-ALT scores were included in the calculations where appropriate.