Buena Vista Elementary School Strategic Planning

2013-2014 to 2017-2018

Dr. Ann K. Mohr, Principal

Dr. W. Burke Royster, Superintendent
Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

<mark>**SCHOOL Buena Vista Elementary School – Insert new page**</mark>

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

	POSITION	NAME
1.	PRINCIPAL	Dr. Ann K. Mohr
2.	TEACHER	Sandy Huguet
3.	PARENT/GUARDIAN	Michelle Willis
4.	COMMUNITY MEMBER	Daryl Smith
5.	SCHOOL IMPROVEMENT COUNCIL	Beth Love
6.	Read to Succeed Reading Coach	Joanne Arnett
7.	School Read to Succeed Literacy Leadership Team Lead	Kristen Hill

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.

POSITION	NAME
Special Education Teacher	**Cassie Anderson**
School Counselor	**Terri Pfister**
PTA President	**Loree Hartzog**
3rd Grade Teacher	**Pompey Hammontree**
Instructional Coach	**Leslie Cook**

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

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

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

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

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

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

_____   **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.

_____ **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.

_____ **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.

_____ **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

The self-study process for this year's renewal began in February 2016 at Buena Vista. Our first step was to share general information with the staff. In early March, the staff began work to review the Portfolio Action Plan within their grade level teams and their goal-based teams. Buena Vista has five goal teams: ELA, Math, Science, Social Studies, and School Quality. Each goal team is designed to have representation from all grade levels and from our specialists' team. In addition, information was shared and input was gathered from our PTA Board members and our SIC (School Improvement Council) members.

EXECUTIVE SUMMARY

Greenville County Schools (GCS) is widely recognized as a leader in public education. More than half of all teachers (64%) have a Master's Degree or higher in their field. Greenville is known for its cultural diversity and its support of the fine arts. Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The Parent Teacher Association (PTA) in Greenville County is the largest operating PTA unit in the state of South Carolina raising more than $3 million annually for Greenville County students. Buena Vista is extremely fortunate to have an active and involved parent/teachers' association. The school was built in 1984 and currently houses 859 students and 68 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

Instructional and organizational priorities at Buena Vista Elementary focus on the needs of developing lifelong learners. Following the tenets of Continuous Improvement and Total Quality Education teachers implement student learning goals and objectives, student data, and quality tools such as lotus diagrams, consensograms, and affinity diagrams to assist in maximizing student learning. A balanced literacy program encourages direct reading instruction, student self-selected reading, writing instruction and practice with vocabulary development utilizing the Fountas and Pinnell reading delivery system. Examples of technology integration can be seen in every classroom at every grade level. Laptop carts, ActivExpression student response systems, Promethean Boards, IPad cart, chromebooks, and a BYOD Initiative (bring your own device) encourages students and teachers alike to use technology as a tool to higher academic achievement.

In addition, we are participating in the Discovery Education's Digital Leadership Corps Pilot, to learn how to maximize instructional opportunities integrating technology effectively in the classroom. Science instruction is driven by district science kits which are closely aligned to state science standards. We are fortunate to be able to offer our student a STEAM lab to supplement science instruction and to heighten natural curiosity.

Assessment is developed according to the South Carolina curriculum standards for Kindergarten through fifth grade in all subject areas. A school wide color-coded discipline plan allows students adequate warning for appropriate behavior and allows the parent the opportunity to speak to the student directly when misbehavior occurs.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing students' performance on standardized tests, (Iowa Test of Basic Skills, ACT Aspire, and the Palmetto Achievement of State Standards Test) we are able to identify areas of need and can set grade-level-specific and school-wide academic goals. The administration and instructional coach guide the staff through a review of the long-range plan each spring in order to plan for the following school year. The entire staff is trained in the Fountas and Pinnell balanced literacy delivery system. Primary teachers use Everyday Math Counts Calendar Math daily. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability levels to maximize their academic potential. As a result, Buena Vista received a state absolute report card grade of Excellent. Our school has consistently maintained strong student achievement scores on the state PASS assessments and was recognized once again this year by the state department as a Gold award winner. Having been granted the flexibility of setting annual maintenance goals for overall achievement, the staff has made a concerted effort to focus on the improvement of our subgroup achievement scores especially with the Disabled, Subsidized, and African-American categories of students.

The Buena Vista staff sees themselves as professional and passionate educators. In 2016-2017 we look forward to maintaining our goal of highly qualified personnel. Our planned professional development will be directly aligned to student achievement and teacher professional desires. We are looking forward to a year with significantly fewer new hires. This consistency in

staff will allow us to build a more cohesive unit where curriculum development and delivery remain the focus.

Our school climate continues to improve. All staff considers their safety and the safety of the students as paramount. In this year's state report card survey, one hundred percent of the staff responded that they felt safe at school. We look forward to maintaining this level of secure environment since we are already at or above district expectation.

Areas of concern with the age of the school facility and its condition continue to be an issue as a need for storage in classrooms to assist students with organization. No classrooms in the central building have built in student cubbies or built in bookshelves for classroom libraries. Neither do classrooms contain built in cabinets above the sink area. All teacher wardrobe furniture is dated.

Challenges to the overall morale of our school have existed and continue to be troublesome. Veteran staff members have been supportive and have taken a mentoring role for the new staff.

Significant honors in recent years have included the state department of education report card status of "A" for federal accountability, Gold award for achievement, and an Excellent rating for improvement.

Our school has continued to improve technologically. Due to a very successful extended day program, supportive PTA, and an enrichment program, special facility upgrades have been made. Our vision is to move toward a 1:1 initiative so that every student has equal access to an individual learning tool. Towards this vision, our school supports a BYOD (bring your own device) process which encourages students in grades 3-5 to bring their electronic tools to school.

The school wide Learning Community concept consists of classrooms of Primary Learning (First and Second Grades) and Intermediate Learning (Third, Fourth, and Fifth Grades) where children learn in multiage, cross-grade groupings. The classroom environments are designed to nurture and enhance a child's natural curiosity desire to learn through small group interaction, research projects, technology integration and the encouragement of student leadership and responsibility. All work is taught based on the State Standards but allows students to work at their developmental and demonstrated proficiency levels. The Buena Vista Learning Community was developed to address students' needs for enrichment and remediation outside the traditional classroom setting. Due to the building design of six classrooms 'clustered' around a common work area, it was possible to locate primary and intermediate clusters of classrooms according to Greenville County Schools' student-teacher ratios.

SCHOOL PROFILE –

The Community of Greer, South Carolina

The city of Greer, population 17,000, is situated between the cities of Greenville and Spartanburg. The community from which Buena Vista draws is situated on the outskirts of Greer, a suburb of Greenville, South Carolina. This is a community that has seen tremendous growth and change over the last decade due to growth of business and industry. There has been a surge in neighborhood development as a result.

The community offers many resources and strengths.   Greenville County is home to Furman University, Greenville Technical Community College, North Greenville College, and Bob Jones University. There is also a large university center that offers classes from major state universities. These institutions provide pre-service teacher preparation and ongoing professional development support. The Greenville-Spartanburg International Airport and the Greenville Municipal Jetport service this area.

Greenville is known for its cultural diversity and its support of the fine arts. The South Carolina Governor's School for Fine Arts and Humanities is located in Greenville. The students of Buena Vista benefit from a variety of experiences provided by the Peace Center for Performing Arts, the Greenville County Library System, and The Greenville County Museum of Art.

Buena Vista is extremely fortunate to have an active and involved parent/teacher association. The PTA maintains several programs at our school such as Backpack Buddies, Scholastic News or other grade-level publications, The Early Risers Club (for remedial support) and Bobcat Brainbuilders which is a tutoring program. Buena Vista volunteers work in the office, the health room, and the computer lab. They raise funds for our school through a variety of ways. Our PTA is an award winning organization. The PTA plays an integral part in Buena Vista's success.

The following shows our current School-Community Plan. This gives us an excellent opportunity to build community support and to cultivate our school identity.

School-Community Plan
Broaden Support. Cultivate Identity

School Identity: Someplace Special

Message Points: Technology, PBLs, mulitage learning environments, afterschool enrichment programs

Activities	Audience(s)	Person(s) Responsible	Date(s)	Indicator(s) of Success
Meet the Teacher	*Parents and students*	*Administration*	*August 13*	*Turnout by folders taken*
Open House	*Parents and students*	*Teachers/ PTA*	*September 14th*	*attendance*
Grandparents Week	*Grandparents*	*Administration, Cafeteria staff*		
Coffee with the Principal	*Community Members*	*Principal*	*September*	*Attendance List*
Student Led Conferences	*Parents, Students, teachers*	*Teachers*	*October 15th and 16th*	*100% participation*
Veteran's Day	*Veterans and Community*	*Social studies goal team*	*November 11th*	*Turnout, free meal tickets*
2nd Grade Freedom Play	*2nd grade parents*	*2nd grade team*	*November 2nd*	*Parent feedback*
Kindergarten Thanksgiving Feast	*Kindergarten parents*	*Kindergarten team*	*November 24th*	
December Holiday Program	*1st grade parents*	*Pta, 1st grade team, music department*	*December 14th*	
February STEAM night	*Parents and students*	*Science/ Math goal teams*	*February 8th*	*surveys*
Book Parade	*Parents and students*	*ELA goal team*	*Dr. Seuss' Birthday*	*Plus/delta*
PTA Bingo Night	*School Community*	*PTA*	*April 18*	
April VIV Celebrations	*Volunteers*	*Grade level teams*	*April 11-15*	
All Arts Night and Chorus Performance	*School Community/ Chorus parents/ PTA*	*Related Arts Team*	*May 9th*	
5th Grade Day	*5th graders and*	*5th grade team*	*May 27th*	

	parents			
Talent show	*4th and 5th graders and parents*	*Student Council*	*May*	
Field Days	*Parents and students*	*School Quality*	*May27th-June 2nd*	
Awards Days	*Parents and students*	*Each Grade level*	*Tbd*	
Monthly Birthday Celebrations	*Parents and students*	*PTA*	*Last Friday of each month*	

Our Leaders

Our principal is Dr. Ann K. Mohr. This is her fourteenth year at this school. Dr. Mohr is in her 30th year of educational service. She holds a Bachelor's degree in Elementary Education from the University of Indianapolis, a Master's degree in Elementary Education with Gifted and Talented Certification from Ball State University, an Educational Specialist's degree in Administration and Supervision from Converse College and her Doctorate in Educational Administration from the University of South Carolina. She also holds certification in Mathematics for grades K-12. Dr. Mohr has worked as a Gifted and Talented teacher in grades 1-6, taught 4th grade, and has taught mathematics in grades 5-8. She served as assistant principal for four years at Oakview Elementary and as principal of Laurel Creek Elementary before accepting the position of principal of Buena Vista Elementary.

Our assistant principal is Kristen Hill. This is her fifth year serving the Buena Vista community. She holds a Bachelor's degree in Elementary Education   and a Master's degree in Educational Leadership from Clemson University. Ms. Hill is currently a doctoral student at Clemson University. She has taught first grade and served for four years as an Administrative Assistant at Summit Drive Elementary before accepting the position as Assistant Principal of Buena Vista this year.

History of Buena Vista

In southeastern Greenville County, twelve miles from the village originally known as Pleasantburg, was a rich section of land between the Enoree River and its Tributary, Rocky Creek. From the earliest times, it had been known as Buena Vista. The origin of the name is unknown. This section was centered on what is today the crossroads of Pelham Road, SC Highway 14, and Batesville Road.

The land changed hands several times between 1810 and 1833. William Bates and Joshua Kilgore formed a partnership for a factory called, the Buena Vista Factory. Bates later opened another textile mill at the shoals of Rocky Creek called Batesville and the community was named the same. Five-pound packages of yarn were used as legal tender in an area short on money. Records from the post office show that between 1830 and 1860 around 400 people were in this area. Several structures dating from this period still survive: The William Bates House and one remaining house built for mill workers probably between 1812 and 1830.

In the mid 1840's Mr. Bates became partners with Thomas Cox and Henry P. Hammett to form William Bates and Company. In 1863, the Batesville Mill was sold in confederate currency to a Charleston, S. C. group. With the collapse of the confederacy, the mill returned to Bates' ownership.

William Bates died in 1872 and is buried in what is now the Ebenezer United Methodist Church cemetery. Henry Hammett continued the mill's operation after his death. The Civil War and Reconstruction dealt a blow to the prosperity of Buena Vista. In 1879, the mill was sold to George Putnam, owner of Camperdown Mills on the Reedy River in Greenville. After his death, his daughter, Mary Putnam Gridley, assumed the management of Batesville Mill, becoming the only woman president of a cotton mill in the south. Mrs. Gridley successfully ran the mill until the early 1900's.

The mill changed hands several times until the late 1920's when it closed as a cotton mill. In the early 1970's it became a restaurant, The Old Mill Stream. The Old Batesville Mill then became Fatz Café, which burned in 1998.

In 1830, Mr. Arthur Barnwell, native of South Carolina, had become wealthy in Pelham, New York. Mr. Barnwell bought the factory at Buena Vista and renamed the mill town and mill,

"Pelham". In 1880, he completed his home, a beautiful Queen Ann style house, across the river from the mill. The house, now a Bed and Breakfast Inn, still stands today.

The Pelham Manufacturing Co. remained in operation until 1935. After the closure of both the Pelham and Batesville Mills, the activity of the Buena Vista area began to decrease. Many former employees went to work in factories in Greenville, Greer, and Simpsonville. By the early 1960's Buena Vista was a quiet farming community with few reminders of the industrial past.

In the early 1970's a site on Batesville Road was chosen by the school district for a new elementary school to serve the burgeoning East Side. A district-wide contest was held in 1983 for the district elementary school students to compete to name the new school.

At Pelham Road Elementary, Mrs. Doris Hefners's fifth grade class had just been on a field trip to the Batesville/Pelham/Buena Vista area. Mrs. David Ward, present owner of the William Bates House and local historian, guided them. After learning of the history of the area, Mrs. Hefner's students discussed a number of names but picked "Buena Vista" as their entry for the contest. And in June 1983, the site officially became that of the future Buena Vista Elementary School.

Buena Vista was dedicated on Sunday, November 17, 1985 with Dr. Roy Truby officiating. It was a new beginning but its name gave it added ties to an eventful past of an historic community. Mrs. Judith F. Greene was the first principal of Buena Vista. She passed Away in January of 1991. The school opened with 650 students. The school faculty was combined with faculty from Brushy Creek Elementary School.

Mrs. Barbara A. Barlow, 2nd principal, remained in that position from 1992 until January of 2001. Mrs. Brenda Byrd served as the interim principal from January to May of 2001. In May of 2001. Dr. Ann Mohr was appointed as principal of Buena Vista and began her tenure in school year 2001-2002. The current enrollment is approximately 859 students. Buena Vista has been through many changes, and it continues to grow and change daily as we strive to educate the leaders of tomorrow.

Facilities

Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The school was built in 1984

and currently houses 859 students and 68 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.
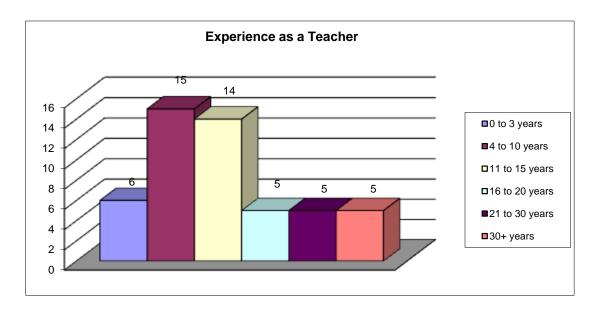
The facilities at Buena Vista consist of 45 classrooms plus 1 n-computing computer lab, a science/STEAM lab, a cafeteria, a multipurpose room, and a library. Construction of a new wing addition was finished in the summer of 2005. The floor plan has a unique configuration; classrooms are clustered together around a common work area and conference room. Most of the clusters are mixed grade levels.
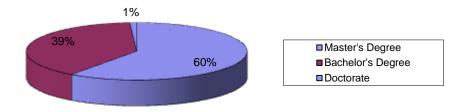

School Personnel Data

The staff at Buena Vista includes: 38 regular teachers, 8 specialists, 6 special education teachers, a full time and a part time guidance counselor, and 1 ESOL teacher. We welcomed six new teachers to our staff this year. Our Instructional Coach works with all teachers to improve student achievement. One of the most extraordinary strengths of this staff is its ability to deal with change. All teachers strive to create a classroom and school climate that is nurturing and conducive to learning for all students. There are currently 4 males and 78 females working at Buena Vista. Two staff members are African American, two are Hispanic, and 78 are Caucasian.

The following graphs show the teachers' overall number of years of experience as well as a comparison of degrees held by our teachers. In addition to this data, we also have four teachers who hold National Board Certificates and several teachers who are teaching as a second career. Thirty-six teachers have successfully completed technology proficiency classes for educators, and 40 teachers are not yet required to take Intel as they wait for their professional certificates.

Experience as a Teacher

Category	Value
0 to 3 years	6
4 to 10 years	15
11 to 15 years	14
16 to 20 years	5
21 to 30 years	5
30+ years	5

Teaching Degrees Held at Buena Vista

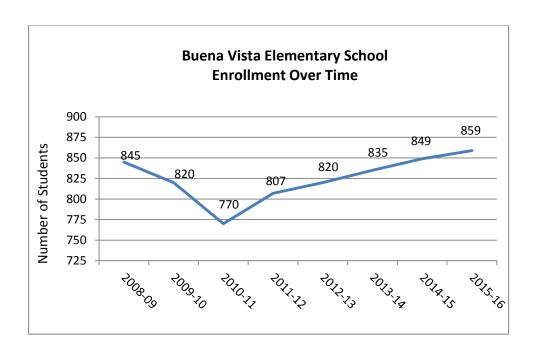| Degree	Percent
Master's Degree	60%
Bachelor's Degree	39%
Doctorate	1%

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, .5 office clerk, plant engineer and her staff, media specialist and media clerk, literacy specialist, interventionist, STEAM lab instructor and 7 food services workers. Six bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Buena Vista students include five kindergarten paraprofessionals, 3 special education paraprofessional, the district psychologist, 1 school nurse, 2 speech and language specialists, a physical therapist, an occupational therapist, and an English as a Second Language (ESOL) teacher. Our student/teacher ratio is 28 to 1 in Kindergarten, 21.6 to 1 in grades first through third, and 26.2 to 1 in grades four and five.

Buena Vista Elementary Students

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islande	White	Hispanic/Latino	Two or More Race Categories	Unspecified
-1	0	0	0	0	0	0	0	0	0
	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0
0	139	1	15	19	0	89	12	3	0
	77 / 62	1 / 0	9 / 6	10 / 9	0 / 0	47 / 42	7 / 5	3 / 0	0 / 0
1	167	0	8	17	0	120	15	7	0
	86 / 81	0 / 0	2 / 6	6 / 11	0 / 0	66 / 54	9 / 6	3 / 4	0 / 0
2	135	0	11	15	0	91	11	7	0
	76 / 59	0 / 0	8 / 3	6 / 9	0 / 0	52 / 39	8 / 3	2 / 5	0 / 0
3	130	1	11	15	0	85	9	9	0
	62 / 68	1 / 0	4 / 7	11 / 4	0 / 0	36 / 49	4 / 5	6 / 3	0 / 0
4	152	0	12	6	0	116	10	8	0
	72 / 80	0 / 0	6 / 6	3 / 3	0 / 0	53 / 63	6 / 4	4 / 4	0 / 0
5	136	1	18	7	0	97	7	6	0
	76 / 60	0 / 1	14 / 4	4 / 3	0 / 0	51 / 46	4 / 3	3 / 3	0 / 0
Total	859	3	75	79	0	598	64	40	0
	449 / 410	2 / 1	43 / 32	40 / 39	0 / 0	305 / 293	38 / 26	21 / 19	0 / 0

**Buena Vista Elementary School
Enrollment Over Time**

Currently, the student enrollment at Buena Vista is made up of 7.5 percent Hispanic, 69.6 percent Caucasian, 9.2 percent African-American, 8.7 percent Asian and 5 percent "Other". Our overall population remains Caucasian. The primary home languages, in order of student enrollment, are English, Spanish, and Indian dialects. Slight changes in demographics reveal a increase in the percentage of Caucasians and in the Hispanic population, with a slight decrease in the African American population. The changes in the other categories are statistically insignificant. Services are provided by a trained ESOL teacher to our ESOL student population. Twenty-eight percent of our student population falls below the poverty index. This number is based on the number of students who receive free and reduced priced meals and Medicaid. The level of FARMS (Free and Reduced Meal Students) has increased slightly over time.

Buena Vista and the school district strive to meet the needs of all children. Buena Vista Elementary has two self-contained, primary special education classrooms and two resource Learning Lab classes. We are currently piloting the Inclusion Model in 7 classrooms, between grades 2, 3, 4, and 5. One full-time and one part-time speech teacher work with students in a pull out schedule. An itinerant teacher for the hearing impaired, a physical therapist, and an occupational therapist work with identified students. The Challenge program includes identified students at grades 3-5. This district program is taught by a qualified teacher and follows a prescribed curriculum. Students participate in quarterly units of study that are curriculum based.

Communication between the home and the school is important to each child's success. Currently, 93% of the Buena Vista families report having computers in the home with internet access. The school maintains a website. Each teacher has an individual website where weekly newsletters and curriculum updates are posted. Each teacher and administrator has an e-mail account which provides easy access for communication.

Attendance and Mobility

Student attendance rates at Buena Vista have remained steady over the past few years. Buena Vista has an average student daily attendance rate of approximately 97 percent. Enrollment numbers increase/decrease approximately 1 percent annually. The mobility rate is currently at about 6 percent. This number is based on the number of students moving in or out of our student population during the school year.

Major Programming Features and Awards

- Gold Award, "Excellent" on report card
- RtI Reading Intervention at K and 1(serves approximately 65 students per year)
- Full-time Literacy Specialist to support lowest readers in grades 1 and 2
- Compass Learning in Reading and Math at all grade levels
- First in Math web-based program, offers support and enrichment opportunities for all students.
- RIT band instruction in math at grades 2-5 (highly differentiated instruction based on demonstrated student performance/need)
- Implementation of Fountas & Pinnell Balanced Literacy Model in all classrooms
- Implementation of Lucy Calkins Writing in all classrooms
- Everyday Counts Calendar Math at every grade level
- Early Risers Club for grades 4, and 5 (a remediation program offered before school for underachieving students)
- Half-time Interventionist for identified students needing additional support in math.(*Student Centered Coaching*)
- Bobcat Brainbuilder's Program (in-house tutoring for students of all ages)

- Extended Day Program Enrichment Clubs in math, science, Health/Wellness/Fitness, technology
- Faculty Initiatives with Collaborative Learning Communities and *7 Habits of Highly Successful People* (both of which directly impact student learning)
- Guidance program: *The 7 Habits of Highly Successful Students*
- Fully implemented School-wide discipline plan
- Healthy School Initiative and member of the CATCH program
- SHI grant winner 2014
- Learning Community-Classrooms are clustered in groups of six. Each cluster is comprised of multiple grade levels to allow flexible grouping of students based on demonstrated performance (MAP, unit pre- and post-testing, etc.) Students in each cluster participate in PBL units twice each year; each PBL is designed to include a STEM/STEAM component.
- Related arts enrichment program to enhance opportunities for students in grades 2-5
- Annual Artist in Residence, visiting author, and Battle of the Books to enhance instruction
- Dick and Tunky Riley Award for SIC Excellence, finalist, 2014.
- Participant in Discovery Education's Digital Leaders Pilot Program.

Mission, Vision and Beliefs

The mission of Buena Vista Elementary School is to educate students while supporting them socially and emotionally as they develop into responsible 21st Century learners.

The vision of Buena Vista Elementary School is to offer a challenging, progressive, character-building, SC common core curriculum that enables students to become self-directed learners. We envision students who have a well-developed self-esteem and are open-minded. Our students will become creative problem solvers and independent thinkers who are prepared for the challenges of the 21st Century.
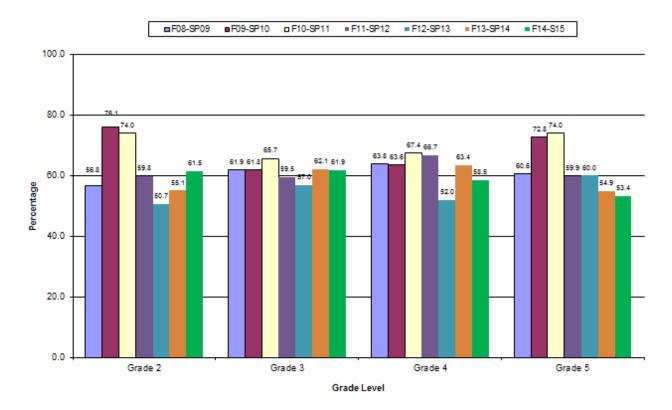
Our Beliefs

1. We believe all members of the Buena Vista community are active learners.
2. We believe social, emotional, and intellectual skills can be learned.
3. We believe a supportive learning environment is characterized by safety, mutual respect, communication, and collaboration among all stakeholders.
4. We believe learning occurs for a variety of reasons, including high expectations, mastery of skills, curiosity, and preparation for the future.
5. We believe learning occurs best through a wide variety of experiences targeting different ability levels and styles of learning, modeling, and technology-rich experiences with hands-on and real-life applications.
6. We believe learning is enhanced by applied technology, the integration of the arts, and a research and project-based curriculum.
7. We believe ongoing assessment and the tracking of long term goals are critical to continuous improvement. We believe assessment results should be shared.

DATA ANALYSIS AND NEEDS ASSESSMENT –

Note: This section is continuously being updated. It is truly a work in progress.
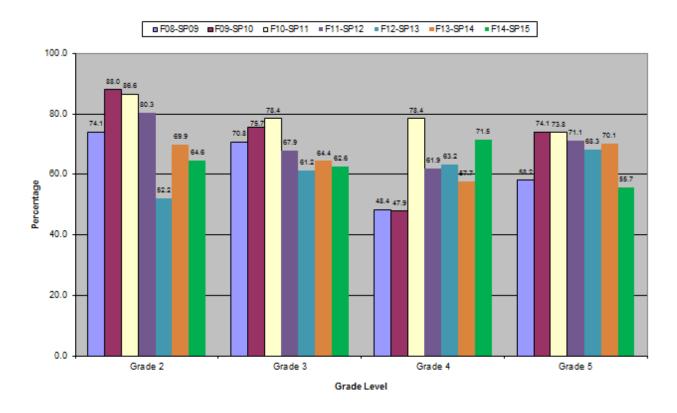
MAP TESTING DATA

MAP - Reading
Percent of Students Meeting Target Growth
Fall to Spring Results

Our MAP data shows that in reading, our students have achieved high levels of academic success. This graph shows reading performance, by grade level, for the past five school years. It shows the percentage of students meeting their annual RIT growth target.

Similarly, our students have also achieved high levels of academic success in math. The graph above shows math MAP performance, by grade level, for the past seven school years. It shows the percentage of students meeting their annual RIT growth target.
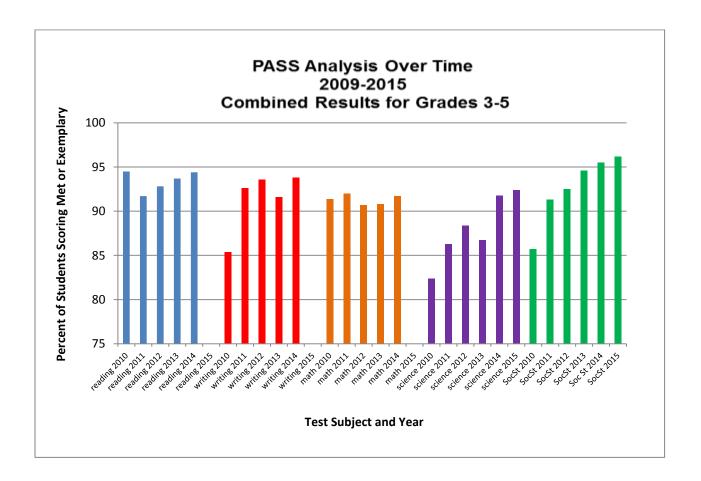
As we analyzed the MAP data, we also compared Buena Vista's overall RIT scores for both math and reading to district mean and norm group mean data. With one exception, Buena Vista students outperform both the national groups and the Greenville County groups.

We are currently awaiting our final MAP data reports for the spring 2016 administration.
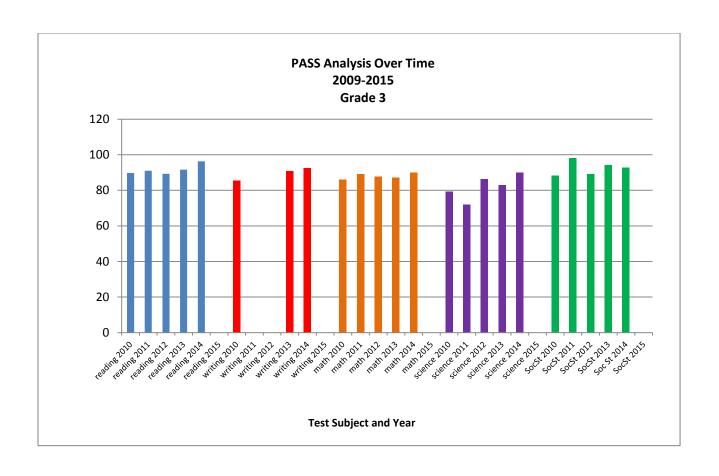
PASS TESTING DATA

The following data shows our PASS data from the 2011, 2012, 2013, 2014 and 2015 administrations. The figures show the percentage of students meeting standard (scoring Met or
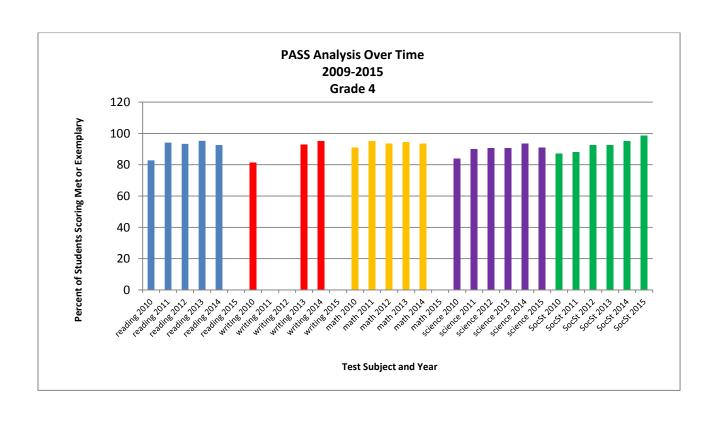
Exemplary).   The data in the first graph is a snapshot of the overall school results in grades 3-5, combined.

PASS Analysis Over Time
2009-2015
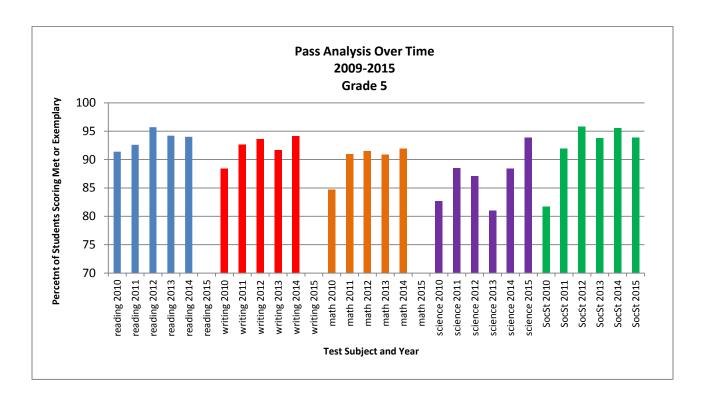## Combined Results for Grades 3-5

The next three graphs show the same information disaggregated by grade level.   This breakdown by grade level shows trends at each grade level.
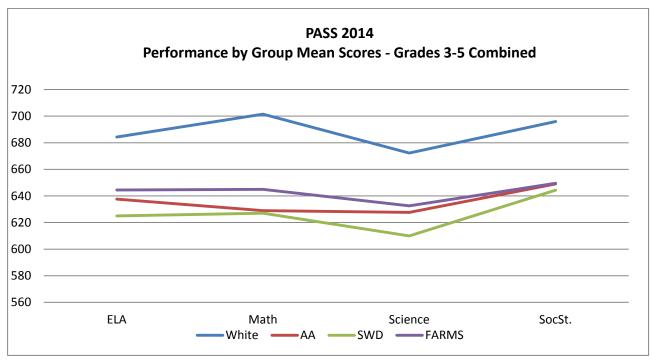
Note: During spring 2015 testing, the only PASS tests administered were to fourth and fifth graders in Science and Social Studies. The state transitioned to ACT Aspire for reading and math.

**PASS Analysis Over Time
2009-2015
Grade 3**

Test Subject and Year

**PASS Analysis Over Time
2009-2015
Grade 4**

Percent of Students Scoring Met or Exemplary

Test Subject and Year
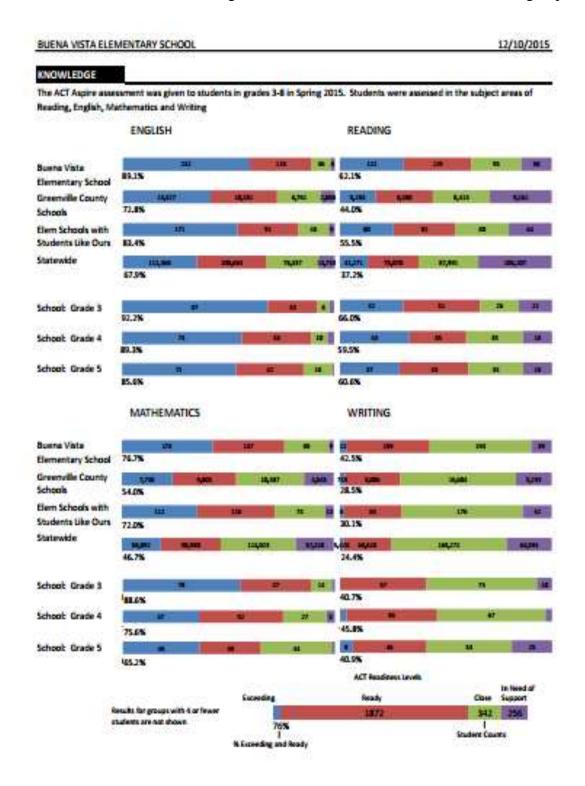
Pass Analysis Over Time
2009-2015
Grade 5

The next graph illustrates results disaggregated by subgroups. Currently, Buena Vista is tracking results in the following areas: All Students, White Students, African American Students, Students with Disabilities (SWD), Free and Reduced Meal Students (FARMS), and Full Pay Students. This information is presented for the entire testing group, grade 3-5 (combined) by subject area.

PASS 2014
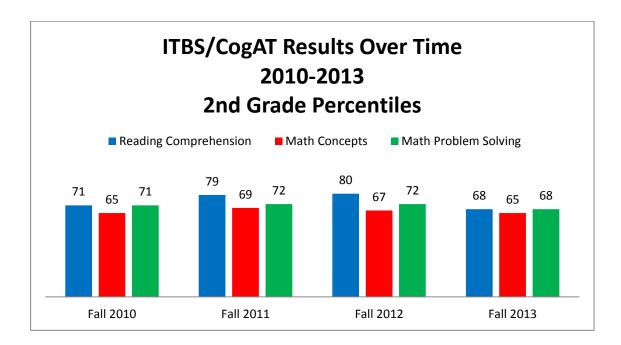Performance by Group Mean Scores - Grades 3-5 Combined

The data in the graph below shows our student's results on the ACT Aspire, which was administered statewide in 2015. Since this was the only year this test was administered, we have no comparative data over time. All we can consider is our performance compared to the district, other schools like us, and the state. In all categories, our students met or exceeded the other groups.

BUENA VISTA ELEMENTARY SCHOOL   12/10/2015

KNOWLEDGE

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing

The next graph illustrates our four administrations of ITBS at Grade 2, Fall 2010, 2011, 2012, and 2013. The numbers represent national percentile ranks. We are exceptionally pleased with these results considering that the district expectation is to meet or exceed the 50th percentile in each category.

In the fall of 2014, a new version of ITBS was administered. The results from that administration can be found in our Action Plan. The fall 2014 results will serve as a baseline for new data collection in years to come.

ITBS/CogAT Results Over Time
2010-2013
2nd Grade Percentiles

■ Reading Comprehension   ■ Math Concepts   ■ Math Problem Solving

	Reading Comprehension	Math Concepts	Math Problem Solving
Fall 2010	71	65	71
Fall 2011	79	69	72
Fall 2012	80	67	72
Fall 2013	68	65	68

Needs Assessment Summary:

The challenge that we face at Buena Vista is to continue to maintain our high level of student achievement. Changes in staff, instructional models, standards, and student demographics are all to be expected. We must continue to find ways to face those changes while ensuring that our students reach their academic potential. We will continue to address the needs of our subgroups, especially our African American students, our student with disablities, and subsidized meal students. Currently, our students in those groups are meeting and exceeding the district expecations. We are hopeful that our intervention procedures, our data analysis routines,our technology integration, and our flexible instructional groups will help support all student as they strive to improve achievement.

In the area of teacher and administrator quality, we will continue to hold high expecations in order to maintain our high level of success. We follow the district guidelines for professional development and for teacher mentoring and evaluation. One idea that came out of the self-evaluation process was to improve our in-house peer coaching strategies. Currently, peer coaching is only used regularly for our newest staff emembers. However, the faculty feels that expanding this to include our entire staff would bring strong results. This spring, we began focused peer observations in the area of literacy insruction in first grade. The staff members involved reported significant success and positive impact, and we are now expanding in to other grade levels. Under consideration is something similar in the area of technology integration, to meet the expectations of the Digital Leadership Pilot in which we are partcicpating. We are hopeful that tapping into our in-house talents and succcesses will impact all students in their levels of acadmic success.

Last, we considered our school climate. According to the indicators that we used, our parents, students, and staff are well-pleased with the school climate. However, one frustration that we feel could easily be addressed is in the area of technology support from the district. Our administrators and our PTA have made significant effort to keep Buena Vista on the front of the technology wave. We have a considerable number of devices to enhance learning, but if there is not enough tech support to assist with maintenance and repairs in a timely manner, then instruction is impacted. On a related note, an area of improvement would also be to upgrade cabinetry and storage in the older part of our bulding. This would help with organization and function. This was reflected in our school climate self-assessment.

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

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

Baseline data to be established in 2015-16.

☒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

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

Baseline data to be established in 2015-16.

☒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

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

Baseline data to be established in 2015-16.

☒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

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

Baseline data to be established in 2015-16.

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

Baseline data to be established in 2015-16.

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

Baseline data to be established in 2015-16.

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

Baseline data to be established in 2015-16.

☒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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above _____%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above _92.4_____%.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X	92.4	92.4	92.4
School Actual	92.4			
District Projected	X	73.9	74.9	75.9
District Actual	72.9			

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

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

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above _96.2_____%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above _____%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	96.2	96.2	96.2
School Actual	96.2			
District Projected	X	82.2	83.2	84.2
District Actual	81.2			

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	77th percentile	78th percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	74th percentile	74th percentile		

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile	62nd percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile	51st percentile		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Let's Think program in math and reading (gr 2) to strengthen analogies and number sense	August-October, annually	2nd grade teachers, GT teacher, IC			Lesson plans, observations
Let's Think program in math and reading (gr 1) to strengthen analogies and number sense	April-May, annually	1st grade teachers, GT teacher, IC			Lesson plans, observations
Implement F&P with fidelity in K5 and 1st grade	Sustained	Teachers, Admin team			Walk through observations
Implement AIMSWEB/RtI with fidelity in K5 and gr 1	Sustained	Teachers, Admin team			Walk through observations
Implement strategies focused on patterning, listening skills and following directions (ie- origami, critical thinking puzzles, etc.)	August-October, annually	2nd grade teachers, GT teacher, IC			Lesson plans, observations
Participate in First in Math to enrich and remediate students	Sustained	Teachers, Admin team			Observations, grade level reports
Implement Compass software with fidelity 45 minutes per week.		Teachers, parents, Admin Team			Lesson plans, observations

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

<u>**GOAL AREA 2:**</u> Ensure quality personnel in all positions.

<u>**FIVE YEAR PERFORMANCE GOAL:**</u>

<u>**ANNUAL OBJECTIVE:**</u>

<u>**DATA SOURCE(S):**</u>

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Team Interviews for potential candidates with representation from grade and administration	As needed	Teachers, Admin team			
Annual Professional Development based on school goals and needs of the teaching staff	Sustained	Teachers, IC, Admin team			
Rigorous adherence to PAS-T evaluation system	Sustained	Teachers, IC, Admin team			
Continued implementation of the M&M support for new staff	Sustained	Teachers, IC, Admin team			
Implement peer coaching, with feedback and reflection	Implemented 2015	Teachers, IC, Admin team			
Ensure that all teachers meet technology proficiency.	Sustained	Teachers, IC, Admin team			

The following two pages show the Buena Vista professional Development Calendar for the current year, 2015-2016 and the proposed professional development for the 2016-17 school year. The proposals are a combination of district opportunities as well as ideas generated from our staff.

Professional Development Calendar
(Tentative and subject to Change!)
2015-2016

Focus: Mastery Learning and Enhancing Technology for Students

August 11			January 7	Faculty Meeting
August 12			January14	Goal Teams - vertical
August 13	Teacher inservice district am/school pm		January 16	Teacher inservice district am/school pm
August 14			January 21	Grade Levels - horizontal
August 15	Teacher Work Day/Meet the Teacher		January 28	Grade Levels-horizontal
August 16	First Day Debrief		February 4	Faculty Meeting
August 17	Faculty Meeting		February 11	Goal Teams-vertical
August 24			February 18	Grade Levels-horizontal
September 1	Faculty Meeting		February 25	Open
September 8	Goal Teams - vertical		March 4	Faculty Meeting
September 15	Grade Levels - horizontal		March 11	Goal Teams - vertical
September 22	PD		March 18	Grade Levels - horizontal
September 30	Open		March 25	Grade Levels-horizontal
October 7	Faculty Meeting		April 8	Faculty Meeting
October 14	Goal Teams - vertical		April 15	Goal Teams - vertical
October 15	Student –led Conferences		April 22	Grade Levels - horizontal
October 16	Student –led Conferences/Exchange Day #1		April 29	Grade Levels-horizontal
October 21	Grade Levels-horizontal		May 6	Faculty Meeting
October 28	PD		May 13	Goal Teams - vertical
November 4	Faculty Meeting		May 20	Grade Levels - horizontal
November 11	Goal Teams-vertical		May 27	Grade Levels-horizontal
November 18	Grade Levels - horizontal			
December 3	Faculty Meeting		June 3	End of Year Faculty Meeting
December 10	Goal Teams - vertical			
December 17	Faculty Meeting – Holiday Party			

Professional Development Calendar
(Tentative and subject to Change!)
2016-2017

Focus: Expanded Digital Leadership, Technology Integration (Personalized Learning Academy), Student Centered Coaching

Date	Activity		Date	Activity
June 13	Personalized Learning Intro		January 4	Faculty Meeting
June 14	Personalized Learning Intro		January11	Grade Levels IDT meeting- horizontal articulation
August 9	Teacher in-Service #1, school-flex		January 13	Teacher inservice #8, district am/school pm
August 10	Teacher in-Service #2, school-flex		January 18	Goal Teams- vertical artic
August 11	Teacher inservice #3, district PD		January 25	Grade Levels IDT meeting- horizontal articulation
August 12	Teacher in-Service #4, school-flex		February 1	Faculty Meeting
August 15	Teacher in-Service #5, school-flex		February 8	Grade Levels IDT meeting- horizontal articulation
August 16	First Day Debrief		February 15	Goal Teams- vertical artic
August 17	Faculty Meeting		February 22	Grade Levels IDT meeting- horizontal articulation
August 24	Faculty Meeting		March 1	Faculty Meeting
August 31	Faculty Meeting		March 8	Grade Levels IDT meeting- horizontal articulation
September 7	Faculty Meeting		March 15	Goal Teams- vertical artic
September 14	Grade Levels IDT meeting- horizontal articulation		March 22	Grade Levels IDT meeting- horizontal articulation
September 21	Goal Teams- vertical artic		March 29	open
September 28	Grade Levels IDT meeting- horizontal articulation		April 5	Faculty Meeting
October 5	Faculty Meeting		April 19	Grade Levels IDT meeting- horizontal articulation
October12	Grade Levels IDT meeting- horizontal articulation		April 26	Goal Teams- vertical artic
October 13	Teacher in-Service #6, Student –led Conferences		May 3	Faculty Meeting
October 14	Teacher in-Service #7, Student –led Conferences		May 10	Grade Levels IDT meeting- horizontal articulation
October 19	Goal Teams- vertical artic		May 17	Goal Teams- vertical artic
October 26	Grade Levels IDT meeting- horizontal articulation		May 24	Grade Levels IDT meeting- horizontal articulation
November2	Faculty Meeting		May 31	Open
November 9	Grade Levels IDT meeting- horizontal articulation		June 5	Teacher in-Service, #9
November 16	Goal Teams- vertical artic		June 6	Teacher in-Service, #10
November 30	Grade Levels IDT meeting- horizontal articulation			
December 7	Faculty Meeting			
December 14	Grade Levels IDT meeting- horizontal articulation			

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**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.3	97.1	97.6	97.25			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	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 _94.6___% in 2012 to __99.4__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _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**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	91.4	93.4	95.4	97.4	99.4
School Actual	94.6	91.4	89.3	94.6			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	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 _92___% in 2012 to _92___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _1.5___ 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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	89.5	88	89.5	91	92.5
School Actual	92.2	89	86.5	87.3			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, HS)			

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment from _100___% in 2012 to _100___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _.7___ percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	96.2	98.1	98.8	99.5	100
School Actual	100	95.7	97.4	100.0			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	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 _98.6___% in 2012 to __100__% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100	100	100	100	100
School Actual		98.6	100	100			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	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 _96.8___% in 2012 to _99.2___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _1.5___ percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	X	94.7	96.2	97.7	99.2
School Actual		96.8	93.2	100.0			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from _100___% in 2012 to _100___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 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 #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual		100	100	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
ELA SPECIFIC					
Implementation of Fountas and Pinnell, school-wide, including explicit, content-rich activities	ongoing	Administrative Team, IC, Teachers	Annual purchase of folders, additional books?	??	Yearend summary sheets, lesson plans

Focused writing instruction (Lucy Calkins program) using Atlas plans as a supplemental resource	ongoing	Administrative Team, IC, Teachers	-	-	Lesson plans, observations
Use of GCS Writing Prompts with vertical and horizontal articulation	As directed by district	Teachers, IC	-	-	Data Analysis, meeting notes, lesson plans

MATH SPECIFIC

Use of manipulatives, both concrete and electronic.	sustained	Teachers	On hand	-	Lesson plans, observations
Consistent implementation of Every Day Counts Calendar Math, primary classes	sustained	Administrative Team, IC, Teachers	On hand	District	Lesson plans, observations

INTEGRATED OR GOOD FOR ALL

Use of GCS Atlas lessons, assessments, and pacing guides	sustained	Teachers	Copying costs?		Data Analysis, Lesson plans, Grade level Loti
Integration of science and social studies into ELA and Math lessons (through leveled non-fiction readers, writing activities, note booking, project based learning, etc.)	sustained	Administrative Team, IC, Teachers	Leveled readers		Lesson plans, observations, samples of student work
Interactive Note booking, across all core subjects, in Intermediate classes	sustained	teachers	??/student (estimated	Parents, PTA scholarship for FARMS students	Observations, student samples, lesson plans
Themed, school-wide writing days, targeting varied content areas,	Bi-annually	Administrative Team, IC, Teachers			Lesson plans, observations

cultures, and national holidays					
Integrate across curriculum with grade level publications (Examples: Scholastic News, Time for Kids, USA Weekly, SC Weekly, Dyna Math, etc.)	sustained	teachers		PTA	Lesson plans, observations
Integration of PBL/STEM (Project Based Learning, specifically with Science, Technology, Engineering and Math) activities	sustained	Teachers, Administrative Team, IC	Varies, most by donation		Lesson plans, observations
Standards-based Field Trips at each grade level (both traditional and virtual)	Traditionally 2 of each, annually	Administrative Team, IC, Teachers	Varies by trip	Parents, PTA	Field Trip Request Forms, lesson plans, observations
DIFFERENTIATION AND/OR REMEDIATION					
RIT band instruction to differentiate learning for students in grades 2-5. (for classrooms not using cross-grade flexible grouping)	sustained	Administrative Team, IC, Teachers	-	-	Observations, data analysis, grade level meeting notes
Focused support by Literacy Specialist for lowest performing readers in grades 1-2	sustained	Administrative Team, IC, Literacy Specialist			AIMSWEB and F&P progress reports, lesson plans
Remediation for targeted (subgroup) intermediate at-risk	Oct-May, T/Th, 7:15-7:50 am	SIC volunteers, IC		PTA, SIC	Attendance logs, pre-post MAP data

students through the Early Risers' Club					
Early Reading Intervention for Tier II students using Aimsweb and RTI (grades K, 1)	sustained	Leadership Team, teachers – gr K-1	Materials on hand	district	PM data, observations, summary reports
Intervention with identified students in math	Implemented 2015	Leadership Team, teachers, interventionist	Materials on hand	??	Incremental Data meeting notes, observation
Integration of UNIQUE curriculum for students with intellectual disabilities (math, ELA, science, social studies)	sustained	Special Education Teachers		district	Lesson plans, student growth data
Continue to expand the SpEd Inclusion Model to include more classes/grade levels	sustained	Leadership Team, IC, SpEd and GenEd teachers			
Use of community resources to assist with differentiation and to enhance instruction (PTA Brain Builders, Riverside Cadets and Service Learning Students, Junior Achievement in Gr 1, Safety House, etc.)	sustained	IC, Counselor, Goal Team and Grade Level Reps, teachers	-	-	Meeting notes, lesson plans, observations
TECHNOLOGY-BASED					
Use of Technology tools to enhance instruction and to increase student engagement (PB/Active Inspire, iPads, iPad minis, Chrome Books,	sustained	Teachers, media specialist	Annual refurbishment ??	??	Observations, lesson plans

laptops, BYOD, ActiveVotes and Expressions, etc.)					
Incorporate software into lessons to deepen student understanding through STEM/STEAM/PBL approach (LEGO WEDO, STEM Fuse, etc.)	sustained	Teachers, IC, Media Specialist			Observations, lesson plans
Strategic use of software and web-based activities for differentiation (ex: Brainpop, Compass Learning, First in Math, Accelerated Reader, pebble.go, Spelling City, Discovery Ed, etc.)	Sustained	Teachers, media specialist	New software or licenses? (Brainpop, F&P Apps, Success Maker, etc.)	??	Summary reports, lesson plans, observations
Expansion of Digital Leadership Pilot activities and strategies into other classrooms	Implemented 2015	Teachers, Administratie Team, IC, Media Specialist	Materials on hand	??	Observations, lesson plans

PLANNING AND DATA ANALYSIS

Formative assessment to guide instruction (STAR testing, F&P leveling, MAP, Aimsweb, unit pretests, etc.)	sustained	IC, Teachers	Batteries, copy costs	??	Data analysis, lesson plans
Continued use of grade level math pre-and-post testing with item analysis to guide instructional decisions	sustained	Leadership Team, IC, Teachers	Suggested to omit?		Classroom, Grade Level, and School-Wide Reports
Vertical and Horizontal discussions and data analysis with Data Teams will guide instructional planning	sustained	Administrative Team, IC, Teachers	-	-	Data analysis, meeting summaries, lesson plans
Protected Common Planning times for grade level and cluster teams	weekly	Administrative Team, IC, Teachers	-	-	Grade level loti, administrative observations

Please use the following link to access our 2015 School Report Card:

http://www.ed.sc.gov/assets/reportCards/2015/elem/c/e2301093.pdf