

2013-2018

# Plain Elementary School School Renewal Plan



[2014-15]



Plain Elementary School  
Debbie Mihalic, Principal  
506 Neely Ferry Road  
Simpsonville, SC 29680  
(864) 355- 7700

**Greenville County Schools**  
**Superintendent:**  
**Mr. Burke Royster**

[506 Neely Ferry Road, Simpsonville, SC]

**SCHOOL RENEWAL PLAN COVER PAGE**  
(Mandated Component)  
**REQUIRED - SCHOOL INFORMATION AND SIGNATURES**

**SCHOOL:** Plain Elementary School

**DISTRICT:** Greenville County Schools

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

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

**Assurances**

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

**CHAIRPERSON, BOARD OF TRUSTEES**

Mrs. Lisa Wells		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mr. Steve Huskins		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Mrs. Deborah Mihalic		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 506 Neely Ferry Road, Simpsonville, SC 29680

SCHOOL'S TELEPHONE: (864) 355-7700

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

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Deborah Mihalic
2. TEACHER	Tara Kern
3. PARENT/GUARDIAN	Danielle Corliss
4. COMMUNITY MEMBER	Melanie Wyman
5. SCHOOL IMPROVEMENT COUNCIL	Steve Huskins
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>Vice- President of PTA</u>	<u>Jason Wilmoth</u>
<u>Vice- President of PTA</u>	<u>Holly Nelson</u>
<u>Secretary of PTA</u>	<u>Melissa Julian</u>
<u>PTA member</u>	<u>Danielle Corliss</u>
<u>SIC member</u>	<u>Jeff Michenfielder</u>
<u>PTA member</u>	<u>Mary Ann Edwards</u>
<u>PTA member</u>	<u>Jennifer Vissage</u>
<u>Teacher</u>	<u>Shea Mayfield</u>
<u>Teacher</u>	<u>Suzanne Meece</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

(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.

**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.

**X** **Developmentally Appropriate Curriculum for PreK–3**

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

**X** **Parenting and Family Literacy**

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

**X** **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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## Introduction

### Plain Elementary School Portfolio

The vision of Plain Elementary is “A School Family- Positively Committed to Excellence.” The Plain Elementary portfolio documents our plan through the continuous improvement process. The portfolio provides our school community with an ongoing method for self-evaluation, communication, and accountability.

The school is demonstrating significant gains on the South Carolina Report Card. For the 2014- 2015 school year, Plain Elementary received an Absolute Rating of Excellent and a Growth Rating of Excellent. In July 2013, the South Carolina Department of Education was granted a waiver from several requirements of the Elementary and Secondary Education Act. 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 rates (in the high school) 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. Plain received a grade of an A for an ESEA composite index score of 96.3% which means that Plain substantially exceeds the state’s expectations. Plain received the Palmetto Gold Award in 2012-2013 and 2013-2014 for general performance.

In the spring of 2012, Plain Elementary, under the direction of the district office for Greenville County Schools and Mrs. Mihalic, Principal, initiated the renewal and development of a strategic education plan for the five-year period 2013- 18. This plan follows similar guidelines which were developed in 1999. This plan has been updated annually since that date. A collaboration of stakeholders, which included teachers, staff, PTA, SIC, parents, and students, were involved in the strategic planning for school improvement and for the self- assessment as a part of the national accreditation process. Plain also completed a rigorous self-study in order to apply for the Palmetto’s Finest Application and was awarded a visit from the Palmetto’s Finest Committee. Plain Elementary has a strong Parent-Teacher Association and a very involved School Improvement Council that supports the goals for our school. These teams work to provide the administration and faculty with the support necessary to achieve positive academic performance for our students. In order to summarize the philosophy of our school culture, our school adopted a quote from Walt Disney. This quote is prominently display in our front hallway and reads, *“Whatever we accomplish belongs to our entire group, a tribute to our combined effort.”*

The planning and analysis of our goals at Plain Elementary consists of our instructional team, leadership team, and vision planning teams. These teams and committees analyze data from standardized tests such as ACT Aspire, SC PASS for Social Studies and Science, MAP, ITBS, CogAt, and the classroom common assessments to direct the initiatives and programs that Plain Elementary establishes and utilizes to improve and enhance instruction. Collectively, these committees support the learning environment of our school and develop strategies to support student achievement.

**Instructional Team: Responsibilities include meeting weekly to discuss student achievement, curriculum and instruction, and personnel/school updates.**

Deborah Mihalic- Principal

Shea Mayfield- Counselor

Ryan Streetman- Assistant Principal  
Tammy Boucounis- Instructional Coach

Traci Hart- Counselor

**Leadership Team: Responsibilities include meeting monthly as a whole group and weekly with the grade level teams to discuss instructional planning, school goals, academic performance, and any school related topics.**

Deborah Mihalic- Principal  
Ryan Streetman- Assistant Principal  
Tammy Boucounis- Instructional Coach  
Robin Dillard- Kindergarten  
Angie McCurley- First Grade  
Nikki Rice- Second Grade  
Tara Kern- Third Grade  
Cindy Clemmons- Fourth Grade  
Suzanne Meece- Fifth Grade  
Lanie Craft- Special Education  
Angela Kay- Media Specialist  
Shea Mayfield – Guidance Counselor

**Vision Planning Leaders: Responsibilities include meeting monthly to implement goals and strategies in the areas of mathematics, language arts, science, social studies, and student activities as well as vertically discuss best practices at each grade level for student achievement.**

Trish Cleghorn- Mathematics Facilitator  
Sherrie Majors and Mardella Jones- English Language Arts Facilitator  
Jimmy Mahaffey- Science Facilitator  
Brian Luzadder- Social Studies Facilitator  
Tina Hamilton- Student Activities Facilitator

**PTA Board Members: Responsibilities include collaborating with the school staff, parents, and community to support the mission, vision, and goals of Plain Elementary.**

Holly Nelson, President  
Jason Wilmoth, Vice President  
Melissa Julian, Secretary  
Danielle Corliss, Treasurer  
Deborah Mihalic, Principal  
Ryan Streetman, Assistant Principal  
Tara Kern, Teacher of the Year

**School Improvement Council: Responsibilities include meeting monthly to discuss goals for student achievement and serving as an advisory board for the school.**

Steve Huskins- SIC Chairman	Tara Kern
Meredith Heyde – SIC Vice Chairman	Shea Mayfield
Jeff Michenfelder - Secretary	Jason Chandler
Jennifer Ludke	Melanie Cullahan
Joelle Teachey	Ryan Streetman
Debbie Mihalic	Jason Milmoth



Stacia Smith

The school portfolio documents how these groups work together to develop a quality school program to prepare our students to become lifelong learners and responsible productive citizens by creating meaningful learning experiences in a safe, nurturing environment.

### **Executive Summary**

#### Plain Elementary School Portfolio

The mission of Plain Elementary, in cooperation with our children's home and community, is to prepare students to become lifelong learners and responsible productive citizens by creating meaningful learning experiences in a safe, nurturing environment. Our focus is to create a comprehensive learning organization that understands, cares about, and works with students to attain achievement. We believe that all children can learn, and that all children should be given learning opportunities to meet their unique needs, gifts, and learning styles in order to reach their full potential. We strive to provide students with educational experiences that encourage effective communication skills, solve problems competently, think critically and creatively, and act responsibly. We believe that education is a shared responsibility that involves students, teachers and staff, parent and community members all working together for the common goal of student achievement.

The vision and Identity statement of Plain Elementary is "A School Family- Positively Committed to Excellence." We believe that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork. A standards-based curriculum is implemented to ensure a continuum of learning from kindergarten through fifth grade. Authentic assessment techniques are incorporated into teaching. Technology is integrated throughout the curriculum. Our goal is that students will leave Plain Elementary prepared for future learning with the skills necessary to be successful in the 21<sup>st</sup> century.

The beliefs of Plain Elementary are:

- Student learning is the main priority for the school. All children can learn and succeed.
- Instruction must be both differentiated and challenging, providing real life experiences for our students.
- Student learning is accelerated through an extended curriculum and technology applications that address various learning styles and ability levels.
- Teachers must set high expectations for all students.
- Students should feel safe and respected in a child-centered environment.
- Mutual respect and open communication among all staff members is essential for a professional community of learners.
- Students learn best when they are actively engaged in the learning process.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed lifelong learners in our ever-changing technology advanced world.
- Ongoing assessment is critical to continuous improvement and encompasses a variety of formal and informal instruments, including standardized testing, self-assessment, observations, and the tracking of long-term goals.
- Our school climate must foster tolerance and diversity.

The results of student assessment data indicate that our greatest challenges are in our special education disabled population in the area of mathematics. Based on PASS results, 44.9 percent of students with an Individual Education Plan (IEP) met or exceeded standard. Although we were recognized by the state with a silver award for closing the achievement gap in 2012, we continue to develop strategies to meet the needs of our African American population and children living in poverty.

After conducting a staff survey based on what we believe our greatest challenges are regarding teacher and administrator quality, it was determined that technology is an area we would like to strengthen our knowledge and capabilities. Plain Elementary has been provided with new technology as part of the Greenville County Schools Refresh Plan. With the addition of new laptop and desktop computers, Promethean interactive boards, and other technical equipment for instruction, the staff has participated in professional training to strengthen knowledge of utilizing technology in the classroom as a tool for increasing student achievement and performance. Professional development and additional technology are continuously being added to classroom instruction.

Our greatest challenge regarding school climate has been the consistent 5 percent rise each year of students living in poverty. Currently, we have 37% percent of our students receiving free or reduced meals in our school cafeteria. Due to the steady rise in our children of poverty, we determined a need to develop staff development training to gain stronger understanding of the characteristics of poverty and strategies to meet the academic, social and emotional needs of this increasing population. Our faculty participated in a poverty simulation through United Ministries, in addition to professional development speakers, college training, course offerings and book studies on this topic. Additionally, our staff has participated in rigorous training on the Common Core Standards and how these standards will impact all demographic areas in our school.

Our school performance goals in alignment with district goals are the following:

### **Goal Area 1: Student Achievement**

- The percentage of students scoring Met and above on ACT Aspire will meet or exceed the expected standard in Writing.
- The percentage of students scoring Met and above on ACT Aspire will meet or exceed the expected standard in Reading.
- The percentage of students scoring Met and above on ACT Aspire will meet or exceed the expected standard in Math.

### **Goal Area 2: Teacher/Administrator Quality**

- The teacher attendance rate has increased from 94.0% in 2013 to 96.1% in 2014. We will maintain or increase the teacher attendance rate by 2018.

- 100% of our teachers are defined as Highly Qualified. We will maintain our 100% rating each year.
- The percentage of teachers with advanced degrees is 50.0%. We continue to hire teachers with advanced degrees and to inform our current staff opportunities for advanced degrees.
- Teachers will continue to research strategies and best practices that will enhance instruction for students of poverty.
- Teachers and administrators will continue to increase knowledge of technology and utilize equipment that will enhance student learning.

### **Goal Area 3: School Climate**

- The attendance rate for students is 97.1% which is 3.1% higher than the state's objective of 94%. We will maintain or increase our attendance rate each year.
- The retention rate of students remains very low at 1.6%. Teachers will be offered in-services and professional development on behavior management, intervention strategies and Understanding of Autism in order to be able assist students that may be at risk of being retained.
- 89.9% of the parents were satisfied with the learning environment.
- 76.5% of the parents were satisfied with school-home relations
- Teachers and administrators will increase understanding of the social, emotional, and academic challenges related to children living in poverty.

The overall challenges that Plain Elementary has experienced in the past four years have been an increasing number of transient students in our attendance area, a rise in children living in poverty, an increase in the number of homes in which both parents are employed full-time, and an increase in the number of children living in single parent homes. These factors have impacted parent communication, social and emotional dynamics, and teaching practices.

Significant Awards and Achievements from the Past 4 Years included Plain Elementary being awarded an Absolute Rating of Excellent and a Growth Rating of Excellent on the South Carolina State Report Card. Plain received an ESEA Federal Accountability Rating of "A" for 2012- 2014. Plain also received the Palmetto Silver Award for Raising Student Achievement in both 2009-2010 and 2010-2011 school years and a Palmetto Gold Award for general performance 2011- 2014. The school also received the Palmetto Silver Award for Closing the Achievement Gap in both the 2009-2010 and 2010-2011 school years. Plain Elementary has also been awarded the Safe Schools of the Upstate Award for the past four years. Plain has also received the Red Carpet Award as well.

## **School Profile**

### Plain Elementary School Portfolio

Plain Elementary School, a public school located on 18.9 acres in southern Greenville County, serves 900 students in kindergarten through grade five. The school was originally built in 1982. Plain Elementary underwent an extensive renovation and expansion project to accommodate 1000 students that was completed in 2006. The facility includes a computer and science lab, two art and two music rooms, multi-purpose room/gymnasium, an atrium with stage, video lab, Panda Path nature trail with outdoor classroom, and a Grow Healthy Kids organic garden.

The staff at Plain Elementary has various levels of teaching experience that are evenly distributed. There 91 total members of our teaching staff and faculty. There are 13 teachers who have less than ten years of experience, 12 with between ten and twenty years of experience, and 23 with more than twenty years of teaching experience. We currently have over thirty faculty members with advanced degrees and four National Board Certified Teachers. 17 teachers have degrees in other areas other than education. More than fifty teachers are female and two teachers are male, the majority being Caucasian. Our teacher attendance rate is strong at 96.1 percent.

At the present time, the total student enrollment is 884. The ethnic composition is 72 percent Caucasian, 14 percent African American, 8 percent Hispanic, and 6.5 students are classified two or more races, American Indian, or Pacific Islander. The population is comprised of students with five home languages. The languages are English, Spanish, Arabic, German, Vietnamese, Ukrainian. The school currently has 37 percent of students receiving free or reduced meals. Plain Elementary has 16 percent of students receiving gifted/talented services, 19% of the total school enrollment receives Special Education services. Of that 19 Percent, 29 percent of students are learning disabled, 55 % receive speech services, 10% are classified with Autism and 10% are classified Other Health Impaired. Our student attendance rate is 97.1 percent.

Instructional and organizational priorities derive from our mission, vision, and beliefs and are designed to meet the needs of our student population. Our academic curriculum has been developed in alignment with state academic standards. Parents are given a yearly syllabus outlining student expectations, classroom rules and procedures, and grade level academic standards. The instructional program includes interdisciplinary and thematic units of study designed to address different modalities of learning. The writing process is taught at all grade levels and computer assisted instruction is incorporated into units of study. A model of Balanced- Literacy, which includes the major components from the Guided Reading program designed by Irene Fountas and Gay Sue Pinnell and several other leading researchers in the field of reading, was implemented in Kindergarten through fifth grades in 2013-14. Our newly adopted mathematics aligned with South Carolina Common Core Standards. The math curriculum engages students in problem solving activities and higher level thinking skills. Our fine arts classes provide students with opportunities to showcase talent, integrate classroom learning, and develop an appreciation for the arts.

**Data Analysis and Needs Assessment**  
Plain Elementary School Portfolio

Student performance is measured using a variety of national, state, district and school assessment tools.

**National Measures**

**Iowa Test of Basic Skills (ITBS) and Cognitive Ability Test (CogAT)**

The Iowa Test of basic Skills (ITBS) is a nationally normed test given to all students in the second grade. The ITBS provides an in-depth assessment of students’ achievement of important objectives and was developed primarily for the purpose of supporting instruction. In Greenville County, the ITBS is used primarily to identify students for the Gifted and Talented Program. Below are the stanine scores for Plain Elementary School for the past five years. The national average for each category is 5.

<b>Subcategories</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Vocabulary	6	6	N/A	N/A	5
Comprehension	6	6	6	7	6
Word Analysis, Listening, Spelling	6	6	N/A	N/A	N/A
Math Concepts	5	5	5	6	5
Math Problems and Computations	6	6	6	6	N/A
Total Mathematics	5	6	6	6	N/A

**Conclusions for ITBS:**

Plain Elementary second grade students consistently scored at or above the national average. CogAt and ITBS are used to determine students that are Gifted and Talented in the second grade. Out of 168 students, 16.1 percent of all second graders qualified for the Gifted and Talented Program. This is 1.6% higher than last year and is 2.8% higher than schools with students like ours. 13 students or (7%) of second graders qualified by aptitude score of greater than or equal to 96%. 31 students or (18.4%) qualified by Aptitude and Achievement scores. 2 students qualified by an aptitude score of 99% and have been invited to attend the Charles Town Center for students who are Gifted and Talented. Another 27 students (16%) have met either the Aptitude or Achievement criteria and will take the Performance Task Test to determine further placements of students in the Gifted and Talented program.

## State Measures

### Palmetto Assessment of State Standards (PASS)

Palmetto Assessment of State Standards (PASS) is given to elementary students in grades 3, 4, and 5 in the content areas of English Language Arts (ELA), Mathematics, Science and Social Studies. Only fifth graders were given the writing portion of the PASS test for the two years 2011 and 2012. The writing portion of the PASS is administered in March and the remaining subtests are administered in May. The criterion-referenced tests measure student performance against established state curriculum standards. There are limitations to the depth of information that can be provided for individual or classroom purposes. Additional testing at the classroom level is necessary for a more complete understanding of student performance on curricular components. Information gained shows which subgroups as a whole might be most in need of additional instruction. The South Carolina Annual Report Card shows Plain Elementary is making significant progress toward meeting the state goal for student performance. Below is a chart with the data results of the past three years in Writing, ELA, and Math for PASS 2010-2014.

### Palmetto Assessment of State Standards 2013

WRITING	Grade 3					Grade 4					Grade 5				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Not Met	22.6	n/a	n/a	11.5	14.5	58.0	n/a	n/a	14.6	11.7	15.9	13.6	13.9	15.1	7.8
Met	33.6	n/a	n/a	30.6	33.3	28.4	n/a	n/a	37.2	35.1	43.0	33.5	43.0	34.9	36.7
Exemplary	43.8	n/a	n/a	58.0	52.2	47.7	n/a	n/a	48.2	53.2	41.1	52.9	43.0	50.0	55.5
Met/Exemplary	77.4	n/a	n/a	88.5	85.5	76.1	n/a	n/a	85.4	88.3	84.1	86.4	86.1	84.9	92.2

Percent Scoring Met/Exemplary in Writing 3 <sup>rd</sup> – 5 <sup>th</sup>	
2014	88.7%
2013	86.3%
2012	86.1%
2011	86.4%
2010	84.1%

ELA	Grade 3					Grade 4					Grade 5				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Not Met	17.2%	10.2%	10.7%	5.7%	5.8	16.4%	17.4%	12.2%	13.0%	7.8	16.1%	12.7%	15.1%	10.6%	13.8
Met	24.8%	21.7%	15.3%	19.1%	23.0	42.9%	43.8%	34.5%	31.2%	25.3	43.0%	43.9%	44.7%	39.7%	33.8
Exemplary	57.9%	68.2%	74.0%	75.2%	71.2	40.7%	38.9%	53.4%	55.8%	66.9	40.9%	43.4%	40.1%	49.7%	52.3
Met/Exemplary	82.7%	89.8%	89.3%	94.3%	94.2	83.6%	82.6%	87.8%	87.0%	92.2	83.9%	87.3%	84.9%	89.4%	86.2

Percent Scoring Met/Exemplary in English/Language Arts 3 <sup>rd</sup> -5 <sup>th</sup>	
2014	90.9%
2013	90.2%
2012	87.3%
2011	86.6%
2010	83.4%

MATHEMATICS	Grade 3					Grade 4					Grade 5				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Not Met	27.6%	19.1%	18.3%	15.9%	12.9	22.6%	17.2%	17.6%	10.1%	5.9	20.1%	14.3%	12.5%	13.9%	10.8
Met	30.3%	29.3%	26.0%	27.4%	20.0	38.4%	44.1%	31.1%	37.7%	35.3	43.0%	35.4%	42.1%	34.4%	22.3
Exemplary	42.1%	51.6%	55.7%	56.7%	67.1	39.0%	38.6%	51.4%	52.2%	58.8	36.9%	50.3%	45.4%	51.7%	66.9
Met/Exemplary	72.4%	80.9%	81.7%	84.1%	87.1	77.4%	81.0%	82.5%	89.9%	94.1	79.9%	85.7%	87.5%	86.1%	89.2

Percent Scoring Met/Exemplary in Mathematics 3 <sup>rd</sup> - 5 <sup>th</sup>	
2014	90.1%
2013	86.7%
2012	83.9%
2011	82.5%
2010	77.8%

SCIENCE	Grade 3					Grade 4					Grade 5				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Performance Level	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Not Met	34.7%	29.1	29.2	21.8	18.6	21.0%	23.4%	13.5%	15.2%	14.9	25.7%	21.1%	16.0	17.1	15.4
Met	34.7%	38.0%	33.8%	52.6%	54.3	58.5%	62.1%	67.6%	58.0%	63.6	59.5%	51.6%	53.3	63.2	52.3
Exemplary	30.7%	32.9%	36.9%	25.6%	27.1	20.5%	14.5%	18.9%	26.8%	21.4	14.9%	27.4%	30.7	19.7	32.3
Met/Exemplary	65.4%	70.9%	70.8%	78.2%	81.4	79.0%	76.6%	86.5%	84.8%	85.1	74.4%	78.9%	84.0	82.9	84.6

Percent Scoring Met/Exemplary in Science	
2014	83.7%
2013	82.0%
2012	80.4%
2011	75.4%
2010	72.9%

SOCIAL STUDIES	Grade 3					Grade 4					Grade 5				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Performance Level	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Not Met	25.4%	0.2	24.2%	13.9%	21.4	19.3%	20.0%	16.9%	10.9%	7.1	8.0%	13.8%	13.2	13.3	12.3
Met	57.7%	50.0%	47.0%	48.1%	44.3	44.9%	54.5%	41.2%	34.8%	42.9	60.0%	33.0%	44.7	24	33.8
Exemplary	16.9%	32.1%	28.8%	38.0%	34.3	35.8%	25.5%	41.9%	54.3%	50.0	32.0%	53.2%	42.1	62.7	53.8
Met/Exemplary	74.6%	82.1%	75.8%	86.1%	78.6	80.7%	80.0%	83.1%	89.1%	92.9	92.0%	86.2%	86.8	86.7	87.7

Percent Scoring Met/Exemplary in Social Studies	
2014	86.4%
2013	87.3%
2012	81.9%
2011	82.8%
2010	82.4%

### PASS 2013-2014 Highlights

- Plain Elementary scored above the state average in every category. In Writing, Plain students scored 11.6% higher than other elementary schools in the state. In ELA, Plain outscored the state average by 14.2%, in math by 18.3%, in science by 18.4%, in social studies by 10.7%.
- Over 90.9% of students scored *Met* or *Exemplary* on English Language Arts. 90.1% of students scored *Met* or *Exemplary* on Mathematics. The percentage of students scoring *Met* or *Exemplary* was 86.4% in Social Studies and our Science scores were only slightly lower with 83.7% of students scoring *Met* or *Exemplary*.
- Writing remains a strength at Plain Elementary. 88.7% scored *Met* or *Exemplary* on Writing which is a 2.4% over last year. Over 89% or higher scored *Met* or *Exemplary* on content and organization in all three grade level. IN all grades third through fifth, students scored 95% or higher on voice. All three grades score 90% or higher on conventions.
- 94.2% of all third graders scored *Met* or *Exemplary* on all ELA standards tested. 92.2% or higher of all fourth graders scored *Met* or *Exemplary* on all ELA standards tested. 86.2% or higher of all fifth graders scored *Met* or *Exemplary* on all ELA standards tested.
- Students continue to make gains in Mathematics in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. In third through fifth grade, students scored 87% or higher on all math standards tested. With an average of 90.1% of students scoring *Met* or *Exemplary*, this average is a 3.4% gain from 2013 PASS scores.
- In Science, our students scored 2.4% higher than schools like ours and 18.4% higher than schools in the state.
- Our Writing program has remained very consistent over time. Our school uses a program called *Power Writing*. This program is used in every class at all grade levels. Again this year Narrative, Opinion (Persuasive), and Informational writing was incorporated with *Power Writing* to prepare students for the types of writing prompts that may be a part of testing for the ACT/Aspire.
- Our Early Morning Risers program has been successful in assisting students that scored *Not Met* on PASS to improve their scores and in a larger percentage move student out of this category. For the last four years, all but two students increased their RIT MAP score from fall to Spring testing. The program utilizes two computer programs, Compass Learning and First In Math, to assist students with areas of weakness.



## District Measures

### Early Literacy Survey

Students in Kindergarten, First Grade, and Second Grade are given an assessment called the Early Literacy Survey. This survey provides teachers with individual scores that help the teacher determine if the student has mastered basic skills in early literacy. Early Literacy skills are essential for success in reading which are: readiness to read, beginning and ending sounds, rhyming words, non-sense words, phonemic segmentation of words, and common sight words. Our school also uses an Aimsweb screening tool to identify students who need assistance with these skills. The students receive additional assistance through the Response to Intervention (RTI) Program that utilizes a program called Soar To Success. In 2014- 15, students in Kindergarten and First grade also received services from a Literacy Coach. In 2014, 85% of all First graders and 89% of all second graders scored at or above the target score for Reading Fluency.

### Writing Assessments and Running Records

As part of the Greenville County Educational Plan, the county has established a writing assessment for first through fifth grade students. The students are assessed two different times during the school year. Each grade level has the same prompt. The prompt is similar to the PASS writing prompt. All student writing is scored by the CCSS writing prompt rubric and kept in the student portfolio. The assessments are administered to measure progress and growth. Running Records using the Fountas and Pinnell Toolkit are administered to all students in grades first through fifth grade at regular intervals to establish fluency levels and to evaluate comprehension. These levels also help teachers establish guided reading groups. This test is given twice a year to all students and throughout the year as needed to ensure that all students are making adequate growth in reading. Kindergarten students are also administered this test in January and at the end of kindergarten.

### Measures of Academic Progress (MAP)

The school district has established Measures of Academic Progress (MAP) as a common assessment. The district began to utilize this computer application in 2006 and it identifies each individual student's performance level in reading and math. Students are tested twice a year. After testing in the fall, teachers are provided with the predicted target growth score for each student. The teachers develop strategies to help students remediate certain areas in order to improve the students' understanding which will lead to stronger scores on standardized tests.

### Measures of Academic Progress (MAP) in Reading

2009				2010				2011				2012				2013			
2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th
52.6	49.7	53.9	60.9	49.6	48.9	52.7	62	52	51.7	53.7	60.2	51.6	40.6	48.2	48.3	61.6	51.6	51.9	52.7

### Measures of Academic Progress (MAP) in Mathematics

2009				2010				2011				2012				2013			
2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th
53.4	51.9	64.2	53.5	38.3	52.3	65.1	48	56.1	62.3	63.6	65.7	47.5	55.5	67.6	52.4	56.6	54.9	64.8	54.1

Plain Elementary School has consistently increases the percentage of students meeting their target RIT scored each year. In Spring 2013, the percentage of students in the 2<sup>nd</sup> through the 5<sup>th</sup> grade meeting their target RIT score was 54% or higher in reading and 52% or higher in mathematics. The percentage of students in the 3<sup>rd</sup> through 5<sup>th</sup> grades meeting their target RIT score consistently met or exceeded the districts average of 50% or higher in MAP reading and mathematics. Fourth graders have scored 63% or higher for the last four years. Second graders scored much higher with 61.6% of students meeting their RIT score. The higher percentage of students meeting their RIT growth goal was due in part to the Response To Intervention (RTI) Program that was initiated with our 2<sup>nd</sup> graders three years ago.

### School Measures

In addition to common assessments and both pretests and posttests, for all subject areas that are included with the adopted textbooks, teachers design weekly tests to measure mastery of English Language Arts, Mathematics, Social Studies, and Science. Common assessments are given school-wide in all curriculum areas. The district also provides unit tests and other unit assessments on the district-wide Rubicon Atlas that were developed by a select committee of teachers within the district. The district has also given teachers a minimum number of major and minor assessments that must be administered each nine weeks.

### Adequate Yearly Progress

For the school year 2012-2013 and 2013-2014, Plain Elementary School earned the Palmetto Gold Award for General Performance. In 2011- 2012, Plain Elementary School earned the Palmetto Gold Award for General Performance and a Silver Award for Closing the Gap. In 2010-2011, Plain earned the Palmetto Silver Award for General Performance and a Silver Award for Closing the Gap.

### ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several requirements of the 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>.

<b>ESEA/FEDERAL ACCOUNTABILITY SCHOOL MATRIX FOR PLAIN ELEMENTARY</b>
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<b>TITLE</b>	<b>ELA Proficiency Met/Improved</b>	<b>Math Proficiency Met/Improved</b>	<b>Science Proficiency Met/Improved</b>	<b>Social Studies Proficiency Met/Improved</b>	<b>ELA Percent Tested</b>	<b>Math Percent Tested</b>
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	1	1	0.8	1	1	1
Asian / Pacific Islander						
Hispanic	1	1			1	1
American Indian / Alaskan						
Disabled	0.7	0.7	0.6		1	1
LEP						
Subsidized Meals	1	1	0.8	0.9	1	1
<b>Total Number of Points</b>	<b>7.7</b>	<b>7.7</b>	<b>6.2</b>	<b>5.9</b>	<b>8</b>	<b>8</b>
<b>Total Number of Objectives</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>8</b>
<b>Percent of Objectives Met</b>	<b>96.25</b>	<b>96.25</b>	<b>88.57</b>	<b>98.33</b>	<b>100</b>	<b>100</b>
<b>Weight</b>	<b>0.4</b>	<b>0.35</b>	<b>0.05</b>	<b>0.05</b>	<b>0.05</b>	<b>0.05</b>
<b>Weighted Points Subtotal</b>	<b>38.5</b>	<b>38.5</b>	<b>4.43</b>	<b>4.92</b>	<b>5</b>	<b>5</b>
<b>Points Total</b>	<b>96.3</b>					

Plain Elementary School ESEA WAIVER Federal Accountability System for the School year 2013-2014

<b>Overall Weighted Points Total</b>	<b>96.3</b>	<b>KEY</b>	Index Score	Grade	Description
<b>Overall Grade Conversion</b>	<b>A</b>		90-100	A	Performance substantially exceeds the state's expectations.
Points Total – Plain Elementary Grades	96.3		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.

Note:

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

\* - 4 = Insufficient sample size (fewer than 30 students)

\* - 6 = There is no available test data for this school

Achievement Gaps and Root Causes Identified by Data Analysis

- Plain Elementary School’s poverty index, based on students receiving free or reduced price meals and Medicaid enrollment, has increased from 14% in 2001-02 to 51.43% in 2013-14.
- All English Speakers of Other Languages (ESOL) students were required to take PASS assessment when it was first administered in 2008. Many of our ESOL students continue to struggle to read and understand English. This year, 53 students are classified as ESOL which is 6% of our overall population.
- The percentage of minority students, in comparison to white students, scoring *Not Met* in PASS math and ELA is higher. In reading, 21.1% of African Americans scored *Not Met* compared to only 7.6% of white students. In math, 25.1% of African Americans scored *Not Met* compared to only 6.9% of white students.
- The percentage of minority students scoring *Not Met* on PASS Math and ELA is higher for students receiving free or reduced price meals compared to minority students paying full price for meals. In reading, 16.6% of students with subsidized meals scored *Not Met* compared to only 5.0% for students who pay full-price.
- 61.6% of learning disabled students scored *Met* or *Exemplary* on the reading portion of PASS and over half, 54.3%, of our disabled students scored *Met* or *Exemplary* on the PASS writing. 26.1% of our learning disabled students scored Exemplary on the math portion of PASS and over half of all disable students, 66.4%, of our disabled population scored *Met* or *Exemplary* on the PASS math.

## Needs Assessment

- Meeting the needs of students identified as living in Poverty. To also provide the staff with the understanding of how students of poverty think and approach school- related issues.
- Closing the achievement gap with our students on subsidized meals, disabled students and African American students.
- Meeting the needs of our high-achieving students in Reading with increased rigor school-wide and differentiated literacy groups in all classrooms.
- Decreasing teacher-pupil ratios to provide the time needed to address individual students learning needs.
- Training related to Balanced-Literacy program so there is consistency when establishing literacy groups to better meet the needs of all students.
- Consistently implementing Everyday Calendar Counts Math program. Implementation and consistency varies by grade level and should be implemented fully.
- Expanding reciprocal business partnerships should be considered with new and existing businesses.
- Increased percentage of students with varying degrees of autism and the training needed for the teachers to be able to manage these types of students in a regular education classroom.
- On-going staff training to address the needs of special education students. Inclusive practices are now being utilized school-wide.
- Implementing the SC Common Core Standards and preparing assessments to correlate with both the curriculum and ACT/Aspire.

## Surveys and Questionnaires

The School District of Greenville County administers the National Study of School Evaluation and School Climate Survey as part of the overall effort to provide more valid, reliable, and comprehensive information to the schools and to the community via *The Education Plan*. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement.

The survey is distributed in all of the schools in Greenville County in the spring of each school year. Also, in 2012-13, as part of the Accreditation process through AdvancED, an additional survey was

given to the teachers, parents, and students to assist with our self-assessment process. Surveys are distributed to the teachers, 5<sup>th</sup> grade students and the parents of 5<sup>th</sup> grade students at Plain Elementary. This yearly survey is to assess the school’s learning environment, parent- school relationships, and social and physical factor’s related to the school.

Here are the responses from Students, Teachers and Parents from both the National Study of School Evaluation and School Climate Survey and the self-assessment survey completed through AdvancED:

## **The National Study of School Evaluation and School Report Card Climate Survey**

### **Student Results**

The students’ survey is divided into four main sections: Quality of the Instructional Program, Support for Student Learning, School Climate/Environment for Learning, and School Activities/Involvement in School.

Respondents are given general statements about the school and asked to mark on a five-point Likert scale: 1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree, 5) Strongly Disagree

Student responses are listed below in Table 1. The results indicate that the respondents were very satisfied with Plain Elementary.

<b>Section</b>	<b>Items</b>	<b>Percentage of Category</b>	<b>Total %</b>
Quality of the Instructional Program	<b>18</b>	<b>37.4% Agree and 58.2% Strongly Agree</b>	<b>95.6%</b>
Support for Student Learning	<b>6</b>	<b>29.8% Agree and 66.7% Strongly Agree</b>	<b>96.5%</b>
School Climate and Environment for Learning	<b>35</b>	<b>32.9% Agree and 62.5% Strongly Agree</b>	<b>95.6%</b>
School Activities and Involvement in School	<b>43</b>	<b>21.6% Agree and 70.9% Strongly Agree</b>	<b>92.5%</b>

**Table 1: 5<sup>th</sup> Grade Students at Plain Elementary School  
Student Results: AdvancED Self-Assessment**

<b>Section</b>	<b>Number of Items</b>	<b>Total Percentage of Category</b>
Purpose and Direction	2	89.21% Agree, 9.11% Not Sure, 1.68% Don’t Agree
Governance and Leadership	3	74.74% Agree, 20.54% Not Sure, 4.72% Don’t Agree
Teaching and Assessing for Learning	8	78.03% Agree, 17.54% Not Sure, 4.44% Don’t Agree
Resource and Support Systems	4	86.09% Agree, 11.39% Not Sure, 2.52% Don’t Agree
Using Results for Continuous Improvement	3	70.82% Agree, 17.99% Not Sure, 11.19 Don’t Agree

### Areas of Strengths from the Student Survey:

- Teachers use ways of teaching that help students achieve the knowledge and skills they are expected to learn.
- Students feel strongly that the tests that are given, mirror the information taught in class.
- Our staff provides a safe and orderly environment for learning.
- Students feel safe traveling to and from school.
- Parents are welcome in our school.
- Parents are involved and support school functions.

### Areas to Improve from the Student Survey:

- Students feel that their classes could be more interesting and fun.
- Students look forward to going to school each day.
- The classroom environment is perceived as being safe and conducive to learning.

## Teachers

The teacher survey was divided into five main sections: Quality of the Instructional Program, Support for Student Learning, School Climate/Environment for Learning, School Organization and Administration, and Job Satisfaction. Respondents were given general statements about the school and were asked to mark on the same five-point Likert scale, which is standard to the overall set of surveys.

Teacher responses are recorded in Table 2. The results indicate that the respondents were very satisfied with Plain Elementary.

**Table 2: 5<sup>th</sup> Grade Teachers at Plain Elementary School**

Section	Items	Percentage of Category	Total %
Quality of the Instructional Program	27	6.7% Agree and 93.3% Strongly Agree	100%
Support for Student Learning	1	11.8% Agree and 88.2% Strongly Agree	100%
School Climate and Environment for Learning	35	8.0% Agree and 92.0% Strongly Agree	100%
School Activities and Involvement in School	43	42.1% Agree and 57.9% Strongly Agree	100%

### Teacher and Staff Results: AdvancED Self-Assessment

Section	Number of Items	Total Percentage of Category	Total Strongly Agree & Agree
Purpose and Direction	5	76.92% Strongly Agree, 22.15% Agree, 0.92% Neutral	99.07%
Governance and Leadership	10	70.77% Strongly Agree, 28.15% Agree,	98.92%

		0.77% Neutral, 0.31 Disagree	
Teaching and Assessing for Learning	20	57.15% Strongly Agree, 38.38% Agree, 3.69% Neutral, 0.62% Disagree	95.53%
Resource and Support Systems	11	63.78% Strongly Agree, 33.85 Agree, 1.96% Neutral, 0.42% Disagree	97.63%
Using Results for Continuous Improvement	7	65.95% Strongly Agree, 17.99% Not Sure, 11.19 Don't Agree	83.94%

#### **Areas of Strengths from the Teacher Survey:**

- Our school actively promotes parent/teacher communication.
- Our teachers regularly communicate with parents of their students.
- Parents feel welcome in our school.
- Teachers hold high expectations for student learning.
- Teachers provide instructional activities that involve students in their learning.
- A variety of teaching strategies and learning strategies is provided to students to help them learn.

#### **Areas to Improve from the Teacher Survey:**

- Technology is sufficiently available to support my instruction.
- The level of teacher and staff morale is high at my school.
- Parents at my school are interested in their children's schoolwork.
- Parents at my school support instructional decisions regarding their children.
- Parents at my school cooperate regarding discipline problems.

The teaching and learning environment provides opportunities for all students to achieve. Parental involvement is encouraged through numerous communication tools. Results indicate that teachers would prefer more participation in school-wide meetings and other school events as well as more parental support for instructional decisions regarding their children.

#### **Parents**

The parent survey was divided into four main sections: School/Parent/Community Relations, Quality of the Instructional program, Support for Student Learning, and School Climate/Environment for Learning. Respondents were given general statements about the school and were asked to mark the five-point Likert scale: 1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree, 5) Strongly Disagree or in some cases: 1) I Do This, 2) I Don't Do This But Would Like to, 3) I Don't Do This and I Don't Care to

Parent responses are recorded in Table 2. The results indicate that the respondents were very satisfied with Plain Elementary.



**Table 3: Parents of 5<sup>th</sup> Grade Students at Plain Elementary School**

<b>Section</b>	<b>Items</b>	<b>Percentage of Category</b>	<b>Total %</b>
Quality of the Instructional Program	5	<b>44.1% Agree and 49.2% Strongly Agree</b>	<b>93.3%</b>
Support for Student Learning	4	<b>46.7% Agree and 49.6 % Strongly Agree</b>	<b>96.3%</b>
School Climate and Environment for Learning	21	<b>54.4% Agree and 41.2% Strongly Agree</b>	<b>94.6%</b>
School Activities and Involvement in School	16	<b>36.4% Agree and 59.3% Strongly Agree</b>	<b>95.7%</b>

**Areas of Strengths from the Parent Survey:**

- The school’s overall friendliness.
- The school’s efforts to give important information to parents.
- How the school is doing overall.
- The school’s attempts to encourage parental involvement.
- The school’s attempts to schedule events and activities when parents are available to attend.
- Parents make sure that their child does his/her homework

**Areas to Improve from the Parent Survey:**

- Parents would like the school to make changes based on parental suggestions.
- Parents would like teachers to formally invite them to visit during the instructional day.
- Parents feel that they would like to participate more in school committees.

Parents are pleased with the learning environment and the quality of instruction. Parents are actively seeking ways to become better involved and to serve on committees to assist the school.

### **School Report Card Survey**

The SC State School Report Card contains a teacher, parent, and student survey. The survey contains three key questions which allow schools to compare the opinions of all three stakeholders: students, teachers and parents. These three categories for comparison are:

- **Satisfaction with Learning Environment**
- **Satisfaction with Social and Physical Environment**
- **Satisfaction with School- Home Relations**

A comparison of the scores indicates that students, teachers, and parents believe that Plain Elementary provides a high quality instructional program with an emphasis on differentiated strategies to help all students learn. Students, teachers, and parents rated the quality of the instructional program at 93.8% or higher. All three stakeholders believe that the school provides numerous ways to support student learning including: Early Morning Risers, computer applications that can be utilized at school and at home, and early identification of struggling readers through the Response to Intervention (RTI) program. All three groups believe that Plain Elementary provides a climate and environment that is conducive to learning and allows students to learn at their own individual rate while providing assistance and support. However, parents differ from teachers in their opinion of the level of involvement of parents with the school’s events and activities. Parents feel that they would like to become more involved with the school, but list their work schedule as a major factor in being able to participate in activities provided during the school day.

**Parent Survey Results:**

I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD’S SCHOOL.	89.9% Agree & Strongly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD’S SCHOOL.	91.1% Agree & Strongly Agree
I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	76.5% Agree & Strongly Agree

**Student Survey Results:**

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	91.6% Agree & Mostly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	95.8% Agree & Mostly Agree
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	94.9% Agree & Mostly Agree

**Teacher Survey Results:**

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	100% Agree & Mostly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	100% Agree & Mostly Agree
I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	98.1% Agree & Mostly Agree

## Act Aspire Writing

### SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement    Teacher/Administrator    Quality School Climate    Other Priority

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

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

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

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

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

	<b>Baseline 2014-15</b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	<b>X</b>			
<a href="#">School Actual</a>				
<a href="#">District Projected</a>	<b>X</b>			
<a href="#">District Actual</a>				

\*Baseline data to be established in 2014-15.\*

### ACT ASPIRE ENGLISH

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

	<b>Baseline 2014-15</b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	<b>X</b>			
<a href="#">School Actual</a>				
<a href="#">District Projected</a>	<b>X</b>			
<a href="#">District Actual</a>				

\*Baseline data to be established in 2014-15.\*

### ACT ASPIRE READING

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

	<b>Baseline 2014-15</b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	<b>X</b>			
<a href="#">School Actual</a>				
<a href="#">District Projected</a>	<b>X</b>			
<a href="#">District Actual</a>				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE MATH

Student Achievement    Teacher/Administrator    Quality School Climate    Other Priority

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

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

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

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

	<b>Baseline 2014-15</b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	<b>X</b>			
<a href="#">School Actual</a>				
<a href="#">District Projected</a>	<b>X</b>			
<a href="#">District Actual</a>				

\*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

<b>% Tested ELA – School</b>	<b>Baseline 2014-15</b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<u>Projected Performance</u>	<b>95.0</b>	<b><u>95.0</u></b>	<b><u>95.0</u></b>	<b><u>95.0</u></b>
<u>Actual Performance</u>				
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.\*

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

Subsidized Meals				
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\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<u>Projected Performance</u>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<u>Actual Performance</u>				
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.\*

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

\*Baseline data to be established in 2014-15.\*

## SCPASS SCIENCE

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

	<b>Baseline 2014-15</b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	<b>X</b>			
<a href="#">School Actual</a>				
<a href="#">District Projected</a>	<b>X</b>			
<a href="#">District Actual</a>				

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

## SCPASS SOCIAL STUDIES

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

	<b>Baseline 2014-15</b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	<b>X</b>			
<a href="#">School Actual</a>				
<a href="#">District Projected</a>	<b>X</b>			
<a href="#">District Actual</a>				

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



## ITBS

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 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

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

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

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	73 percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	55 percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>STRATEGY : <i>Reading</i></b> <b>Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Teachers will identify all subgroups that score <i>Not Met, Met, &amp; Exemplary</i> on every subject area measured by ACT ASPIRE & use MAP data to make instructional decisions.	Sept. 30, 2015	All teachers, IC, Sp. Ed, challenge, Administrators	No Cost	NA	Teacher Portfolio Data
Grade level teams will analyze benchmark tests and MAP results to develop goals and strategies to increase student achievement.	Sept. 30, 2015	Teachers in grades 2-5, IC, Sp. Ed., Challenge, Administrators	No Cost	NA	Completed MAP Student Goal data charts with comparison data for math, reading, and language arts.
Weekly grade level planning	Aug. 2015-May 2016	Homeroom teachers	No Cost	NA	Grade level meeting minutes, strategies and plans for instruction
Continue to utilize Balanced-Literacy Instruction School- wide	Aug. 2015-May 2016	All teachers	None	NA	Lesson Plans and Balanced-Literacy Schedule
Use Learning Focused Strategies School-wide in all curriculum areas (EATS Lesson Plan Format – Essential questions posted and used to guide lessons).	Aug. 2015-May 2016	All Teachers	None	NA	Lesson plans, classroom observations
Use Power Writing school-wide to increase students' written composition skills	Aug. 2015-May 2016	All Teachers	None	NA	Lesson plans, and classroom observations
Students scoring <i>Not Met</i> on ACT ASPIRE will be offered remediation through a before school program in ELA. Compass Learning, a web-based program will be used for remediation.	Oct. 2015-April 2016	IC and certified teachers			ACT ASPIRE Results
Share student's strengths, weaknesses, and goals with parents during student/parent/teacher conferences.	Oct. 2015	All teachers	None	NA	Teacher conference log, Data Notebooks

Teachers will use a variety of resources to provide practice and assessment of student performance on a quarterly basis: <ul style="list-style-type: none"> <li>• Reading Benchmarks, Running Records, F&amp;P Benchmark Assessment</li> <li>• Integrated Reading Unit Tests</li> <li>• Common Assessments</li> </ul>	Oct. 2015-May 2016	All teachers	\$1000- \$3000	Common Core or Local Funds	Lesson Plans, MAP and ACT Aspire performance data, Progress reports, completed Benchmark Records
<b><u>STRATEGY: MATH Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Teachers will identify all subgroups that score <i>Not Met, Met, &amp; Exemplary</i> on every subject area measured by ACT Aspire & use MAP data to make instructional decisions.	Sept. 30, 2015-May 2016	All teachers, IC, Sp. Ed, Challenge, Administrators	No Cost	NA	Teacher Portfolio Data
Grade level teams will analyze benchmark tests and MAP results to develop goals and strategies to increase student achievement.	Sept. 30, 2015-May 2016	Teachers in grades 2-5, IC, Sp. Ed., Challenge, Administrators	No Cost	NA	Completed MAP Student Goal data charts with comparison data for math, reading, and language arts.
Weekly grade level planning	Aug. 2015-May 2016	Homeroom teachers	No Cost	NA	Grade level meeting minutes, strategies and plans for instruction
Share students' strengths, weaknesses, and goals with parents during student/parent/teacher conferences.	Oct. 2015-May 2016	All teachers	None	NA	Teacher conference log, Data Notebooks
Staff provided with on-going professional development opportunities in the area of technology, focused learning, quality	Aug. 2015-May 2016	All teachers Media Specialist  Instructional Coach	None	NA	Professional development records

tools, & best practices.		Web master			
Use Learning Focused Strategies School-wide in all curriculum areas (EATS Lesson Plan Format – Essential questions posted and used to guide lessons).	Aug. 2015 – May 2016	All Teachers	None	NA	Lesson plans, classroom observations, professional development record show Learning Focused training
Teachers will continue a school-wide math initiative called “The Great Math Race”. This initiative is to encourage students to learn basic facts at each grade-level. A competition among each grade level will help to encourage students to master their basic facts.	Dec. 2015-May 2016	All Teachers Math Vision Team	None	NA	Data collection on classroom walls, student data folders,
Compass Learning will be used school-wide to strengthen math skills.	Oct. 2015-May 2016	All teachers, parents, & students Training by Compass Learning Rep.	None	NA	Lesson plans, MAP and ACT Aspire performance data, Progress reports
First-In-Math, a web-based program that can be utilized at both school and home, will be used to strengthen math skills and provide individualized instruction.	Oct. 2015-May 2016	All teachers, parents, & student	\$6000 yearly	Local Funds	Lesson plans, MAP and ACT Aspire performance data, Progress reports, Earned Stickers
Teachers will use a variety of resources to provide practice and assessment of quarterly student performance. <ul style="list-style-type: none"> <li>• Math unit tests (district)</li> <li>• Common assessments</li> </ul>	Oct. 2015-May 2016	All teachers	None	NA	Lesson plans, MAP and ACT Aspire performance data, Progress reports

## PROFESSIONAL DEVELOPMENT

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** To ensure that all staff members are Highly Qualified and to provide professional development that directly correlates to the student achievement goals in ELA, Math, Science, and Social Studies. 100% of the staff will be classified Highly Qualified. To provide an effective system of staff development that will ensure that qualified, technologically certified personnel are in all teaching positions in the school. 100% of teachers and administration staff will maintain their technology proficiency by obtaining at least 30 hours of professional development on a variety of different technology programs and applications.

**ANNUAL OBJECTIVE:** To maintain 100% of the Plain Elementary School Staff as Highly Qualified.

**DATA SOURCE(S):** Professional Development Plan, individual teachers' professional growth records, teacher certification information.

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

<b>STRATEGY</b> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Teachers will utilize updated laptops and Ipads with their classroom instruction. A variety of software and web-based programs will be used to enhance classroom instruction and to focus strategies on mastery of Common Core Standards.	Sept. 2015- May 2016	Faculty and staff Guidance Counselors Teachers Instructional Coach Administrators	No Cost		Teachers will utilize update computers and other hardware equipment for instruction and other school related programs daily.
Teachers will utilize new labtops and Ipads. Installation completed in April 2015.	Sept. 2015- May 2016	Faculty and staff Guidance Counselors Teachers Instructional Coach Administrators	\$52,300	District Refresh Funds	Teachers will utilize new laptops and Ipads as part of the daily instruction. Teachers will use Promethean Planet and a variety to include interactive lessons that correlate with State Standards and curriculum.

Teachers will be offered a variety of Professional Trainings to include: Word 2010, Windows 8, and a variety of Ipad Applications. Teachers will begin to utilize these applications as a strategy for learning in their classroom instruction. Teachers will also include these applications in technology units with their students.	Aug.2015 - May, 2016	Guidance Counselors Teachers Instructional Coach Administrators District Office staff	N/A	ETS Grant money Teacher State Funds for Apps	Attendance Seminar and/or workshop evaluations Attendance at Summer Academy Lesson Plans Long Range Plans Technology Units
Teachers will be provided training on Inclusion and teachers will utilize a book study using the book, "Creating an Inclusive School" or similar book.	Aug. 2015- May, 2016	Teachers Instructional Coach Administration	\$826.00	District Office Funds for Prof. Dev.	Attendance Seminar and/or workshop evaluations Professional Development calendar Sign-in sheets for Book Study presentations

### STUDENT ATTENDANCE

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<a href="#">School Projected</a>	X	X	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<a href="#">School Actual</a>	96.5	97.1	<b>96.9</b>	<b>97.1</b>			
<a href="#">District Projected</a>	X	X	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<a href="#">District Actual</a>	95.9	95.6	<b>95.0</b>				

**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 95.7% in 2012 to 96.4% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.2 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	<b><u>2013-14</u></b>	<b><u>2014-15</u></b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	X	X	<b>95.6</b>	<b>95.8</b>	<b>96.0</b>	<b>96.2</b>	<b>96.4</b>
<a href="#">School Actual</a>	95.7	95.6	<b>89.9</b>				
<a href="#">District Projected</a>	X	X	<b>89.0</b>	<b>89.5</b>	<b>90.0</b>	<b>90.5</b>	<b>91.0</b>
<a href="#">District Actual</a>	88.0*	88.1	<b>88.1</b>				

\*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 88% in 2012 to 90.8% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.2 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	<b><u>2013-14</u></b>	<b><u>2014-15</u></b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	X	X	90.0	90.2	90.4	90.6	90.8
<a href="#">School Actual</a>	88.0	93.4	91.6				
<a href="#">District Projected (ES, MS, and HS)</a>	X	X	<b>83.5</b>	<b>84.0</b>	<b>84.5</b>	<b>85.0</b>	<b>85.5</b>

<a href="#">District Actual (ES and MS)</a>	83.8	82.7	81.6				
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**TEACHER SATISFACTION – LEARNING ENV.**

- Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 98.0% in 2012 to 99.8% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .0.2 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	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
<a href="#">School Projected</a>	X	X	99	99.2	99.4	99.6	99.8
<a href="#">School Actual</a>	98.0	100	100				
<a href="#">District Projected</a>	X	X	92.5	93.0	93.5	94.0	94.5
<a href="#">District Actual</a>	98.0	92.6	93.5				

**PARENT SATISFACTION – SAFETY**

- Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 93.8% in 2012 to 95.8% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .0.2 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	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
<a href="#">School Projected</a>	X	X	94.0	94.2	94.4	94.6	94.8
<a href="#">School Actual</a>	93.8	95.6	91.1				
<a href="#">District Projected</a>	X	X	93.9	94.3	94.7	95.1	95.5
<a href="#">District Actual</a>	93.5*	92.8	93.1				

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



## STUDENT SATISFACTION – SAFETY

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 95.5% in 2012 to 96.4% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.2 percentage point(s) annually students who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b><u>2013-14</u></b>	<b><u>2014-15</u></b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	X	X	95.6	95.8	96.0	96.2	96.4
<a href="#">School Actual</a>	95.3	95.5	95.7				
<a href="#">District Projected</a>	X	X	91.9	92.3	92.7	93.1	93.5
<a href="#">District Actual</a>	90.9	90.2	89.2				

## TEACHER SATISFACTION – SAFETY

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 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.0 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b><u>2013-14</u></b>	<b><u>2014-15</u></b>	<b><u>2015-16</u></b>	<b><u>2016- 17</u></b>	<b><u>2017-18</u></b>
<a href="#">School Projected</a>	X	X	100	100	100	100	100
<a href="#">School Actual</a>	100	100	100				
<a href="#">District Projected</a>	X	X	98.5	98.5	98.5	98.5	98.5
<a href="#">District Actual</a>	98.9	98.3	98.2				

<b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Develop and implement school safety and crisis management plans.	Aug.-June, 2015-2016	Faculty and staff Parent and Community volunteers	\$200	Extended Day Funds PTA	Crisis Drill critique sheets Yearly inspections
Maintain open lines of communication between home and school.	Aug.- June, 2015-2016	Faculty and staff PTA		Extended Day funds PTA	PTA attendance Communication logs Websites Signed weekly reports School Report Card
Provide parenting seminars and workshops.	Aug.-May, 2015-2016	Guidance counselors Teachers Instructional coach Administrators	\$100	PTA	Attendance Seminar and/or workshop evaluations
Provide guidance lessons on Stephen Covey's 7 Habits of Highly Effective People	Sept.2015-May 2016	Guidance counselors Teachers Instructional coach	\$200	State Education Funds and PTA	Guidance Lesson Plans Displays in hallways and classrooms School-wide initiative mention daily on the Morning Show
Provide parents with information pertaining to expectations, school goals, and programs.	Aug.-May, 2015-2016	Guidance counselors Teachers Instructional coach Administrators	\$1000	Extended Day Funds Local Funds	Student handbook Syllabus Weekly updates School newsletter Community newspapers School websites School calendar
Provide review of certain components of the Learning Focused initiative for all teachers at Plain.	Aug. 2015-16 Ongoing	All Teachers	None	NA	Professional development record
Provide a review of the Quality Tools and have teachers use those tools to enhance instruction and to again	Aug. 2015-16 Ongoing	All Teachers	None	NA	Professional development record

feedback from students and parents as to the student's academic and social growth and well-being.					
Parent and staff membership in the PTA will be 98.5 percent or higher.	Aug. to Sept. 2015	All teachers	No Cost	NA	Record of Membership
Teachers will provide students with opportunities to identify ways they can improve their learning environment.	Aug. to May 2015-16	All teachers and students	No Cost	NA	Displays of Quality tools, and the use of Data notebooks
Teachers and students will use continuous improvement model such as the class mission statement, Issue bins, Plus/Delta, Affinity charts, etc.	Aug. to May 2015-16	All teachers and students	No Cost	NA	Mission statement, issue bin, and Plus/Delta as well as other tools in classrooms
Teachers and students will set and measure individual goals both academic and behavioral.	Aug. to May 2015-16	All teachers and students	No Cost	Parent donations for notebooks and paper	Data notebooks
Communication of learning strategies through horizontal teams.	Weekly Monthly Aug. – May 2015-16	All teachers, Administrators, Instructional Coach	No Cost	NA	Weekly grade level meeting minutes
Students will be taught a variety of learning strategies, time management, and personal skills such as continuous improvement tools and through Learning Focus strategies.	Aug. 2015- May 2016	Guidance Counselors, Instructional Coach	No Cost	NA	Lesson plans and Data notebooks, classroom displays
Collaborative grade level planning to align curriculum, share best practices, and give feedback on staff concerns.	Aug. to May 2015-2016	Principal	No Cost	NA	Weekly Feedback sheets with responses for the principal, Survey results from faculty and staff
Research-based strategies for Inclusive practices will be identified and developed to improve student learning through book studies and reviews of educational research studies.	Aug. to May 2015-16	Principal, Asst. Principal, Teachers, Instructional Coach	\$826	Extended Day Funds to purchase books	Attendance logs, Meeting minutes, Lesson plans

## Professional Development 2014-2015

<b>In-service Title</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
New District Website	8/5/2014	1:00 to 3:00 pm	Computer Lab
Behavioral Interventions	8/18/2014	8:00 to 10:00 am	Library
New Employee Orientation	8/18/2014	10:00	Library
Electronic Communication Log	8/27/2014	9:00 AM	Mrs. Wiggins' Classroom
Understanding and Using Google Drive	9/3/2014	3:00 to 4:00 pm	Mrs. Haynes' Classroom
Behavioral Supports for Inclusion	9/9/2014	3:00 to 4:00 pm	Ms. Hahn's Classroom
Using Our School Data to Shape Instruction	9/10/2014	3:00- 5:00 pm	Library
Self-Study and Data Analysis for Palmetto's Finest Application	9/16/2014	3:00 - 5:00	Library
Promethean Board Advanced Training	10/1/2014	3:00 - 4:00	Library- Lori Larsen
Understanding Inclusion and Ways to Manage Inclusive Students	10/8/2014	3:00 - 5:00	Cafeteria
Autism: Misbehavior or Misunderstanding	10/15/2014	3:00 to 4:00 pm	Library- Amanda Turner
Promethean Board Advanced Training	10/22/2014	3:00 - 4:00	Library- Lori Larsen
Computer 101 Useful tips that productive minds want to know!	10/29/2014	3:00 - 4:00	Library- Bobby Laemmel
Meeting the Needs of Gifted Students	11/5/2014	3:00- 4:00	Library-Sharon Waynick
Developing a Dynamic Blog	11/19/2014	3:00 - 4:00	Ms. Meece's Classroom
Balanced Literacy Best Practices	12/10/2014	3:00 - 4:00	Library- Plain Teachers
The Inclusive School	1/7/2015	3:00 - 4:00	Library- Plain Staff Members
Living Lively & Healthy	1/14/2015	3:00 - 5:00	Library- Dr. Mahaffey
Balanced Literacy Best Practices: Part 2	2/4/2015	3:00 - 5:00	Library- Plain Teachers
Using Reciprocal Teaching with Guided Reading Groups	3/4/2015	3:00 - 4:00	Library- Tammy Boucounis
Autism: Using Motivational Systems	5/6/2015	3:00 - 4:00	Library

## Professional Development 2015-2016

<b>In-service Title</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
Behavioral Interventions for an Inclusive Classroom	8/18/2015	8:00 to 10:00 am	Library
New Employee Orientation	8/18/2015	10:00	Library
Understanding and Using Google Drive	9/3/2015	3:00 to 4:00 pm	Mrs. Haynes' Classroom
Behavioral Supports for Inclusion	9/9/2015	3:00 to 4:00 pm	Ms. Hahn's Classroom
Using Our School Data to Shape Instruction	9/10/2015	3:00- 5:00 pm	Library
IPAD Apps Training	10/1/2015	3:00 - 4:00	Library-
Understanding Inclusion and Ways to Manage Inclusive Students	10/8/2015	3:00 - 5:00	Cafeteria
Inclusion: Differentiating Instruction for all students	10/15/2015	3:00 to 4:00 pm	Library- Amanda Turner
Ipad Advanced Training	10/22/2015	3:00 - 4:00	Library-
Computer 101 Useful tips that productive minds want to know!	10/29/2015	3:00 - 4:00	Library- Bobby Laemmel
Meeting the Needs of Gifted Students	11/5/2015	3:00- 4:00	Library-Sharon Waynick
Developing a Dynamic Blog	11/19/2015	3:00 - 4:00	Ms. Meece's Classroom
Balanced Literacy Best Practices	12/10/2015	3:00 - 4:00	Library- Plain Teachers
The Inclusive School Book Study	1/7/2016	3:00 - 4:00	Library- Plain Staff Members
Living Lively & Healthy	1/14/2016	3:00 - 5:00	Library-
Balanced Literacy Best Practices: Part 2	2/4/2016	3:00 - 5:00	Library- Plain Teachers
The inclusive School Book Study	3/4/2016	3:00 - 4:00	Library- Tammy Boucounis
Inclusive Practices with Intellectual Disability	5/6/2016	3:00 - 4:00	Library

## **Important Website Links**

State Department Website Link

[www.ed.sc.gov](http://www.ed.sc.gov)

School Report Card Link

<http://www.ed.sc.gov/data/report-cards/>

Federal Accountability Rating System

<http://www.ed.sc.gov/data/esea/>