Grove Elementary School

Strong Minds. Strong Programs. Strong Partners.

SCHOOL RENEWAL PLAN FOR YEARS: 2013 - 14 through 2017 – 18

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2016 - 2017

Deborah Bauer, Principal

1220 Old Grove Road

Piedmont, SC 29673

Dr. W. Burke Royster, Superintendent

Greenville County School System

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Grove Elementary

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		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jasmine Archibald		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Deborah Bauer		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Allison Howard		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 1220 Old Grove Road Piedmont, SC 29673

SCHOOL'S TELEPHONE: (864) 355-5900

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	*NAME*
1. PRINCIPAL	Debbie Bauer
2. TEACHER	Cassie Rust
3. PARENT/GUARDIAN	Jodi King
4. COMMUNITY MEMBER	Jennifer Medlock
5. SCHOOL IMPROVEMENT COUNCIL	Jasmine Archibald
6. Read to Succeed Reading Coach	Allison Howard
7. School Read to Succeed Literacy Leadership Team Lead	Allison Howard

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*
PTA President	Jodi King
SIC Vice President	Adam Morgan
Title I Facilitator	Lauren Phillips
Instructional Coach	Rebecca Ratcliffe

*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 help 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 help 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.

__N/A__ **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.

Grove Elementary School Strategic Plan

Table of Contents

Introduction

The Grove Elementary School Portfolio was developed to document the changes and progress our school has made. This plan is constantly evolving and documents the actions and changes we have made to support student success. The School Portfolio provides staff a means to further develop capacity, self – assessment, communication and accountability.

The School Portfolio was developed through collaboration with all stakeholders. The faculty and staff, along with parent and community members of SIC and PTA, assisted in the self-reflection process in order to better build our plan for the purpose of increasing student success. In order to maintain high standards and expectations, a great deal of discussion centered on changes over the past five years, such as curriculum, programs, organizational changes, and improvements. As each section was reviewed and updated, feedback was considered essential and provided the Leadership Team with the opportunity to develop a document representative of Grove Elementary.

Strategic Planning Process/ Structure

The Strategic Planning Team

The Strategic Team, made up of Principal and Strategic Planning Facilitators, was established to:

- update and review the school portfolio plan
- encourage and model school wide-expectations
- review data and plan for improvement
- monitor progress and address concerns
- ensure the implementation of standards and the vision
- guide, enforce, and reinforce the school portfolio plan

Action Teams

- PTA
- School Improvement Council (SIC)

A key role of the action team is to investigate approaches to achieving our goals.

Instructional Teams

- Leadership Team
- Grade Level Teams
- Vertical Teams
- Professional Learning Communities

Leadership Team

- facilitation of weekly grade level meetings
- coordinating grade level activities
- attending weekly leadership team meetings
- participating in the development of the Title I plan

Grade Level Teams

The purpose of grade-level teams is to maintain unity of curriculum, instruction, assessment, and standards implementation at each grade level. Therefore, each teacher must:

- participate in meetings with his/her grade level
- coach, model, and support the implementation of standards
- support personal and peer implementation of student-centered learning
- support best practices
- plan instruction based on current and common assessment data

Vertical Teams

The purpose of vertical teams is to maintain consistency, related to:

- continued instructional improvement school-wide
- integration of technology
- review of data and plan for improvement

- advising the strategic planning team of the progress and concerns generated and discussed at grade-level and vertical team meetings

Process for Communicating Plan

The Grove Strategic Plan and its components are communicated to all stakeholders in the following ways:

- plan components are shared with parents and community members at monthly SIC meetings
- plan components with parents, students, teachers, and community members at PTA meetings
- plan components are shared with teachers and faculty members at flipped faculty meetings as needed
- plan components are available for viewing on the school website at http://www.greenville.k12.sc.us/grove/

Executive Summary

Student Achievement Summary

Strengths

- ACT Aspire

    - Third grade's readiness level in English, Writing, and Reading matched the district

        readiness level

    - Fourth grade's readiness level in English and Writing matched the district

        readiness level

    - Fifth grade's readiness level in English, Writing, and Reading matched the district

        readiness level

- SCPASS

    - Science: 5th grade percent met and above is 69.6%

    - Social Studies: 4th grade percent met and above is 77.3%/ 5th grade percent met

        and above is 75.9%

Weaknesses

- Scientific Inquiry

- Writing Conventions

- Vocabulary - problem-solving unfamiliar language and concepts that are central to the meaning

Student Achievement Goals

- During the 2015-2016 school year, the percentage of students (grades 2-5)
    meeting/exceeding Target RIT on: Math MAP will increase from 45% (198 of 439) to 50%
    (239 of 479).

- During the 2015-2016 school year, the percentage of students (grades 2-5) meeting/exceeding Target RIT on: Reading MAP will increase from 43% (189 of 439) to 48% (230 of 479).

Successful Strategies

- Balanced Literacy, including using Leveled Literacy Intervention and Empowering Writers
- Frequent use of Title I Academic Specialists to support literacy, math, and technology
- Implementation and integration of personal learning devices
- Technology Integration: First in Math, Reading A-Z/RAZ Kids, Flocabulary, Brainpop, Popplet, Book Creator, Chatterpix
- Peer observations based on data that support our current initiatives
- Data driven instruction through continuation of Data Days with teachers/grade levels
- Support from instructional coaches through:
  - Coaching cycles
  - Modeling
  - Facilitation of collaborative groups
  - Consistent, focused, purposeful curriculum meetings
  - Grade level planning & common assessment analysis
- Response to Intervention
  - LLI, Wilson Reading, SOAR to Success, SRA
  - 21% of students have successfully exited Response to Intervention programs this year.
- Participation in local, regional, and state conferences.

Grove Elementary School has made significant academic progress. Especially notable accomplishments include the following:

- The school has made significant progress toward its goal of becoming a data-driven school. The principal is highly knowledgeable about data and its effective use for instructional planning and has provided strong leadership to the data analysis process.

- Teachers are consistently using technology to support teaching and learning.

- Collaboration is evident throughout the school. Teachers are planning cohesively at all grade levels and taking active roles in student decisions through collaboration.

- Teachers have a significant leadership role within the school.

- Professional development of teachers is a high priority across the school environment.

- The focus on health and wellness is a strong support for student learning.

The administrators, teachers, and other school staff demonstrate a genuine respect and concern for the education and well-being of all students, and they, along with parents, are enthusiastic about the leadership, vision, and passion of the principal. Parents believe their children are safe and secure in this academic learning environment.

A strong foundation is in place for continued improvement in student achievement at Grove. The faculty and staff have an opportunity to foster and build on their current strengths and continue the progress each has made through participation in continued study, dialogue, and collaboration.

School Climate/Environment Findings

Grove Elementary School is a modern, attractive, well-maintained school which provides an environment conducive to student learning. Teachers, students, and parents are surveyed annually, and results are reported on the school report card issued by the state. Results from the 2014-15 survey indicate that all three groups feel that our school is a safe place during the school day.

Significant Challenges

- Limited parent involvement

- Summer attrition

- High mobility rate of students/families

- Lack of school readiness for children entering school for the first time

- School-wide math needs

Significant Accomplishments

- 2015, Grove received Palmetto Gold in Performance and Palmetto Silver in Closing the Gap

- 2014, 2013 & 2012, Grove has been designated as a Title I Reward School for Performance – amongst the highest performing Title I schools in a given year.

- 2013, Grove received an "A" rating according to the ESEA waver annual measurable objectives. Our school performance has substantially exceeded the state's expectations.

- 2011 – 2012, Grove was recognized as a Title I Distinguished School for Performance.

- 2012 Palmetto Silver Award for Performance

- Public Education Partners - award recipient to support literacy implementation

- Grove has a comprehensive plan to provide nutritional education to our students in all classroom environments.

    o The Coordinated Approach to Child Health (CATCH) program integrates healthy eating, activity, and instruction in to a coordinated program to promote a healthy lifestyle. The program focus is a combined efforts of school, home, and community.

    o The Fresh Fruits and Vegetables grant (FFPV) provides daily fresh fruit or vegetable snacks to the entire school population.

- The principal is a strong, knowledgeable, involved instructional leader.

- Dedicated administrators and faculty genuinely care about the students and their families.

- There is strong communication and focus from the current administration.

- There is a high level of collaboration among faculty.

- State-of-the-art technology is in place in all classrooms, and resources to support student learning are plentiful.

- The school has developed common grade-level assessments based on state academic standards in English language arts and mathematics. These common assessments are administered consistently with follow-up analysis and discussion of results.

School Profile

School Community

Grove Elementary School is located in the southwest area of Greenville County. The original building was constructed in 1969 on thirty-two acres in rural Piedmont. Grove Elementary opened with an enrollment of 350 students and a staff of fourteen teachers, a principal, a media specialist, a secretary, two cafeteria workers, and one custodian. The area served by the school was a stable community of two-parent families of average income who owned their homes. Community members frequently volunteered and attended school events. The first student body was 60% white and 40% African-American.

An increase in enrollment resulted from the closure of West Gantt Elementary School and the building was renovated and enlarged in 1979 to accommodate that change. The facility included thirty seven classrooms, a computer lab, health room, an accelerated learning classroom, guidance office, classrooms for the reading teacher and the speech teacher, a media center, a resource room, and administrative offices. The campus also included three playground areas used for physical education classes and recess. At the end of the 2002-03 school year, the Greenville County School District made the decision to demolish the structure and to build a new school on the present site. Grove Elementary moved to a temporary location during the construction of the new building. The temporary site was too small to accommodate the students; therefore, twenty-two classrooms were placed in portables.

At the end of the 2003-04 school year, Sirrine Elementary School was closed and the ESOL (English Speakers of Other Languages) Program was reorganized. The ESOL students returned to their home-based schools. In addition, attendance zones were adjusted which resulted in a loss/gain of students between Grove and Sue Cleveland Elementary. These factors had a significant effect on the student population. The enrollment increased to approximately 600 students and the Hispanic population increased from 4% to 13% that first year alone. The change in enrollment presented a challenge due to the limited facility in which the school was housed. The new building was completed and occupied in August of 2005.

The residents of our attendance area are transient. For example, during the 2014-15 school year, the mobility rate was at 38%. This high mobility rate affects the stability of the student population, and ultimately cohesive instruction. The rate of mobility continues to remain close to 50%. Many homes in the Grove attendance area are rental properties and mobile homes.

Community Partnerships

Grove Elementary continues to turn for support within the community for assistance with the design, implementation and improvement of a high-impact learning support for students.

Our community partnerships assisting with tutoring and donations include:

- Communities in Schools
- Salvation Army Boys and Girls Club
- Michelin Partnership for Education
- Mentor Greenville
- Healing Species
- West Gantt Baptist Church
- New Spring Church

- Peace Center
- Public Education Partners
- Greenville Drive

Grove Elementary 2015-2016 PTA Board:

- Jodi King , President
- Judy Harrison, Vice President
- Melinda Tyson , Secretary
- Rogene Avery, Treasurer

School Personnel

Grove Elementary staff is composed of:

- 1 Principal
- 1 Assistant Principal
- 1 Secretary
- 1 Social Worker
- 1 Nurse
- 1 Attendance Clerk
- 1 Office Assistant
- 2 Bilingual Parent Liaisons
- 42 Classroom Teachers
- 3 ESOL Teachers
- 4 Reading Interventionists
- 4 Special Education Teachers
- 1.6 Speech and Language Therapists
- 1 GT Teacher
- 1.5 Guidance Counselors
- 1 Mental Health Counselor

- 1 Media Specialist

- 1 Media Clerk

- 1.4 Physical Education Teachers

- 1.4 Music Teachers

- 5 Paraprofessionals

- 9 Food Service Employees

- 1 Plant Engineer

- 6 Custodians

School Staff Source: SC School Report Card	2012 - 13	2013 - 14	2014-15
Teachers with Advanced Degrees	36.7%	30.3%	38.9%
Continuing Contract Teachers	67.3%	76.6%	74.1%
Teachers Returning from Previous Year	88.2%	85.6%	85.5%
Teacher Attendance rate	95.1%	94.8%	92.1%
Professional Development Days/Teacher	13.0 days	11.8 days	14.1 days

Student Population

Currently, for the 2015 – 2016 school year, we have 764 students at Grove Elementary with an average daily student attendance rate of 96.0%. The total percentage of students qualifying for free and reduced meals has increased. Approximately 100% of Grove's student population is currently eligible for free and reduced lunches.

Source: SC School Report Cards	2012 - 13	2013 - 14	2014-15
Students Served by Gifted and Talented Program	1.2%	1.1%	1.2%
Student Retention Rate	3.5%	2.1%	2.8%

Student Enrollment by Ethnic Distribution

At the present time, the student body at Grove Elementary is composed of 326 (42.7%) African American, 1 (0.1%) Asian, 95 (12.4%) Caucasian, 307 (40.2%) Hispanic, and 35 (4.6%) Multi-Racial.

Special Education and Other Services

As Grove's student population has grown, there has been a rise in the number of special needs students served by the school.

Enrollment of Special Education Services		
Autism	4	3.0%
Developmental Delay	12	8.9%
Multiple Disabilities	3	2.2%
Other Health Impairment	7	5.2%
Specific Learning Disability	58	43.0%
Speech of Language Impairment	51	37.8%
Grand Total	135	100%

Languages Spoken At Home		
English	573	75.0%
Spanish	191	25.0%
Grand Total	764	100%

Major Academic and Behavioral Features/Programs/Initiatives

Reading Workshop Model

Grove Elementary teachers believe that literacy is the foundation of student success. Understanding that reading growth was stagnant, Grove implemented significant change in reading instruction adopting a balanced literacy framework for instruction. This program emphasizes that literacy is an important part of each student's academic day. Staff members continue to participate in professional development to enhance their reading instructional

strategies and assessment. Grove introduced and implemented a leveled literacy instructional model referred to as Balanced Literacy. Students receive differentiated reading instruction in a small group setting, allowing individual conversations with teachers about their reading. Extensive support for this initiative has come from multiple education partners, allowing Grove to develop a literacy resource room of leveled literature available for reading instruction in any genre.

Response to Intervention (RtI) / Early Reading Intervention (ERI)

In 2007, Grove implemented RtI for identified students in Kindergarten, first and second grades who were in need of more intense small group instruction.   Each of these grade levels use the AimsWeb online data program to input and receive information to monitor student progress during program participation. For the 2015-2016 school year, the program has expanded to include grade three and targeted fourth grade students. Kindergarten paraprofessionals facilitate the Early Reading Intervention Program daily to the lowest five students in each classroom.

Writers Workshop Model

Empowering Writers provides powerful structural models of narrative (the diamond), expository and persuasive (the pillar) writing that makes the organization of writing transparent for teachers and students. The Empowering Writers materials introduce writing in kindergarten and first grade, having students differentiate between narrative and expository texts and laying the foundation for narrative writing structure, recognizing the diamond framework that consistently appears in the narrative form. Throughout students build their understanding of the narrative writing diamond structure through both their reading and writing experiences.

All students complete writing samples assigned by the Language Arts Consultant at the School District of Greenville County. Teachers assess the writing samples using the Smarter Balanced writing rubric for the genre of writing assigned. These assessments guide writing instruction and allow teachers to differentiate their writing curriculum to fit the needs of individual students. Intermediate grades incorporate blind scoring techniques to ensure rigor and consistency in grading and expectations.

Math Instruction

Greenville County Schools will adopted Houghton Mifflin *Go Math* to be used at the elementary level (grades K-5) for the 2013-2014 school year. The math instruction is common core standards-based. All teachers have been trained in Every Day Counts Calendar Math. Fifteen minutes of required instruction provides the following through the Every Day Counts Calendar Math model: builds concepts on variety of topics over time, provides starting point for class discussions involving math, gives multiple representations of important concepts, allows students to analyze and predict patterns, and provides students with problem solving/multiple paths to a solution. In addition, teachers incorporate manipulatives (hands-on and/or technology) daily to model mathematical concepts, and to assess children's understanding and mastery of the concepts. A variety of assessment methods are utilized to reach all learners. Those assessments include: performance tasks, open ended questions, recorded observations, student interviews, journal entries, tests, quizzes, student presentations, and student self-assessments.

Social Studies/Science Instruction

Grove teachers use hands-on science to teach the state science standards. We believe that students who learn science with hands-on experiments and activities learn science much better than those students who are only taught with a textbook. Many teachers use the school district provided science kits to enhance the learning of key science concepts. We believe that all students must be provided instruction in their own learning style. Many of our students need visual and kinesthetic experiences. Using the science kits and science experiments to teach the standards provides these modalities for our students. A fully equipped Science Lab is available for classroom educational use.

Since the 2014 – 15 school year, fourth and fifth grade classes attend weekly virtual science lab class. These virtual labs help students learn basic laboratory techniques and practice methods using the scientific method.

The A-Team Process

Students who continue to experience difficulties after receiving interventions and/or accommodations may be referred to the Academic Assistance Team (A-Team), which includes classroom teacher, assistant principal/A-Team Coordinator, School Psychologist, and parents of the student. This team identifies interventions designed to assist the student with achievement in the content area of need. If data indicate that the student did not respond to the interventions, a referral for formal testing occurs. Based on preset guidelines, a multidisciplinary team determines if the student meets criteria for Special Education Services. If a student qualifies for Special Education Services after testing, the team develops an

individual plan for each student which will be implemented by the special education and regular education teacher in an inclusion or resource setting.

Technology

Technology is an integral part of the educational process at Grove. To facilitate this integration into the curriculum, each Grove certified employee has a laptop and I-Pad. For the 2015-2016 school year, Grove was designated as a Personalized Learning Device (PLD) school. Each student in the school is assigned either an I-Pad or laptop to facilitate learning. Teachers have participated in extensive professional development regarding the use and integration of technology in to the instructional process.

During the 2014 – 2015 school year, Grove went through a technology refresh which provided new computers for students and new teacher laptops. Every classroom was previously equipped with a promethean boards for every classroom to assist in student learning and engagement. In addition to computers, each classroom teacher has an iPad for instructional use with an additional set to be checkout through the media center.

Grove also has an updated, state of the art, 27 station computer technology lab. Classes use the lab daily to teach the district's technology standards and reinforce Common Core curriculum standards. Students use the Internet for research and then use multimedia software for presenting the research. The lab is also used for reinforcing state standards through the use of curriculum software. An additional lab with student computers was created from laptops that were housed on laptop carts. Also available for student and teacher use are 17 computer stations in the Media Center. There are six Smart Technologies Wireless Slates available for checkout from the media center. Second thru fifth grade teachers have been

issued a class set of ActivExpressions. The ActivExpressions Response System can be used during classroom instruction, review, and assessment.

Our district has developed a Technology Survey that is administered to all staff members yearly. The survey indicated areas of strengths and weaknesses. Our teachers continue to develop technology skills through integration classes. Staff development classes at Grove provide support and encourage trying new methods of technology integration. All district personnel will be required to demonstrate technology knowledge and application. Grove is supporting this state-wide mandate by providing technology courses on site. Additional, intentional support is provided through a technology specialist assigned by Title I to assist with integration, differentiation, and lesson planning.

Special Education / Stetson Inclusive Practices

During the 2014 – 2015 school year, a team consisting of administrators, special education and classroom teachers received training through Stetson and Associates regarding best practices for inclusive classrooms. It is important to have a clear understanding of the multiple support models that may be provided for students with special needs. There are three basic options for providing support for students with disabilities: External Support, In-Class Support, and Specialized Support.

The Step by Step team training emphasized the importance of individual student-centered decisions for assigning supports and services. Through the training, we created an action plan and identified criteria for determining successful implementation of effective practices. This action plan addressed six of the critical themes covered in the Step by Step training:

1. Instructional Setting
2. Collaboration
3. Instruction
4. In – Class Support
5. Peer and Family Relationships
6. Effective Use of Personnel

English for Speakers of Other Languages Program

The English for Speakers of Other Languages (ESOL) Program at Grove began in August of 2004. ESOL at Grove allows for the success of each LEP student. These students grow in their language acquisition through one-on-one, small group instruction, and inclusion in the regular education classroom. The ESOL teacher is also responsible for:

- the development of individual students plans, Limited English Proficient (LEP) plans

- meeting with parents to discuss their child's progress

- assisting the clerical staff with PowerSchool coding

- updating and maintaining the ESOL paperwork for compliance

- assessing all new ESOL students' language acquisition levels

- collaboration with to provide teachers with resources to use within the classroom

- meeting the needs of the individual student by addressing a range of learning styles through strategies such as Balanced Literacy, Empowering Writers, hands on manipulatives, and technology

- Ensuring that modifications are to allow every ESOL student to experience success in ESOL resource classroom and regular classroom settings.

Having an ESOL program at Grove Elementary has been vital in sustaining the progress and achievements of the ESOL students. We have seen a tremendous growth in our LEP students, not only in their academic progress, but also their social and emotional well-being. This is primarily due to the opportunity available for them to receive extra assistance in acquisition and mastery of social and academic English.

Data Analysis Workshops

Three times a year, teachers work in groups to analyze data. In the fall, state assessment and fall MAP scores are analyzed for areas of strengths and weaknesses. Both winter and spring focus on classroom common assessments and MAP testing.

Teachers administer common assessments as grade levels in reading and math. They are required to thoroughly analyze each one and to discuss them at Curriculum Meetings with Instructional Coaches. Teachers use this information to make instructional decisions and plan instruction. Discussions also include challenges and successful strategies, encouraging teachers to learn from each other. Benchmark assessments are administered three times a year. Data is collected and looked at for improving classroom instruction.

School Committees

Teachers in each grade level are represented on the school's Professional Learning Community. We have four additional committees that include: School Environment, Positive Behavior Supports/CATCH, Literacy and Numeracy.   These committees assist in guiding the direction of student achievement in our school.

Communities in Schools

During the 2014 – 2015 school year, Communities in Schools began a partnership with Grove Elementary. Communities in Schools is the nation's largest and most effective organization dedicated to keeping kids in school and helping them succeed in life. Their unique model positions site coordinators inside schools to assess students' needs and provide resources to help them succeed in the classroom and in life. CIS partner with local businesses, social service agencies, health care providers and volunteers. Whether it's food, school supplies, health care, counseling, academic assistance or a positive role model, Communities In Schools is there to help.

Professional Learning Community (PLC)

Grove's PLC consists of a representative from each grade level or team, as well as an instructional coaches and the principal. This group meets monthly representing the entire faculty in decision making and problem solving for the school. Discussions and decisions centers on curriculum, instruction, and assessment.

Community Involvement

The Grove Parent Teacher Association (PTA), School Improvement Council (SIC) and an extensive list of community resources support learning in math, language arts, science, fine arts, and character education. Community resources are provided by the business community, local churches, higher education institutions, nonprofit organizations and philanthropic organizations. Support comes from Michelin, North America, South Greenville Community Partnerships, Clemson University, Furman University, The Salvation Army, Public Education Partners, as well as many others. Some of programs supported by these organizations are: the

Back Pack program (weekend food for identified families), literacy materials for instruction, take home and keep books for students, tutoring, mentoring, Terrific Kids, interns, practicum students, and many more. School involvement activities include Fall into Reading Night, Math Night, Health Fair, South Carolina Night, Science Fair, April Arts Fair, SOAR Store to support PBIS initiative, Fifth Grade Day, SOAR Fun in the Sun, parenting classes, English classes for parents who are learning English as a second language, and grade level field trips.

School Improvement Council

The School Improvement Council is composed of representatives from all stakeholder groups - parents, and community concerns, to make recommendations to the principal, and to prepare the annual School Profile and Report to the Community.

Smart Center Afterschool Program

Grove Elementary offers a no-cost or low-cost aftercare program for our students. This program provides supervised childcare and homework assistance for the 180 day school year for children enrolled in Kindergarten through fifth grade. Sponsored by the Salvation Army Boys and Girls Club at the Kroc Center in Greenville, South Carolina this program supports students who need behavioral and/or academic intervention. The program operates from 2:30-5:30 each school day. Students have a structured daily schedule of a hot meal, homework, outdoor activities, creative playtime, snack and games.

Behavioral Programs/ Initiatives

Positive Behavior Interventions and Support (PBIS)

Grove began implementing the PBIS philosophy in the 2006-2007 school year. Each year, behavior increasingly improves through using school-wide procedures, expectations, and

positive reinforcements. During the 2013 – 2014 school year, CHAMPS was added as an additional support system.

Guidance Services

Students receive bi-monthly classroom guidance lessons focusing on character education and life skills. Small groups are held to serve students in all grades. Group topics include: family, transition, school success and study skills, and self-concept. These groups change as needed. Guidance services facilitates middle school transition and middle school registration. Students visit their perspective middle schools and representatives from each school attend a parent meeting to provide information about the school programs and expectations.

In addition, the counselor helps the local Kiwanis's honor Terrific Kids every nine weeks. Students who demonstrate academic achievement are honored through Principal's Academic Achievement Award, A/B Honor Roll and the BUG (Brought Up a Grade) award.

Mission, Vision, and Belief

Grove Elementary continued the theme Believe, Achieve, SOAR for the 2011-2012 school year and developed a marketing tagline that we believe identifies Grove – Strong Minds, Strong Programs, Strong Partners. This theme and tagline shares our belief and vision for all students. Coupled with the school developed mission statement, Grove has a focus and a goal for success.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The staff brainstormed independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning. We believe…

- All students deserve an environment that is nurturing and safe, where cultural diversity is respected and celebrated.

- All students can acquire the knowledge and skills necessary to become productive citizens and members of society; therefore, students will excel in an environment that engages them in rigorous academics that promote higher level thinking, creative thinking, and questioning.

- Students learn in different ways; therefore, teachers must provide a variety of approaches to support the diverse learning styles in every classroom.

- The whole child must be nurtured in a variety of ways; therefore, physical activities, advancements in technology, the fine arts, character development, and extra-curricular activities must compliment a rigorous academic program.

- Assessment of student learning must provide a variety of opportunities for students to demonstrate the achievement of rigorous standards.

- Students, parents, staff, and community members must form a caring unit that values each individual student's unique needs.

- The school program should foster leadership opportunities both in the school environment and throughout the community as well.

- Collegiality and teaming for excellence is central to the decision-making process. All aspects of the learning environment must be committed to continuous improvement for all.

Mission Statement

Grove Elementary School will develop and promote an environment that ensures all students will attain the highest level of academic success as determined by state and national standards. The entire school population: faculty and staff, parents, students, and community members will function as a system of support to provide an atmosphere where mutual respect, promoting a high quality curriculum, and embracing learning as a life-long activity is fostered.

School Tagline

Strong Minds, Strong Programs, Strong Partners

Data Analysis and Needs Assessment

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.

Performance Levels for English/ Reading (All Students)

Performance Levels for Mathematics/ Writing (All Students)
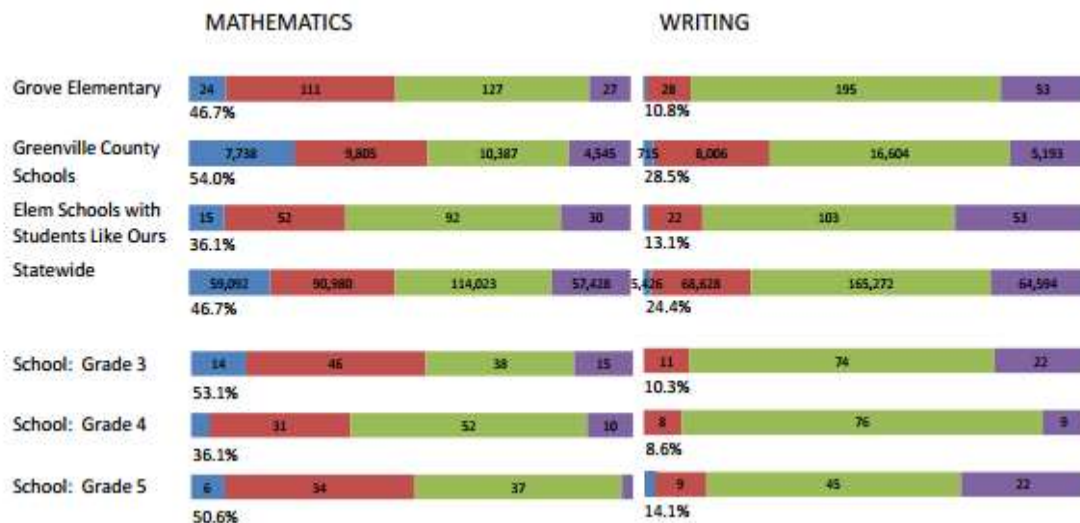
ACT Aspire: Third Grade

	GROVE ACT Readiness Level	District ACT Readiness Level	Grove ACT Average Score	District ACT Average Score	National ACT Average Score
English	Ready	Ready	413	417	416
Writing	Close	Close	422	423	421
Math	Close	Ready	412	414	412
Reading	Close	Close	411	413	412

ACT Aspire: Fourth Grade

	Grove ACT Readiness Level	District ACT Readiness Level	Grove ACT Average Score	District ACT Average Score	National ACT Average Score
English	Ready	Ready	417	420	420
Writing	Close	Close	423	425	423
Math	Close	Ready	414	417	415
Reading	In Need of Support	Close	411	415	415

ACT Aspire: Fifth Grade

	GROVE ACT Readiness Level	District ACT Readiness Level	GROVE ACT Average Score	District ACT Average Score	National ACT Average Score
English	Ready	Ready	420	424	422
Writing	Close	Close	423	424	424
Math	Close	Ready	417	419	417
Reading	Close	Close	416	418	417

SCPASS Science and Social Studies

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4-8 in Spring 2015. Students were assessed in subject areas of Science and Social Studies.

Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th Grade	5th Grade
53.6	69.6
Social Studies SCPASS	
Our School: Percent Met and above for each grade level	
4th Grade	5th Grade
77.3	75.9

ITBS

Each test level consists of a series of tests administered in content sections with each section designed to measure specific skills. To gain information about classes and students for instructional planning, to supplement teacher observations regarding student abilities, and to establish a basis for subsequent annual evaluation of student progress. Sections for levels 5-8 include: Vocabulary, Word Analysis, Reading Comprehension, Listening, Language, Mathematics, Social Studies (Levels 7 and 8 only), Science (Levels 7 and 8 only), and Sources of Information.

The results of this test are used to determine student gifted/talented eligibility. The performance of our students has been below the 50th percentile for several years in all areas.

2015 ITBS Scores:

	English Language Arts							Mathematics			CORE COM-POSITE	Social Studies	Science	COM-PLETE COM-POSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Compu-tation*	MATH TOTAL				
Grove Elem 2301104 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	123		117		99			122		122				
Average Standard Score (SS)	152.2		146.6		145.1			147.0		147.0				
Average Predicted Standard Score (PSS)	151.2		146.4		150.8			147.6		147.6				
Difference (SS-PSS)	1.0		0.2		-5.7			-0.6		-0.6				
National Percentile Rank of Average SS	42		32		29			29		29				
National Percentile Rank of Average PSS	39		32		40			31		31				
Difference (NPR-PNPR)	3		0		-11			-2		-2				
Iowa Assessments														
Number of Students Tested = 133														
Number of Students Included	124		118		100			123		123				
Average Standard Score (SS)	152.0		146.3		145.0			146.9		146.9				
National Percentile Rank of Average SS	42		31		29			29		29				
Percent of Students in NPR Range 75-99	10		8		4			7		7				
50-74	28		25		18			15		15				
25-49	27		31		40			39		39				
1-24	34		36		38			38		38				
National Stanine of Average SS	5		4		4			4		4				

2014 ITBS Scores:

SCHOOL SUMMARY
Iowa Assessments™
South Carolina Grade 2 Gifted and Talented Testing Program

School: Grove Elem
District: GREENVILLE COUNTY
Form-Level: F-7
Test Date: 11/2014
Norms: 09/23 2011
Grade: 2
Page: 1

| | English Language Arts | | | | | | | Mathematics | | | CORE COM-POSITE | Social Studies | Science | COM-PLETE COM-POSITE |
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathe-matics	Compu-tation*	MATH TOTAL				
Grove Elem 2301104 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	141							147		147				
Average Standard Score (SS)	149.4							145.9		145.9				
Average Predicted Standard Score (PSS)	150.7							146.7		146.7				
Difference (SS-PSS)	-1.3							-0.8		-0.8				
National Percentile Rank of Average SS	34							27		27				
National Percentile Rank of Average PSS	38							29		29				
Difference (NPR-PNPR)	-4							-2		-2				
Iowa Assessments														
Number of Students Tested = 154														
Number of Students Included	142							148		148				
Average Standard Score (SS)	149.4							145.8		145.8				
National Percentile Rank of Average SS	34							27		27				
Percent of Students in NPR Range 75-99	9							7		7				
50-74	22							20		20				
25-49	23							27		27				
1-24	46							46		46				
National Stanine of Average SS	4							4		4				

2013 ITBS Scores:

SCHOOL SUMMARY
Iowa Tests of Basic Skills® (ITBS®) / CogAT®
South Carolina Grade 2 Gifted and Talented Testing Program

School: Grove Elem 2301104
District: Greenville 01 2301
Form: C
Test Date: 11/2013
Norms: 09/23 (2005/C2005)
Order No.: 000788068
Page: 1

| | READING | | | Word Analysis | Listen-ing | LANGUAGE | | MATHEMATICS | | | | CORE TOTAL | Social Studies | Science | Sources of Information | COM-POSITE |
	Vocab-ulary	Compre-hension	TOTAL			Spell-ing	Total	Concepts	Problems	Compu-tation*	TOTAL					
Grade 2																
ITBS/CogAT Number of Students Included		143						143	143		143					
Average Standard Score (SS)		155.3						149.1	149.8		149.4					
Percentile Rank of Average SS: National Student Norms		49						34	37		34					
NPR of Average PSS (PNPR)		41						34	34		34					
Difference (NPR-PNPR)		+8						0	+3		0					
Number of Students Tested = 152																
ITBS Number of Students Included		144						144	144		144					
Average Standard Score (SS)		155.3						149.1	149.8		149.5					
National Stanine of Average SS		5						4	4		4					
Normal Curve Equivalent of Average SS		50						41	43		41					
Percentile Rank of Average SS: National Student Norms		49						34	37		34					
Number of Students Tested = 152																

Cognitive Abilities Test™ (CogAT®)

| | Number of Students | Average USS | Average SAS | AGE SCORES | | GRADE SCORES | | PR | School Profile Age Percentile Rank | | | |
				PR	S	PR	S		25	50	75	99
Grade 2 VERBAL	145	144.7	87.6	22	3	27	4	V 22				
QUANTITATIVE	145	149.7	90.7	28	4	33	4	Q 28				
NONVERBAL	144	174.8	101.6	54	5	58	5	N 54				
Number of Students Tested = 152 COMPOSITE	144	168.4	92.6	32	4	37	4	C 32				

USS = Universal Scale Score   SAS = Standard Age Score   PR = Percentile Rank   S = Stanine

Professional Development Plan

The current professional development plan is linked to action plan strategies, addresses teacher and student needs, and supports research-based teaching and learning elements. We have dedicated every second Wednesday of each month to professional development. Other opportunities may occur on other dates and in grade level, vertical teams and data day team meetings. In addition, staff members are encouraged to attend workshops and conferences at the district, state and national level.

Professional development during the 2015-2016 school year included integrating personal learning devices into the curriculum, using data to improve instruction, writing, math instruction and a continued focus on the Balanced Literacy model.

Professional Development	Date	Audience
Math Curriculum Planning	8/19/2015	4th Grade
Personal Learning Devices: Vision	8/24/2015	all staff
Running Record Training	8/26/2015	all staff
Personal Learning Devices: Classroom Management Strategies	8/31/2015	4th/5th Grades
SLO Training	9/2/2015	all staff
Adept Support Program	9/3/2015	2nd Year Teachers
Personal Learning Devices: Classroom Management Strategies	9/14/2015	3rd Grade
Personal Learning Devices: Classroom Management Strategies	9/22/2015	K5
Balanced Literacy Training: Continuum	9/23/2015	all staff
1st & 2nd Year PLC - Community Tour	9/28/2015	1st/2nd Year Teachers
Erica Lewis to observe 1st year staff	9/28 &9/30	1st year Teachers
MSV Training	9/8-9/9/2015	interested staff
Personal Learning Devices: Classroom Management Strategies	9/29/2015	1st Grade
Empowering Writers Training: Columbia	9/29/2015	K5/1st Grade
Empowering Writers Training: Columbia	10/2/2015	Grades 2-5
Data Days	10/5/2015	1st Grade
Data Days	10/6/2015	5th Grade
Planning with 2nd/3rd Grades	10/8/2015	2nd/3rd Teachers
Adept Support Program	10/8/2015	2nd Year Teachers
Data Days	10/12/2015	4th Grade
Data Days	10/14/2015	K5
Data Days	10/20/2015	2nd Grade
Personal Learning Devices: Classroom Management Strategies	10/22/2015	2nd Grade
Data Days	10/22/2015	3rd Grade
1st & 2nd Year PLC	10/26/2015	1st/2nd Year Teachers
SCATA	10/27-10/30/2015	Prin, TIF,2 IC, LS
Personal Learning Devices: Starter Apps and Programs	11/2/2015	4th/5th Grades
Personal Learning Devices: Starter Apps and Programs	11/3/2015	1st Grade
Personal Learning Devices: Starter Apps and Programs	11/5/2015	2nd Grade
Personal Learning Devices: Starter Apps and Programs	11/9/2015	3rd Grade
Personal Learning Devices: Starter Apps and Programs	11/10/2015	K5
Adept Support Program	11/12/2015	2nd Year Teachers
Unit Planning	11/17/2015	2nd/3rd Teachers

Activity	Date	Audience
1st & 2nd Year PLC	11/30/2015	1st/2nd Year Teachers
Personal Learning Devices: Edmodo I	12/1/2015	1st Grade
Personal Learning Devices: Edmodo I	12/3/2015	2nd Grade
Personal Learning Devices: Edmodo I	12/7/2015	4th/5th Grades
Personal Learning Devices: Workflow and App Curation	12/8/2015	K5
Adept Support Program	12/10/2015	2nd Year Teachers
Personal Learning Devices: Edmodo I	12/14/2015	3rd Grade
1st & 2nd Year PLC	12/14/2015	1st/2nd Year Teachers
Personal Learning Devices: Content Creation	1/4/2016	4th/5th Grades
Personal Learning Devices: Content Creation	1/5/2016	1st Grade
Personal Learning Devices: Content Creation	1/7/2016	2nd
Personal Learning Devices: Content Creation	1/11/2016	3rd Grade
Personal Learning Devices: Content Creation	1/12/2016	K5
Unit Planning	1/12/2016	2nd/3rd Teachers
Adept Support Program	1/14/2016	2nd Year Teachers
Data Days	1/14/2016	5th Grade; K5
Poverty Workshop: Using Data	1/15/2016	all staff
Data Days	1/21/2016	2nd and 4th Grades
1st & 2nd Year PLC	1/25/2016	1st/2nd Year Teachers
Balanced Literacy Training: Continuum	1/27/2016	all staff
Data Days	1/28/2016	1st and 3rd Grades
Personal Learning Devices: Edmodo II	2/1/2016	4th/5th Grades
Personal Learning Devices: Edmodo II	2/2/2016	1st Grade
Personal Learning Devices: Edmodo II	2/4/2016	2nd Grade
Personal Learning Devices: Edmodo II	2/8/2016	3rd Grade
Personal Learning Devices: Workflow and App Curation	2/9/2016	K5
Unit Planning	2/9/2016	2nd/3rd Teachers
Adept Support Program	2/11/2016	2nd Year Teachers
Balanced Literacy Training: Continuum	2/24/2016	all staff
1st & 2nd Year PLC	2/29/2016	1st/2nd Year Teachers
Personal Learning Devices: SAMR Model	3/1/2016	1st Grade
Personal Learning Devices: SAMR Model	3/3/2016	2nd Grade
Personal Learning Devices: SAMR Model	3/7/2016	4th/5th Grades
Personal Learning Devices: SAMR Model	3/8/2016	K5
Unit Planning	3/8/2016	2nd/3rd Teachers
Adept Support Program	3/10/2016	2nd Year Teachers
Personal Learning Devices: SAMR Model	3/14/2016	3rd Grade
1st & 2nd Year PLC	3/21/2016	1st/2nd Year

		Teachers
Personal Learning Devices: Year 1 Reflection and Celebration	4/4/2016	4th/5th Grades
Personal Learning Devices: Year 1 Reflection and Celebration	4/5/2016	1st Grade
Data Days	4/6/2016	5th Grade; K5
Personal Learning Devices: Year 1 Reflection and Celebration	4/7/2016	2nd Grade
Data Days	4/7/2016	2nd Grade; 4th Grade
Data Days	4/8/2016	1st Grade; 3rd Grade
Personal Learning Devices: Year 1 Reflection and Celebration	4/11/2016	3rd Grade
Personal Learning Devices: Year 1 Reflection and Celebration	4/12/2016	K5
Unit Planning	4/12/2016	2nd/3rd Teachers
Adept Support Program	4/14/2016	2nd Year Teachers
1st & 2nd Year PLC	4/25/2016	1st/2nd Year Teachers
Vertical Planning	5/11/2016	all staff
1st & 2nd Year PLC	5/23/2016	1st/2nd Year Teachers
Vertical Planning	5/25/2016	all staff

School Climate

SCDE collects school climate data via several surveys. SCDE has administered its School Climate Survey to students, parents, and teachers, annually for more than eight years. It assesses school safety and conditions for learning in the state.

All stakeholders agree that Grove Elementary school is a safe and diverse environment with high expectations for students as well as for teachers. Teachers are encouraging, caring, and helpful when students do not understand concepts. State standards are the basis for instruction and assessment data is used to set goals and plan programs. Teachers use effective instructional strategies to meet the needs of low achieving students. Grove believes our home/school communication is vital to student success and we have stressed the importance of parent involvement. We have seen an increasing number of parents attend school functions and many have become members of school committees as their schedule allows.

In analyzing the survey results, we compiled evidence pertaining to our areas of strength and areas of limitations. We analyzed the alignment of instructional practices and organizational conditions in order to prioritize the areas that needed improvement.

School Report Card Survey Data			
Percentage Satisfied with Learning Environment	2013	2014	2015
Parents	92.5	90.9	87.0
Students	82.8	88.3	96.0
Teachers	92.3	95.8	98.0

School Report Card Survey Data			
Percentage Satisfied with Social and Physical Environment	2013	2014	2015
Parents	98.0	95.2	89.0
Students	88.0	91.2	89.0
Teachers	96.2	97.8	97.0

School Report Card Survey Data			
Percent Satisfied with School-Home Relations	2013	2014	2015
Parents	96.2	72.7	71.0
Students	94.7	94.1	95.0
Teachers	66.7	81.2	78.0

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.

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

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

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

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

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

% Tested Math – School	Baseline	2015-16	2016-17	2017-18

	2014-15			
Projected Performance	95.0	*95.0*	*95.0*	*95.0*
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

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

% Tested Math – District – Grades 3-5	Baseline 2014-15	*2015-16*	*2016-17*	*2017-18*

Projected Performance	95.0	*95.0*	*95.0*	*95.0*
Actual Performance	*			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

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

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

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
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 of Basic Skills (ITBS).

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

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

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

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Use district writing benchmarks to assess student's writing.	2012 – 2018	All teachers	0	N/A	Results of assessment
Schedule ICs to model lessons that support grades 3 – 5 in state assessment.	2012-2018	3-5 teachers, student Instructional Coach	0	N/A	Annual Calendar of Services Provided
Provide assistance in After School Tutorial Program based on teacher recommendation and student test scores (MAP/PASS/ Smarter Balanced).	2012-2018	Title I Facilitators, 3-5 Teachers, IC	$5,400	Title I Funds	Lesson Plans/Observations/ pre & post assessments
Use current standards to create instructional calendars and common assessments.	2012 – 2018	All Teachers/IC/ Administration	0	N/A	Lesson Plans/Observations
Continue implementation of Empowering Writers in grades K5 – 5.	2012 – 2018	Principal/IC/All Teachers	$3,000	Title I Funds	Staff Development Calendar/Lesson Plans/Observations
Implement current standards to create	2012-2018	Principal/ Instructional Coach/	N/A	N/A	Staff Development Calendar/

		Teachers			Syllabi/Lesson Plans
Provide RtI instruction to support students requiring extra support.	2012 – 2018	K5 – 2nd Teachers / Lead RtI Teacher	$65,000	District Funds	Aimsweb Data/ Intervention Plan/ Lesson Plans
Assess student's growth with AIMSWeb reading growth.	2012 – 2018	RtI Lead Teacher/ERI Instructors	$300	District Funds	Aimsweb Data
Require teachers attendance at current standards district workshops.	2012-2018	K5 – 5 Teachers	N/A	N/A	Sign – In Sheets
Use data during curriculum planning meetings to drive instruction.	2012 – 2018	K5 – 5 Teachers/ Instructional Coaches/ ESOL / Special Education/ RtI	N/A	N/A	Sign – In Sheets / Assessment Results
Use Balanced Literacy assessment kits to level students for guided reading.	2012 – 2018	Instructional Coaches/ Teachers/ K5 – 5th Teachers	$355/piece	Title I Funds	Assessment Results
Teachers will administer and		K5 – 5th Grade			Running Record

analyze running records. These assessments will guide instruction for leveled reading groups.	2012 – 2018	teachers/ Special Education/ ESOL/ RtI	N/A	N/A	Tracking Sheet
Provide a library of various sets of titles and genres that will continue to support a multileveled approach to literacy instruction.	2012 – 2018	Media Center/ Instructional Coaches	$1,500	Title I Funds	Destiny Quest Print Out / Lesson Plans
Require teacher participation in Balanced Literacy training throughout the school year.	2012 – 2018	All Literacy Teachers / Administration	N/A	District Funded	Sign In Sheets/ Portal Registration
Administer common assessments in grades K5 – 5th grade to determine instructional needs of students.	2012 – 2018	Administration/All Teachers/ Instructional Coaches	N/A	N/A	Common Assessment Results / Lesson Plans
Schedule Instructional Coaches to teach lessons as needed.	2012 – 2018	Instructional Coaches	N/A	N/A	Instructional Coaches Plans/ Calendar
Encourage the use of literature circles to enhance instruction; work with grade levels to develop	2012 – 2018	Administration/Instructional Coaches/2nd – 5th Grade Teachers	N/A	N/A	Lesson Plans

literature circles.					
Provide daily self-selected reading at students' specific reading level to promote fluency and a love of reading.	2012 – 2018	Classroom Teachers	N/A	N/A	Lesson Plans
Implement a school wide Accelerated Reading Program to encourage on level reading for students.	2012 – 2018	Media Center Specialist / Instructional Coaches/ Classroom Teacher/Administrator	$1,300	N/A	Lesson Plans/ Accelerated Reader Classroom Reports/Media Specialist Data
Reduce class size to facilitate more classroom differentiation and one on one strategies for ELA and Math instruction.	2012 – 2015	Title 1 Facilitator	$400,000	Title I	School Allocations/ Teacher Roster/ Final Student Teacher Ratio
Require Everyday Counts Calendar Math in the classroom.	2012 – 2018	District Math Consultant/ Instructional Coaches/Principal/Administration	N/A	District Funds	Required documents displayed in classrooms/observations
Require that teachers follow the Learning Focused lesson planning format.	2012-2018	ICs/Administration	N/A	N/A	Lesson Plans/Observations
Use current standards to create instructional calendars and common	2012 -2018	Administration/Instructional Coaches/ Teachers/ Title I Academic Specialist	N/A	N/A	Lesson Plans/Syllabi

assessment.					
Use current standards to integrate into other content areas.	2012 – 2018	Administration/Instructional Coaches / All Teachers	N/A	N/A	Lesson Plans/ Observations
Select books for guided reading which support content area learning to integrate learning throughout the day.	2012-2018	Administration/Instructional Coaches / All Teachers	N/A	N/A	Lesson Plans/Observations
Train teachers in the use of higher order level thinking skills for questioning students.	2012-2018	Instructional Coaches	N/A	N/A	Lesson Plans/Observations
Continue technology training (Promethean, iPad, ActivExpressions, Nooks, integrating student computers into curriculum).	2012 – 2018	District Technology Position/Teachers/Instructional Coaches	N/A	District Funds	Sign in Sheets/Observations/ Portal Registration/ Professional Development Calendar/Portal Registration
Encourage integration of ELA and Social Studies through novels and children's literature.	2012 - 2018	Instructional Coaches/ Teachers	N/A	N/A	Lesson Plans/Observations
Provide daily Self Selected Reading using books at students' specific	2012 – 2018	Instructional Coaches/Teachers	N/A	N/A	Lesson Plans/Observations

reading level to promote fluency and a love of reading.					
Provide resources/manipulatives and professional development to teachers to implement small group math instruction and professional development for teachers to implement small group instruction.	2012-2018	District Personnel/Instructional Coaches/Title I Facilitator/Administration/ Teachers	$1000	Title I Funds	Lesson Plans/Observations
Provide enrichment opportunities for students identified as high achievers based on classroom performance, PASS data, and MAP data.	2012-2018	Challenge Teacher/Title I Facilitator	$4815.00	Title I Funds	Lesson Plans/Observations
Employ two Instructional Coaches to promote student achievement.	2012-2018	Instructional Coaches	$150,000	General Funds/Title 1 Funds	Annual of calendar provided
Provide summer school for students identified as needed additional assistance to promote student achievement.	2014- 2018	Administration/Title I Facilitator/ Teachers	$40,000	Title I Funds	Attendance, Lesson Plans, Student Achievement, Pretest/Posttest

Use district writing benchmarks to assess student's writing.	2012 – 2018	All teachers	0	N/A	Results of assessment

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will participate in current standards and Balanced Literacy professional development.

ANNUAL OBJECTIVE: 100% of teachers will participate in current standards professional development relevant to the course(s) they teach. 100% of teachers will participate in Balanced Literacy professional development relevant to course(s)/classes they teach.

DATA SOURCE(S): Portal registration and sign in sheets.

	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	90	100	100	100			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Require teacher to participate in current standards professional development offered by the district office.	2012 – 2018	District Personnel	N/A	N/A	Portal Sign – In / Registration
Require two student achievement SMART goal based on CCSS and Balanced Literacy with the IC and administration.	2012 – 2018	Administration/IC	N/A	N/A	Goal Setting Form / Pas-T Notebook
Provide opportunities for teachers to conduct one peer observation.	2012 – 2015	Administration	N/A	N/A	Observation Write Up Form/ Schedule
Represent all performance standards in PAS – T notebook showing evidence of current standards and Balanced Literacy.	2012 – 2018	Teachers	N/A	N/A	PAS – T Notebook
Establish a book study on poverty and/or topics that impact instruction.	2012 – 2015	Teachers/ Instructional Coaches/ Administration	$1,500	District Professional Development Funds	Book Study Summaries
Support Related Arts in the implementation of current standards in the classroom.	2012 – 2018	Related Arts Teachers/ District Personnel	N/A	N/A	Lesson Plans/ Observations
Invite district academic support specialist to actively plan with teachers as they shift to current standards CCSS.	2012 – 2018	District Support Staff/Administration/ Instructional Coaches	N/A	N/A	Curriculum Meeting Agendas/ Sign In Sheets/ Lesson Plans

Use current standards and Balanced Literacy to create calendars and common assessments.	2012 – 2018	Instructional Coaches/Administration/Teachers/District Support Staff	N/A	N/A	Lesson Plans/Agendas/Observations
Demonstration lessons and classroom observations to support current standards and Balanced Literacy.	2012 – 2018	Instructional Coaches/Administration	N/A	N/A	Instructional Coach Calendar/ Plans
Analyze MAP/ State Assessments/ Smarter Balanced results to group children for differentiated instruction.	2012 – 2018	Instructional Coaches/Administration/Teachers	N/A	N/A	Agendas/Sign In Sheets
Employ two Instructional Coaches to assist with professional development.	2012-2018	Instructional Coaches	$150,000	General Funds/Title 1 Funds	Annual of calendar provided

☐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	96.5	96.3	96.5	96.0			
District Projected	X	X	95.0	95.0	*95.0*	*95.0*	*95.0*
District Actual	95.9	95.6	95.0	95.6			

☐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 86.2% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.76 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	87.96	89.72	91.48	93.24	95
School Actual	86.2	92.5	90.9	87.0			
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 75.3 % in 2012 to 80% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .94 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.24	77.18	78.12	79.06	80
School Actual	75.3	82.8	88.3	96.0			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	*84.5*	*85.0*	*85.5*
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

☐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 72.7% in 2012 to 80% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.46 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	74.16	75.62	77.08	75.54	80
School Actual	72.7	92.3	95.8	98.0			
District Projected	X	X	92.5	93.0	*93.5*	*94.0*	*94.5*
District Actual	98.0	92.6	93.5	93.3			

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

<u>FIVE YEAR PERFORMANCE GOAL:</u> Increase the percent of parents who indicate that their child feels safe at school from 96.7% in 2012 to 99% by 2018.

<u>ANNUAL OBJECTIVE:</u> Beginning in 2013-14, increase by .46 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	97.16	97.62	*98.08*	*98.54*	*99*
School Actual	96.7	98	95.2	89.0			
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

<u>FIVE YEAR PERFORMANCE GOAL</u>: Increase the percent of students who feel safe at school during the school day from 85.4% in 2012 to 93.5% by 2018.

<u>ANNUAL OBJECTIVE</u>: Beginning in 2013-14, increase by 1.66 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	86.86	88.52	90.18	91.84	93.5
School Actual	85.2	88	91.2	89.0			
District Projected	X	X	91.9	92.3	*92.7*	*93.1*	*93.5*
District Actual	90.9	90.2	89.2	91.3			

☐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 72.7% in 2012 to 80% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.46 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	96.2	97.8	97.0			
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*
Use district writing benchmarks to assess student's writing.	2012 - 2018	All teachers	0	N/A	*Results of assessment*
Schedule ICs to model lessons that support grades 3 – 5 in state assessment.	2012-2018	3-5 teachers, student Instructional Coach	0	N/A	*Annual Calendar of Services Provided*
Provide assistance in After School Tutorial Program based on teacher recommendation and student test scores (MAP/PASS/ Smarter Balanced).	2012-2018	Title I Facilitators, 3-5 Teachers, IC	$5,400	Title I Funds	*Lesson Plans/Observations/pre & post assessments*
Use current standards to create instructional calendars and common assessments.	2012 – 2018	All Teachers/IC/ Administration	0	N/A	*Lesson Plans/Observations*
Continue implementation of Empowering	2012 –	Principal/IC/All Teachers	$3,000	Title I	*Staff Development*

Writers in grades K5 – 5.	2018			Funds	*Calendar/Lesson Plans/Observations*
Implement current standards to create instructional calendars and common assessments during curriculum planning time.	2012-2018	Principal/ Instructional Coach/ Teachers	N/A	N/A	*Staff Development Calendar/ Syllabi/Lesson Plans*
Provide RtI instruction to support students requiring extra support.	2012 – 2018	K5 – 2nd Teachers / Lead RtI Teacher	$65,000	District Funds	*Aimsweb Data/ Intervention Plan/ Lesson Plans*
Assess student's growth with AIMSWeb reading growth.	2012 – 2018	RtI Lead Teacher/ERI Instructors	$300	District Funds	*Aimsweb Data*
Require teachers attendance at current standards district workshops.	2012-2018	K5 – 5 Teachers	N/A	N/A	*Sign – In Sheets*
Use data during curriculum planning meetings to drive instruction.	2012 – 2018	K5 – 5 Teachers/ Instructional Coaches/ ESOL / Special Education/ RtI	N/A	N/A	*Sign – In Sheets / Assessment Results*
Use Balanced Literacy assessment kits to	2012 –	Instructional Coaches/ Teachers/ K5 – 5th	$355/pi	Title I	*Assessment Results*

level students for guided reading.	2018	Teachers	ece	Funds	
Teachers will administer and analyze running records. These assessments will guide instruction for leveled reading groups.	2012 – 2018	K5 – 5th Grade teachers/ Special Education/ ESOL/ RtI	N/A	N/A	*Running Record Tracking Sheet*
Provide a library of various sets of titles and genres that will continue to support a multileveled approach to literacy instruction.	2012 – 2018	Media Center/ Instructional Coaches	$1,500	Title I Funds	*Destiny Quest Print Out / Lesson Plans*
Require teacher participation in Balanced Literacy training throughout the school year.	2012 – 2018	All Literacy Teachers / Administration	N/A	District Funded	*Sign In Sheets/ Portal Registration*
Administer common assessments in grades K5 – 5th grade to determine instructional needs of students.	2012 – 2018	Administration/All Teachers/ Instructional Coaches	N/A	N/A	*Common Assessment Results / Lesson Plans*
Schedule Instructional	2012				*Instructional*

Coaches to teach lessons as needed.	– 2018	Instructional Coaches	N/A	N/A	*Coaches Plans/ Calendar*
Encourage the use of literature circles to enhance instruction; work with grade levels to develop literature circles.	2012 – 2018	Administration/Instructional Coaches/2nd – 5th Grade Teachers	N/A	N/A	*Lesson Plans*
Provide daily self-selected reading at students' specific reading level to promote fluency and a love of reading.	2012 – 2018	Classroom Teachers	N/A	N/A	*Lesson Plans*
Implement a school wide Accelerated Reading Program to encourage on level reading for students.	2012 – 2018	Media Center Specialist / Instructional Coaches/ Classroom Teacher/Administrator	$1,300	N/A	*Lesson Plans/ Accelerated Reader Classroom Reports/Media Specialist Data*
Reduce class size to facilitate more classroom differentiation and one on one strategies for ELA and Math instruction.	2012 – 2015	Title 1 Facilitator	$400,000	Title I	*School Allocations/ Teacher Roster/ Final Student Teacher Ratio*
Require Everyday Counts Calendar Math in the classroom.	2012 –	District Math Consultant/ Instructional Coaches/Principal/Administration	N/A	District Funds	*Required documents displayed in*

	2018				*classrooms/obser vations*

Require that teachers follow the Learning Focused lesson planning format.	2012-2018	ICs/Administration	N/A	N/A	*Lesson Plans/Observations*
Use current standards to create instructional calendars and common assessment.	2012 - 2018	Administration/Instructional Coaches/ Teachers/ Title I Academic Specialist	N/A	N/A	*Lesson Plans/Syllabi*
Use current standards to integrate into other content areas.	2012 – 2018	Administration/Instructional Coaches / All Teachers	N/A	N/A	*Lesson Plans/ Observations*
Select books for guided reading which support content area learning to integrate learning throughout the day.	2012-2018	Administration/Instructional Coaches / All Teachers	N/A	N/A	*Lesson Plans/Observations*
Train teachers in the use of higher order level thinking skills for questioning students.	2012-2018	Instructional Coaches	N/A	N/A	*Lesson Plans/Observations*

Continue technology training (Promethean, iPad, ActivExpressions, Nooks, integrating student computers into curriculum).	2012 – 2018	District Technology Position/Teachers/Instructional Coaches	N/A	District Funds	*Sign in Sheets/Observations/ Portal Registration/ Professional Development Calendar/Portal Registration*
Encourage integration of ELA and Social Studies through novels and children's literature.	2012 - 2018	Instructional Coaches/ Teachers	N/A	N/A	*Lesson Plans/Observations*
Provide daily Self Selected Reading using books at students' specific reading level to promote fluency and a love of reading.	2012 – 2018	Instructional Coaches/Teachers	N/A	N/A	*Lesson Plans/Observations*
Provide resources/manipulatives and professional development to teachers to implement small group math instruction and professional development for teachers to	2012-2018	District Personnel/Instructional Coaches/Title I Facilitator/Administration/ Teachers	$1000	Title I Funds	*Lesson Plans/Observations*

implement small group instruction.					
Provide enrichment opportunities for students identified as high achievers based on classroom performance, PASS data, and MAP data.	2012-2018	Challenge Teacher/Title I Facilitator	$4815.00	Title I Funds	*Lesson Plans/Observations*
Employ two Instructional Coaches to promote student achievement.	2012-2018	Instructional Coaches	$150,000	General Funds/Title 1 Funds	*Annual of calendar provided*
Provide summer school for students identified as needed additional assistance to promote student achievement.	2014-2018	Administration/Title I Facilitator/ Teachers	$40,000	Title I Funds	*Attendance, Lesson Plans, Student Achievement, Pretest/Posttest*

Appendix A

2015 Grove Elementary School

http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301104.pdf

2014 Grove Elementary School Report Card

http://ed.sc.gov/data/report-cards/2014/elem/c/e2301104.pdf

2013 Grove Elementary School Report Card

http://ed.sc.gov/data/report-cards/2013/elem/c/e2301104.pdf