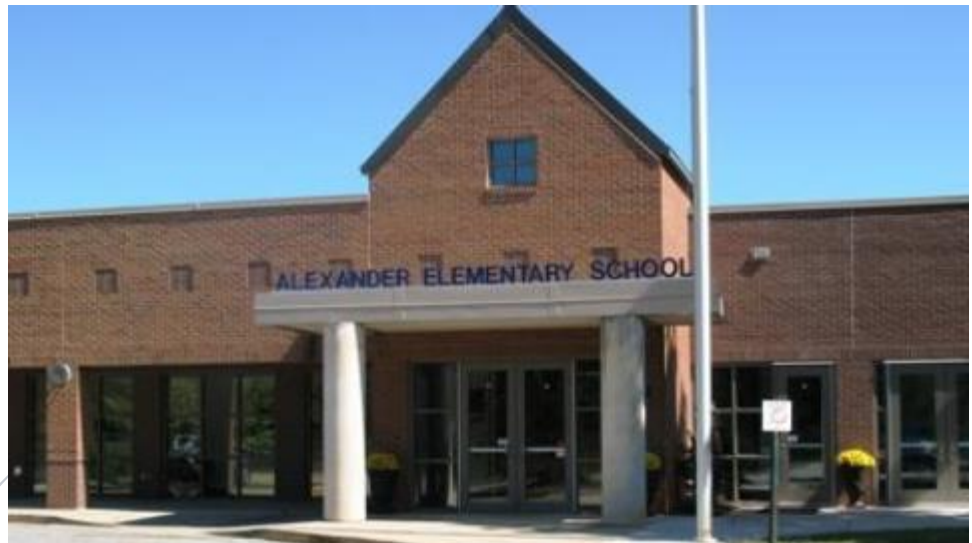


4/4/2016

# Alexander Elementary

## 2015-2016 School Portfolio

Action Plan: 2013-2014 through 2017-2018



County: Greenville County Schools  
Superintendent: Dr. Burke Royster  
Principal: Dr. Sonya Campbell

**SCHOOL RENEWAL PLAN COVER PAGE**  
**SCHOOL INFORMATION AND REQUIRED SIGNATURES**

**SCHOOL****GREENVILLE COUNTY SCHOOL DISTRICT****SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)****SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (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**

Dr. W. Burke Royster	<i>W. Burke Royster</i>	3/23/2016
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Jeffrey Miller	<i>Jeffrey L. Miller</i>	3/24/16
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Dr. Sonya B. Campbell	<i>Dr. Sonya B. Campbell</i>	3/23/2016
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Sarah Cox	<i>Sarah Cox</i>	3/24/16
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL'S ADDRESS: 1601 W Bramlett  
Greenville, SC 29611

SCHOOL'S TELEPHONE: (864) 355-1000

PRINCIPAL'S E-MAIL ADDRESS: Scampbell@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><b>POSITION</b></u>  | <u><b>NAME</b></u>           |
|---|------------------------------|
| 1. PRINCIPAL _____  | Dr. Sonya Campbell _____     |
| 2. TEACHER _____  | Ms. Jenna Key _____          |
| 3. PARENT/GUARDIAN _____  | Ms. Maria Soriano _____      |
| 4. COMMUNITY MEMBER _____   | Ms. Henrietta Sullivan _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____   | Mr. Melvin McDaniels _____   |
| 6. Read to Succeed Reading Coach _____  | Mrs. Paige Buldo _____       |
| 7. School Read to Succeed Literacy Leadership Team Lead _____   | Ms. Sarah Cox _____          |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                              |
| ** Must include the School Read to Succeed Literacy Leadership Team.  |                              |

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
TIF	Ms. Lisa Gilliard
IC	Mrs. Alanda Posey
AA	Mrs. Kara Mann
PTA Vice-President	Mr. Anthony Norwood
PIC	Ms. Marie Peralta
Primary Reading Interventionist	Ms. Chris Webb
Upper Elementary Interventionist	Dr. Lucille McClain

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

**x Academic Assistance, Grades 4–12**

The district 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 helps centers, individual tutoring, and group remediation).

**x Parent Involvement**

The district 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 district 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 district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

**x Innovation**

The district 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 Collaboration**

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

**x     Half-Day Child Development**

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

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

## Table of Contents

SDE Cover Page	Pg. 1
SDE Stakeholder Involvement Page	Pg. 2
SDE Assurances	Pg. 3
Table of Contents	Pg. 5
Introduction	Pg. 6
<b>Executive Summary</b>	Pg. 7
<p>Advanced Standard 5: Using Results for Continuous Improvement The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.</p>	
<b>School Profile</b>	Pg. 9
<p>Advanced Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.</p> <p>Advanced Standard 4: Resources and Support Systems The school has resources and provides services that support its purpose and direction to ensure success for all students.</p>	
<b>Mission, Vision, and Beliefs</b>	Pg. 13
<p>Advanced Accreditation Standard 1: Purpose and Direction The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p>	
<b>Data Analysis and Needs Assessment</b>	Pg. 15
<p>Advanced Standard 3: Teaching and Accessing for Learning The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. Advanced</p> <p>Standard 5: Using Results for Continuous Improvement The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.</p>	
<b>Action Plan</b>	Pg. 21
<p><b>Goal 1: Student Achievement</b></p> <p>Advanced Standard 3: Teaching and Accessing for Learning The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.</p>	
<p><b>Goal 2: Teacher/Admin Quality</b></p> <p>Advanced Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.</p>	
<p><b>Goal 3: School Climate</b></p> <p>Advanced Standard 4: Resources and Support Systems The school has resources and provides services that support its purpose and direction to ensure success for all students.</p>	
<b>School Report Card</b>	Pg. 43

## Introduction

Alexander's portfolio serves to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our portfolio is a living document that describes Alexander and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our action plan for the purpose of increasing student learning.

During the 2002-2003 school year, a Greenville County Initiative required every school to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio was put in place. All school systems were reviewed and updated according to the Victoria Bernhardt model of school improvement. With leadership from the principal and administrative team, the staff works together as a comprehensive team to update and revise the portfolio. Each year, the portfolio is aligned with the requirements of the State Department of Education Standards as well as those of AdvancEd. Members of PTA and SIC are invited to participate in this yearly process. The report is available in the school office for the entire community. Stakeholders provided valuable contributions that shaped our portfolio via participation on Core Task Teams, feedback from PTA and SIC meetings, and completion of the South Carolina State Department of Education Report Card Survey.

Eight Core Task Teams with grade level representatives and other stakeholders were charged with gathering input, compiling information and reporting out. Administration provided guidance for and supported all Core Task Teams in their work. All staff served on teams. Aligned with Advanced Standards and Greenville County's School Strategic Plan, the implementation of the action plan in our portfolio is a cooperative effort of stakeholders. Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community. Yearly updates will serve to document our progress.



## Executive Summary

Within this document, our Action Plan identifies strategies that address student achievement, teacher/ administrator quality, and school climate goal statements for the 2013-2014 through 2017-2018 school years. Goal statements were determined based on school, district, and state data. Data sources included the South Carolina State Department of Education School Report Card, the South Carolina Palmetto of State Standards (SCPASS), ACT Aspire Assessments, the Iowa Test of Basic Skills (ITBS), and stakeholder input. Alexander Elementary will track trends over time as data becomes available.

### Needs Assessment for Student Achievement (2014-2015)

ACT Aspire was a new test given to third, fourth, and fifth graders for the 2014-2015 school year. ACT Aspire consisted of English, Reading, Writing, and Math. Therefore, the results of the 2014-2015 school year will serve as a baseline. The ACT Aspire assessment was announced halfway through the school year as the assessment the state would be using. This test was different from the SCPASS test given in previous years because all the assessments were timed. Student achievement is a top priority.

- **Lowest** ACT Aspire 2014 performance scores for areas tested by grade level:
  - 46.2% of 5<sup>th</sup> graders scored exceeding or ready for ACT Aspire English
  - 5.0% of 5<sup>th</sup> graders scored exceeding or ready for ACT Aspire Reading
  - 32.5% of 5<sup>th</sup> graders scored exceeding or ready for ACT Aspire Mathematics
  - 10.0% of 5<sup>th</sup> graders scored exceeding or ready for ACT Aspire Writing
- **Highest** ACT Aspire 2014 performance scores for areas tested by grade level:
  - 54.9% of 3<sup>rd</sup> graders scored exceeding or ready for ACT Aspire English
  - 21.5% of 4<sup>th</sup> graders scored exceeding or ready for ACT Aspire Reading
  - 54.9% of 3<sup>rd</sup> graders scored exceeding or ready for ACT Aspire Mathematics
  - 26.9% of 4<sup>th</sup> graders scored exceeding or ready for ACT Aspire Writing

2014 SCPASS Social Studies and SCPASS Science performance scores were used as a baseline. The 2014 SCPASS assessments were used as a planning year.

- **Lowest** SCPASS 2014 performance scores for areas tested by grade level:
  - 47.5% of 5<sup>th</sup> graders scored met or exemplary for SCPASS Science
  - 45.0% of 5<sup>th</sup> graders scored met or exemplary for SCPASS Social Studies
- **Highest** SCPASS 2014 performance scores for areas tested by grade level:
  - 66.1% of 4<sup>th</sup> graders scored met or exemplary for SCPASS Science
  - 85.7% of 4<sup>th</sup> graders scored met or exemplary for SCPASS Social Studies

2014 ITBS performance scores were used as a baseline. The 2015 ITBS scores were used as a planning year.

- 2<sup>nd</sup> graders scored lowest in Mathematics Concepts on ITBS:
  - 2014- 26<sup>th</sup> percentile and 2015 26th percentile
- 2<sup>nd</sup> graders scored highest in Reading Comprehension on ITBS:
  - 2014- 27<sup>th</sup> percentile and 2015 27th percentile



### Needs Assessment for Teacher/ Administrator Quality (2014-2015)

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- School Improvement Committee (SIC) identified the pull out intervention programs as beneficial.
- SIC members identified an area of growth would be protected the time of intervention programs.
- Parents identified the additional time before and after school used to assist students with their academic struggles as a major strength.
- Parents identified additional support for primary students as an area needed for improvement.
- 100% of teachers hold “Highly Qualified Status” for the 2015-2016 school year is a strength.
- Students consisted noted strengths as a clean school and grounds, well behaved students, and little bullying occurring.
- Weaknesses noted by students included teachers giving tests on what they learned in class, feeling safe at school, and teachers working together to help students at their school.
- Teachers identified motivated students, well behaved students, and cooperative parents regarding discipline concerns as a strength of the school.
- Weaknesses identified by teachers included administration having high expectations for teacher performance, feeling safe at school, and being bullied by an adult at the school.

### Needs Assessment for School Climate (2014-2015)

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Only students in fifth grade and their parents were included in the evaluations.

- Strengths from the survey included 97% of teachers and 98% of students are satisfied with the learning environment. Additionally, 97% of teachers are satisfied with the social and physical environment of the school.
- Weaknesses identified from the survey included 72% of teachers and 91% of students are satisfied with school-home relations. In addition, only 88% of students are satisfied with the social and physical environment of the school.
- There was insufficient data for the parent evaluation since only 8 parents turned in their surveys. This is considered a weakness.

### Significant Challenges

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- ❖ Funding for implementation of Balanced Literacy. Teachers are in need of curriculum reach classroom libraries.
- ❖ A full time social worker and an additional guidance counselor. Our students’ families encounter a lot of obstacles within their home life. According to Maslow’s Hierarchy of Needs, our students will not be academically successful until their basic and emotional needs are met.
- ❖ Fulltime school based technology coordinator. Our school continues to grow with technology resources. Our teachers need assistance and training to support such requirements.
- ❖ Space is a major challenge. Our teachers who meet with small groups are working in closets. We consistently grow by 30-50 students per year. We need additional space or portables.

### Accomplishments and Achievements

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- ❖ School Based Accomplishments and Achievements
  - Gifted and Talented focus groups (primary grades)
  - Teach Town for special education
  - Data Days

- Breakfast in the Classroom
- Mentors and Tutors
- Looping
- Extended Day Programs (before and after school)
- Men Who Read
- Flexible Math Groups
- Weekly phone messengers
- Accelerated Reader/ RAZ Kids
- STEM Projects
- Volunteers/ Parent Involvement
- Money Cents 4 Kids (MC4K)
- School Counseling Services including Mental Health

❖ State and District Recognitions

- Safe Kids School
- United Way Achievement Award
- Fresh Fruits and Vegetables Grant
- Greeks of Greenville Grant Recipient
- Target Grant Award
- Wells Fargo Funding Recipient
- PTA Reflections Program Winner
- Culinary Cuisine
- Palmetto Silver Award Winner

## School Profile

### The History of Alexander Elementary

In 1922, fourteen Greenville communities bound together for mutual education and civic advancement under the vision of Thomas Fleming Parker. The Parker District, as it would become, aimed to become a textile community where individuals could obtain employment and have comfortable homes, churches, schools, and opportunities to grow into whatever they wished to become. Alexander Elementary was built in 1965 and was named after Mr. Milton Osmond Alexander. Mr. Alexander was a respected supporter of the Parker District and the Woodside Mill community. Since 1965, Alexander Elementary has grown from just 20 teachers to over 45 under the leadership of 9 different principals. As Alexander Elementary continues to grow and progress, we are learning today with tomorrow in mind while never forgetting the important historical heritage of our community.

### The Staff of Alexander Elementary

Alexander Elementary has 1 kindergarten for four year olds and 3 kindergartens for five year olds. In addition, there are four aids to assist our kindergarten teachers. There are 4 first grade teachers, 4 second grade teachers, 3 third grade teachers, 4 fourth grade teachers, and 4 fifth grade teachers. Additionally, there are two resource teachers, 2 TMD Neuro teachers, 2 full-time interventionists, 1 part-time interventionist, 1 literacy coach, 1 instructional coach, 1 full-time ESOL teacher, 1 part-time ESOL teacher, 1 part-time challenge teacher, and full-time media specialist. The speech therapist, art teacher, music teacher, and physical education teacher are at Alexander four days a week. Staff also includes a principal, administrative assistant, attendance clerk, office clerk, school nurse, guidance counselor, Title I Facilitator, mental health counselor (Greenville Mental Health), and full-time parent involvement coordinator. Alexander has a plant engineer, 3 environmental stewards, a cafeteria manager, and 4 café workers. Alexander has 8 minority teachers and 5 teachers that speak Spanish fluently.

The following data reflects the years of experiences for full-time teachers.

<b>2015-2016 Teacher Experience</b>						
<b>Years of Experience</b>	<b>0-2</b>	<b>3-6</b>	<b>7-10</b>	<b>11-14</b>	<b>15-18</b>	<b>19+</b>
<b>Number of Teachers</b>	3	6	3	2	2	5

These tables provide additional information representing our teachers.

<b>Teacher Attendance Rate</b>	
<b>2013-2014</b>	95.2%
<b>2014-2015</b>	94.1%

<b>Nationally Board Certified Teachers</b>	
<b>2013-2014</b>	1
<b>2014-2015</b>	1

<b>Teaching Degree Levels</b>				
	<b>Bachelors</b>	<b>Masters</b>	<b>Masters +30</b>	<b>Doctorate</b>
2015-2016	30.3%	69.1%	.3%	.3%

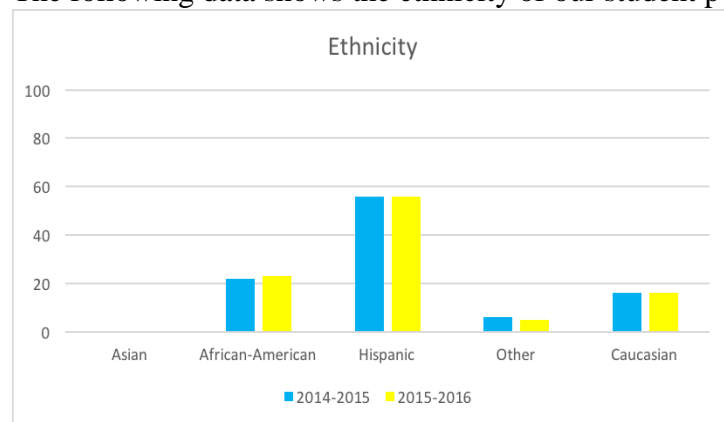
### The Students of Alexander Elementary

The students at Alexander Elementary are SOARing. They are safe, orderly, and respectful. One of the strengths that teachers and students noted was student behavior.

The following table shows Alexander's gender distribution by grade level.

<b>2015-2016 Gender Distribution by Grade Level</b>								
	<b>4K</b>	<b>5K</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>Total</b>
<b># of Boys</b>	10	40	40	39	40	39	36	244
<b># of Girls</b>	12	31	37	35	24	25	31	195

The following data shows the ethnicity of our student population.



<b>Ethnicity</b>	<b>2014-2015</b>	<b>2015-2016</b>
Asian	0%	0%
African-American	22%	23%
Hispanic	56%	56%
Other	6%	5%
Caucasian	16%	16%

Data Source: PowerSchool

The following data provides the attendance rate of our students.

<b>Student Attendance Rate</b>	
<b>2014-2015</b>	95.8%
<b>2015-2016</b>	96.0%

The following data shows the meal status of our student population

<b>Meal Status</b>				
	<b>FARMS</b>		<b>Full Pay</b>	<b># of Students</b>
	<b>Free</b>	<b>Reduced</b>		
<b>2014-2015</b>	388	n/a	37	425
<b>2015-2016</b>	439	n/a	n/a	439

The following information displays our English as a Second Language (ESOL) Program.

<b>ESOL Program</b>				
	<b>Hispanic Population</b>	<b>Spanish Speaking Only Households</b>	<b>Qualifies for ESOL Program</b>	<b>Participates in ESOL Program</b>
<b>2014-2015</b>	239	116	175	56
<b>2015-2016</b>	244	143	199	76

To help meet the learning needs of our students Alexander offers an intensive Response to Intervention (RtI) program. Alexander Elementary has one full-time Literacy Coach that pulls students for reading intervention, a full-time reading interventionist, a part-time intermediate interventionist, and a full-time math interventionist. Alexander Elementary also has a full-time and part-time ESOL teacher to help with our English as a Second Language Learners. Alexander Elementary has a Gifted and Talented teacher that visits the school 1.5 days per week. Alexander Elementary has two resource teachers, one speech therapist, and two TMD Neuro teachers. Additionally, Alexander is fortunate to have a part-time social worker and a full-time mental health counselor (from Greenville Mental Health).

In 2015-2016, approximately 80 students receive reading intervention. This preventative academic program serves small groups of students with emphasis on letter names, letter sounds, phoneme segmentation, nonsense words, phonics, fluency, and comprehension. One full-time interventionist conducts a blended instruction. The teacher utilizes MindPlay, a computer assisted program, blended with teacher instruction. Students in K5-3<sup>rd</sup> grade are benchmarked three times a year using the universal screener, AIMSweb. Students in 2<sup>nd</sup>-5<sup>th</sup> grade also use MAP, as a universal screener conducted three times a year. Students that participate in the intervention program is progress monitored every ten days. When students consistently meet targeted benchmarks they are no longer in need this service. If students do not show progress through the intervention program, they may be referred to the Assistance Team.

In 2015-2016, approximately 56 K5-5<sup>th</sup> grade students received math intervention. This preventative academic program serves small groups of students with emphasis on basic math facts such as multiplication, division, addition, subtraction, and base ten knowledge. In addition, the math

interventionist works with fifth grade students who need to be challenged in math. Students that participate in the intervention program is progress monitored every ten days. When students consistently meet targeted benchmarks they are no longer in need this service. If students do not show progress through the intervention program, they may be referred to the Assistance Team.

In the 2014-2015 school year, forty students were served through resource services. In 2015-2016, fifty-two students received resource services. Students are pulled out for their services. Additionally, in 2014-2015 school year, 6 students participated in the TMD Neuro classrooms. For the school year 2015-2016, this number increased to 13.

Speech-language services provide therapy for students with articulation, language, fluency, and/ or voice disorders. Students received therapy either in a small group or individual setting, depending on their needs. In 2014-2015 school year, 31 students were serviced for speech. In the year 2015-2016, the amount of students receiving speech therapy grew to 44.

The Gifted and Talented Program provided services for 6 students during the 2015-2016 school year. This is an increase of 1 student compared to the 2014-2015 school year. However, this year the teacher started pulling small groups with Alexander's first grade group in order to increase students that qualify for the Gifted and Talented Program in second grade.

The table below displays students receiving special services by grade level.

<b>Special Programs</b>	<b>K4</b>	<b>K5</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
<b>Autism Neuro</b>	N/A	2	5	2	1	2	1	13
<b>Resource</b>	N/A	2	3	10	6	10	18	49
<b>Speech</b>	1	7	10	8	6	5	7	44
<b>Gifted and Talented</b>	N/A	N/A	N/A	N/A	N/A	3	3	6
<b>Preschool</b>	23	---	---	---	---	---	---	23

### Special Features of Alexander Elementary

Alexander Elementary benefits from a Healthy Choices Café where all food served is low-fat, healthy, and prepared fresh daily. Additionally, all students receive their meals for free. Students participate in Breakfast in the Classroom to ensure every student begins the day with a full stomach. Selected students participate in the Book Bag Club, where they are given enough food to eat over the weekend or school breaks.

Students in fourth and fifth grade participate yearly in the Battle of the Books competition. Alexander Elementary was one of the first schools to begin the Men Who Read Program. This is a program with an initial intuitive to get our young gentlemen interested in reading. However, it has grown into much more. Our young gentlemen wear sports coats and ties and learn to socially interact with adults in a professional manner. Alexander Elementary is a PBIS school.

Professional development (PD) is carefully planned to be beneficial and effective. Alexander staff work with Title I Academic Specialists on topics such as technology integration, Balanced Literacy instruction, and math instruction.

## Mission, Vision, and Beliefs

Alexander Tagline: Learning Today with Tomorrow in Mind

### Purpose/ Mission (Unique identity to which Alexander aspires and how this will be achieved)

The mission of Alexander Elementary School is to provide a safe, respectful environment where home and school promote high academic achievement for all students.

### Vision (Uncompromising commitment to achieve results that exceed current capability)

At Alexander Elementary every student, staff, and parent will be learning today with tomorrow in mind.

### Beliefs (Expression of fundamental values, ethical code, and firm principles)

- ☐ We believe curriculum should be connected to real world experience in a developmentally appropriate manner so that children see a purpose in what they are learning.
- ☐ We believe children need many role models from both technical and professional fields.
- ☐ We believe that instruction should address the needs of all students, based on a set of state standards for measuring and improving the quality of schoolwork.
- ☐ We believe every student should be engaged in learning through experience-based instruction that matches the learning style of the students, utilizing available technologies.
- ☐ We believe assessment should be specific, measurable, attainable, realistic, and time-bound; it should give students the opportunity to show what they have learned in a variety of situations.
- ☐ We believe our school should provide a safe, inviting, technology-rich environment for learning in which the active involvement of parents is welcome and essential to their children's success.
- ☐ We believe our school should be a community of involved learners in a structured environment that stresses high expectations tempered by love.

### Parameters (Boundaries within which Alexander will accomplish its mission)

- Implement the Action Plan
- At all times base decisions on what is best for students. Be responsible stewards of resources, and not once compromise excellence.

### Tactics (Resolutions that dedicate Alexander resources and energies toward the continuous creation of systems to achieve the extraordinary)

- Implement a curriculum that is engaging, innovative, and rigorous that optimizes learning beyond traditional academics.

**Curriculum Focus (Direct experiences to accomplish objectives)** Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity.

### **Curriculum must include:**

- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of standards for measuring and improving the quality of school work

**Instruction: Teaching must be varied and creative to meet the learning needs of all students.**

### **Instruction must include:**

- Developmentally appropriate instructional programs
- Every student engaged in learning
- Experience - based instruction
- Instruction that matches the learning style of the students
- Instruction utilizing available technologies

**Assessment:** Assessments are methods used to better understand the current knowledge that a student possesses. The idea of current knowledge implies that what a student knows is always changing and that we can make judgements about student achievement through comparison over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

**Assessment must include:**

- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real world tasks in a system of standards based instruction

**Environment:** Our school provides a nurturing environment committed to achieving excellence. WE share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.

**Environment must include:**

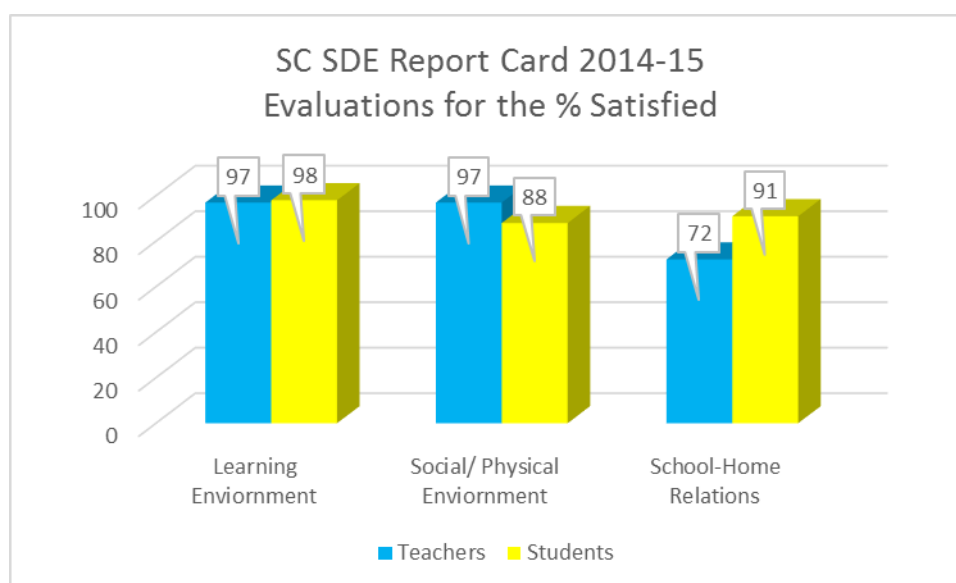
- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide
- Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success



## Data Analysis and Needs Assessment

## School Climate Needs Assessment

The South Carolina Department of Education Survey was given to all staff members, fifth grade students, and fifth grade parents. Only eight parent surveys were turned in, therefore, there was insufficient data collected by parents. Surveys collected showed that the learning environment was a strength and school-home relations is an area to strengthen.



## Student Achievement Needs Assessment

ACT Aspire English 2015			
Grade	# Tested	% Not Ready and/or Exceeding	% Ready and/or Exceeding
3	51	45.1%	54.9%
4	56	44.6%	55.4%
5	40	53.8%	46.2%
ACT Aspire Reading 2015			
Grade	# Tested	% Not Ready and/or Exceeding	% Ready and/or Exceeding
3	51	88.2%	11.8%
4	56	78.5%	21.5%
5	40	95.0%	5.0%
ACT Aspire Mathematics 2015			
Grade	# Tested	% Not Ready and/or Exceeding	% Ready and/or Exceeding
3	51	45.1%	54.9%
4	56	64.3%	35.7%
5	40	67.5%	32.5%

<b>ACT Aspire Writing 2015</b>			
<b>Grade</b>	<b># Tested</b>	<b>% Not Ready and/ or Exceeding</b>	<b>% Ready and/ or Exceeding</b>
<b>3</b>	51	88.9%	11.1%
<b>4</b>	56	73.1%	26.9%
<b>5</b>	40	90.0%	10.0%
<b>SC PASS Science 2015</b>			
<b>Grade</b>	<b># Tested</b>	<b>% Not Met</b>	<b>% Met/ Exemplary</b>
<b>4</b>	56	33.9%	66.1%
<b>5</b>	40	52.5%	47.5%
<b>SC PASS Social Studies 2015</b>			
<b>Grade</b>	<b># Tested</b>	<b>% Not Met</b>	<b>% Met/ Exemplary</b>
<b>4</b>	56	14.3%	85.7%
<b>5</b>	40	55.0%	45.0%

### Teacher and Administrator Quality

The focus of Alexander Elementary is on creating a comprehensive learning organization that understands, cares about, and works for students. Our allocation of time is one of the truest tests of what is really important to us. The time devoted to an issue on both the annual calendar and within the daily schedule of our school tells stakeholders what is really valued. All resources need to be managed in alignment with and give foremost priority to student achievement goals.

Alexander's professional development plan keeps the focus on school improvement efforts and aligns time, money, and staff development opportunities with our performance goals. On-going professional development activities that are planned in congruence with the school goals and calendar provide school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

### 2015-2016 Professional Development Areas of Emphasis

<b>Areas of Weaknesses</b>	<b>Strategies to Address Weaknesses</b>
Instructional Planning	<ul style="list-style-type: none"> <li>• Front load curriculum/ standards</li> <li>• Front load planning</li> <li>• Monthly data days</li> <li>• Peer observations</li> <li>• Effective lesson planning series</li> </ul>
Instructional Delivery	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Learning Focus Model</li> <li>• Components of an effective lesson</li> <li>• Modeling classroom expectations</li> <li>• Academic rigor</li> <li>• Student collaboration</li> <li>• Progression of learning</li> </ul>

# Alexander Elementary Strategic Planning/ Portfolio

	<ul style="list-style-type: none"> <li>• Checking for understanding through progress monitoring</li> <li>• Coaching cycles with IC</li> </ul>
Assessing	<ul style="list-style-type: none"> <li>• Collaborate with Title I Math Specialist</li> <li>• Create common assessments (unit assessments)</li> <li>• Additional planning days to create informal assessments</li> <li>• Monitor grade level meetings to address assessment needs</li> </ul>
Content Knowledge	<ul style="list-style-type: none"> <li>• Assist teachers with knowledge of students through learning style inventories</li> <li>• Helping teachers gain pedagogical content knowledge in each subject area (use of illustrations, examples, explanations, demonstrations, preconceptions of a subject)</li> <li>• Teaching the structure of Knowledge (facts-concepts-generalizations-higher order rules) [Coach's Meetings]</li> <li>• Teaching subject integration through PD/Coach's meetings</li> </ul>
Defining Alexander's School Culture	<ul style="list-style-type: none"> <li>• Team building activities</li> <li>• Cultural Triage assessment</li> <li>• Turbulence Model</li> <li>• Pipes and balls</li> <li>• Cross the bridge</li> <li>• Teacher Share Time</li> <li>• Book studies</li> <li>• Fish!</li> <li>• Fish Tales</li> <li>• Fish Sticks</li> <li>• Motivational speaker</li> <li>• Mr. Barry Jacks</li> </ul>

## 2015-2016 Professional Development Calendar

Date	Title	Persons Responsible	Hours	Time
August 11, 2015	First Day Orientation PLC- RTI Classroom Mgmt/CHAMPS	Dr. Campbell - Leadership Team	2	
August 12, 2015	Balanced Literacy Cohort w/Slater Marietta	Jack Awtrey	2	
August 14, 2015	Mind Play	Leadership Team	2	
August 19, 2015		Leadership Team	2	
August 26, 2015	MAP Training SLO Training	Leadership Team	4	
September 2, 2015	District Math Overview	Cathy Hale Linda Dara	2	

**Alexander Elementary Strategic Planning/ Portfolio**

	<b>ESOL Building a Culture</b>	<b>Lisa Gilliard</b>		
<b>September 3, 2015</b>	<b>1<sup>st</sup> Grade Planning</b>	<b>Jack Awtry</b>	<b>1</b>	
<b>September 9, 2015</b>	<b>Committee Meetings PLC Vertical Team Planning</b>		<b>2</b>	
<b>September 10, 2015</b>	<b>Teacher Website Training</b>	<b>Sarah Cox</b>	<b>1</b>	
<b>September 14, 2015</b>	<b>Math Lesson Planning Unit Assessments (2<sup>nd</sup>-3<sup>rd</sup>)</b>	<b>Erica Lewis</b>	<b>2</b>	
<b>September 15, 2015</b>	<b>Primary Balanced Literacy Training (Gr. 3-5)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>September 16, 2015</b>	<b>PLC Vertical Team Planning Title 1 Info. Conferences</b>		<b>2</b>	
<b>September 17, 2015</b>	<b>Intermediate Balanced Literacy Training (Gr. K-2)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>September 23, 2015</b>	<b>GAFE Session 1: Docs/Setup Tech. Integration</b>	<b>Charlotte Sauls</b>	<b>2</b>	
<b>September 26, 2015</b>	<b>Money Cents for Kids PD Training</b>	<b>Susan Nunamaker Lisa Gilliard</b>	<b>4</b>	
<b>September 29, 2015</b>	<b>Math Lesson Planning Unit Assessments (K5-1)</b>	<b>Erica Lewis</b>	<b>2</b>	
<b>September 30, 2015</b>	<b>PLC Mission/Vision Student Centered Culture</b>		<b>2</b>	
<b>October 7, 2015</b>	<b>Team Building Mission/Vision Vertical Team Planning</b>		<b>2</b>	
<b>October 14, 2015</b>	<b>Math Lesson Planning Unit Assessments 3<sup>rd</sup></b>	<b>Erica Lewis</b>	<b>2</b>	
<b>October 14, 2015</b>	<b>PLC Mission/Vision</b>		<b>2</b>	
<b>October 15, 2015</b>	<b>Primary/Intermediate Balanced Literacy Training (Gr. K-5)</b>	<b>Jack Awtrey</b>	<b>2</b>	

**Alexander Elementary Strategic Planning/ Portfolio**

<b>October 21, 2015</b>	<b>PLC Mission/Vision</b>			
<b>October 28, 2015</b>	<b>GAFE Session 2: Slides Tech. Integration</b>	<b>Charlotte Sauls</b>	<b>2</b>	
<b>November 4, 2015</b>	<b>PLC Mission/Vision Vertical Planning</b>		<b>2</b>	
<b>November 5, 2015</b>	<b>Primary Balanced Literacy Training (Gr. K-2)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>November 10, 2015</b>	<b>Intermediate Balanced Literacy Training (Gr. 3-5)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>November 11, 2015</b>	<b>PLC Mission/Vision Committee Meetings</b>		<b>2</b>	
<b>November 18, 2015</b>	<b>PLC Mission/Vision Committee Meetings</b>		<b>2</b>	
<b>December 2, 2015</b>	<b>GAFE Session 3: Forms Tech. Integration</b>	<b>Charlotte Sauls</b>	<b>2</b>	
<b>December 9, 2015</b>	<b>PLC Mission/Vision Committee Meetings Student Centered Culture</b>		<b>2</b>	
<b>December 15, 2015</b>	<b>Balanced Literacy Training (Gr. K-5)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>December 16, 2015</b>	<b>Faculty Dinner</b>		<b>2</b>	
<b>January 6, 2016</b>	<b>Ron Clark Energy Bus Title I Planning</b>	<b>Lisa Gilliard Jenna Key</b>	<b>2</b>	
<b>January 13, 2016</b>	<b>Barry Jacks Horace Mann</b>	<b>Lisa Gilliard</b>	<b>2</b>	
<b>January 20, 2016</b>	<b>Darkness to Light</b>	<b>Pam Colbert</b>	<b>2</b>	
<b>January 27, 2016</b>	<b>Stetson Institute (Inclusion)</b>	<b>Deitre Helvey</b>	<b>2</b>	
<b>February 3, 2016</b>	<b>PLC Balanced Literacy Committee Meetings</b>	<b>Alanda Posey</b>	<b>2</b>	

**Alexander Elementary Strategic Planning/ Portfolio**

<b>February 10, 2016</b>	<b>A-Team Procedures Title I Planning Meeting</b>	<b>Leadership Team</b>	<b>2</b>	
<b>February 17, 2016</b>	<b>Coaches Meeting</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>February 24, 2016</b>	<b>Data Talk (Writing Prompts)</b>		<b>2</b>	
<b>March 2, 2016</b>	<b>PLC Balanced Literacy Committee Meetings</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>March 9, 2016</b>	<b>Test-Taking Strategies Grade Level Presentations</b>		<b>2</b>	
<b>March 16, 2016</b>	<b>Test-Taking Strategies</b>		<b>2</b>	
<b>March 23, 2016</b>	<b>Test-Taking Strategies</b>		<b>2</b>	
<b>March 30, 2016</b>	<b>Test-Taking Strategies</b>			
<b>April 6, 2016</b>	<b>PLC Balanced Literacy Committee Meetings</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>April 13, 2016</b>	<b>Test Taking Procedures</b>	<b>Mann, Colbert</b>	<b>2</b>	
<b>April 20, 2016</b>	<b>Test Taking Procedures</b>		<b>2</b>	
<b>April 27, 2016</b>		<b>Mann, Colbert</b>	<b>2</b>	
<b>May 4, 2016</b>	<b>PLC Balanced Literacy Committee Meetings</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>May 11, 2016</b>			<b>2</b>	
<b>May 18, 2016</b>	<b>Personal Learning Device Training (Mission and Vision)</b>	<b>Charlotte Sauls</b>	<b>2</b>	
<b>May 25, 2016</b>	<b>Mission, Vision</b>	<b>Leadership Team</b>	<b>2</b>	
<b>June 1, 2016</b>	<b>Mission, Vision</b>	<b>Leadership Team</b>	<b>2</b>	

## School Action Plan

### SC READY 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 SC Ready.

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

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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X		
<b>School Actual</b>			
<b>District Projected</b>	X		
<b>District Actual</b>			

\*Baseline data to be established in 2015-16.\*



**SC READY 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 SC READY.

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

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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X		
<b>School Actual</b>			
<b>District Projected</b>	X		
<b>District Actual</b>			

\*Baseline data to be established in 2015-16.\*

**SC READY 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 SC READY.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by SC READY.

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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X		
<b>School Actual</b>			
<b>District Projected</b>	X		
<b>District Actual</b>			

\*Baseline data to be established in 2015-16.\*

### SC READY % 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 SC READY.

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

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

Alexander Elementary Strategic Planning/ Portfolio

<b>% Tested ELA – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>	96.5%			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>	96.5%			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>	96.5%			
All Students	*			
Male	*			
Female	*			
White	*			

**Alexander Elementary Strategic Planning/ Portfolio**

African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 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>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>	*			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 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):** ESSA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	63.3%	68.4%	73.4%
<b>School Actual</b>	58.4%			
<b>District Projected</b>	X			
<b>District Actual</b>	72.9			

\*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):** ESSA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	73.7%	78.7%	83.7%
<b>School Actual</b>	68.7%			
<b>District Projected</b>	X			
<b>District Actual</b>	81.2			

\*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>
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	62 <sup>nd</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	51 <sup>st</sup> percentile		

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

<b>GOAL AREA 1: Raise the academic challenge and performance of each student.</b>					
<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
<b>ELA and Writing Strategies</b>					
a) The Fountas and Pinnell Guided Reading program will provide instruction on the students' instructional level. Students' progress will be assessed through Fountas and Pinnell Benchmarking.	August 2013- May 2018	Teachers Administration IC	Substitutes \$5,000 Materials \$1000	Title I	Progress Monitoring Records Lesson plans Observation records Team meeting agendas and minutes
b) Targeted students in grades K-5 will complete Compass Odyssey lesson that are based on individualized RIT band scores and on individualized student needs.	Sept. 13-May 14	Teachers Computer lab Teacher	See teacher salary scale	Title I	Compass Odyssey Computer Lab Schedule  Bi-monthly Student Progress Reports  AIMSWeb ELA MAP scores ELA PASS scores
c) Common grade level assessments will be aligned to Common Core State Standards and will be used to assess ELA instruction in the classroom in grades K-5. Weekly grade level meetings will include identification of units/areas to be taught, common core standards, how and when to use assessments, and how to adjust instruction accordingly. Grade levels will use common assessments for	September 13-May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting agendas and minutes  Lesson Plans  Power Teacher reports Observation Records Data Notebooks

**Alexander Elementary Strategic Planning/ Portfolio**

essential skills.					
d) Grade Levels Teams will meet weekly to develop lesson plans, analyze common assessments, and plan re-teaching strategies that will help students progress towards assessment goals.	August 13-May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting minutes Lesson Plans Power Teacher Reports Observation Records Data Notebooks
e) All teachers in grades PreK-5 will participate in professional development sessions provided to include:  1. Fountas and Pinnell trainers for K-5  2. The district's ELA Academic Specialist for K-5  3.  *ELA trainings will support Common Core state standards, and the Balanced Literacy Model used in Fountas and Pinnell.  *Classroom observations and lesson plans will reflect implementation of teaching strategies based on the training.	Aug. 13-May 14	Teachers Instructional Coach Principal Administrative Assistant	\$25,000	Title I	Record of Attendance Lesson Plans Observation Records
e) Reading Interventionist serve students in K, 1, 2 and 3 who needed supplemental, targeted instruction in Reading.	Aug. 13 May 14	Administration Reading Interventionist	( See Teacher Salary Scale)	Title I	PAS-T Evaluation, AIMSWeb scores, ELA MAP Scores, ELA PASS Scores

**Alexander Elementary Strategic Planning/ Portfolio**

f) Reading intervention programs will be provided for students who need supplemental, targeted instruction. 1. Early Reading Intervention and LLI – Kindergarten 2. Soar to Success-First Grade	October 13 May 18	Reading Specialist ESOL Teacher RTI Leadership Team Psychological Services	No Cost		Lesson Plans Progress Monitoring Reports RTI Meeting Agendas and Minutes
g) Utilize Learning Focused strategies to develop lesson plans and guide ELA instruction.	September 13-May 18	Teachers IC Principal	No Cost		Lesson Plans
h) Schedule professionals from the community to serve as role models and read monthly to boys in grades 2-5. This program is called <i>Men Who Read</i> .	September 13-May 18	Guidance Counselor Administration Teachers	No Cost		Attendance Log
<b>Math Strategies</b>					
a) Targeted students in grades K-5 will complete Compass Odyssey lessons that are based on individualized RIT band scores and on individualized student needs.	September 13-May 18	Teachers  Computer lab Teacher	See teacher salary scale	Title I	Compass Odyssey Computer Lab Schedule  Bi-monthly Student Progress Reports  Math MAP scores Math PASS scores
b) Common grade level assessments aligned to the state standards will be used to assess math instruction in the classroom in grades K-5. Weekly grade level meetings will include	September 13-May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting agendas and minutes.  Lesson Plans  Power Teacher reports Observation Records

**Alexander Elementary Strategic Planning/ Portfolio**

identification of units/areas to be taught; how and when to use assessments to adjust instruction accordingly.					
c) Common grade level assessments will be aligned to Common Core state standards and will be used to assess ELA instruction in the classroom in grades K-5. Weekly grade level meetings will include identification of units/areas to be taught, common core standards, how and when to use assessments, and how to adjust instruction accordingly. Grade levels will use common assessments for essential skills.	September 13-May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting agendas and minutes  Lesson Plans  Power Teacher reports Observation Records Data Notebooks
d) Grade Levels Teams will meet weekly to develop lesson plans, analyze common assessments, and plan re-teaching strategies that will help progress towards assessment goals.	August 12- May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting minutes Lesson Plans Power Teacher Reports Observation Records Data Notebooks
e) Provide additional academic assistance in a before school program on Mondays, Tuesdays, Thursdays, and Fridays for 119 days beginning September 9, 2014 that will be offered to select students in grades 3-5 who have	September 14- May 15	Computer Lab Teacher	See teacher salary pay scale	Title I	Monthly Student Report

**Alexander Elementary Strategic Planning/ Portfolio**

been identified as needing additional learning opportunities in Math					
f) District Academic Math Specialist will provide support	September 15 May 16	District Title I Personnel	\$0.00	Title I	Title I Records Math MAP scores, Math PASS scores

**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 a highly qualified staff.

**ANNUAL OBJECTIVE:** Maintain 100% qualified staff.

**DATA SOURCE(S):** SC DOE Report Card

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

<b>GOAL AREA 2: Ensure quality personnel in all positions.</b>					
<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Provide teacher with Balanced Literacy classroom libraries	June 2013- June 2018	Instructional Coach (IC) Title I Facilitator (TIF)	\$25,000	General funds, Title I, Donors Choose	Materials provided
Provide learning opportunists for staff members such as GCIRA workshops, conferences, Ron Clark Academy PD, book studies, and PLC workshops	June 2013- June 2018	Administrative Team	\$53,689	Title I, Donors Choose, and General Funds	Faculty Meeting Presentations
Data Days points (Fall/ Winter/Spring) determined based on benchmarking F&P, MAP, AIWMSWeb	Benchmarks District timeframe Student needs 2013-2018	IC, interventionists, teachers, district support	\$10,000	Title I	Data Day Agendas and Summaries



**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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>School Actual</b>	96.5%	96.0%	96.8%	95.8%			
<b>District Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>District Actual</b>	95.9	95.6	95.0	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 78.6% in 2012 to 94.8% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	92.8	93.3	93.8	94.2	94.8
<b>School Actual</b>	78.6%	95.2%	78.5%	I/S			
<b>District Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>District Actual</b>	88.0*	88.1	88.1	89.8			

\*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 93.2% in 2012 to 95.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	93.7	94.2	94.7	95.2	95.7
<b>School Actual</b>	93.2	88.0	93.5	97.6%			
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	84.5	85.0	85.5
<b>District Actual (ES and MS)</b>	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

**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 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain 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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	100	100	100	100	100
<b>School Actual</b>	100.0	96.0	93.1	96.9%			
<b>District Projected</b>	X	X	92.5	93.0	93.5	94.0	94.5
<b>District Actual</b>	98.0	92.6	93.5	93.3			

**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 88% in 2012 to 93% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 9.7 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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	89	90	91	92	93
<b>School Actual</b>	92.3	88.0	81.3	I/S			
<b>District Projected</b>	X	X	93.9	94.3	94.7	95.1	95.5
<b>District Actual</b>	93.5*	92.8	93.1	91.7			

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

**STUDENT SATISFACTION – SAFETY**

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 92.0% in 2012 to 94.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0 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>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	93	93.5	94	94.5	94.5
<b>School Actual</b>	93.2	92	93.5	87.8			
<b>District Projected</b>	X	X	91.9	92.3	92.7	93.1	93.5
<b>District Actual</b>	90.9	90.2	89.2	91.3			

**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 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>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	100	100	100	100	100
<b>School Actual</b>	100	100	100	100	87.8		
<b>District Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>District Actual</b>	98.9	98.3	98.2	98.3			

<b>GOAL AREA 2: Provide a school environment supportive of learning.</b>					
<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Update yearly/ implement Alexander Safety Plan	Annually with revisions as needed	Administrative Team	n/a	n/a	Alexander Safety Plan Practice Drill Log
Address protocols for emergency	Annually with revisions as	Administrative Team	n/a	n/a	School-wide practice drills Safe school videos

**Alexander Elementary Strategic Planning/ Portfolio**

conditions through training/ drills	needed				Route maps by class doors
100% of Alexander Staff will complete Safe Schools videos	October 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018	Assistant Principal	n/a	n/a	Certificate of Completion for mandated training
Reinforce safety measures for technology	Fall 2014 Fall 2015 Fall 2017 Fall 2018	Admin IC TIF Media Specialist (MS)	n/a	n/a	Website Handbooks Staff/ Faculty
Develop and maintain school-wide expectations	October 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018	PBIS Committee	\$200 per year	General Funds Donors Choose	PBIS agendas and minutes

**SC Annual School Report Card Summary**

For more information on Alexander Elementary, you can go to the official Department of Education School Report Card found at this link

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301028.pdf>