Celebrating 20 Years of Oakview

Dr. Phillip Reavis Principal
School District of Greenville County
515 Godfrey Road
Simpsonville, S.C. 29681
(864) 355-7100
Grades K-5th

Dr. W. Burke Royster, Superintendent

2013-2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Oakview 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	*W Burke Royster*	3/23/2016
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Brooke Cremmins		3/23/2016
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Phillip Reavis		3/23/2016
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Barbara McClernon		3/23/2016
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: _515 Godfrey Road
                    Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-7100

PRINCIPAL'S E-MAIL ADDRESS: preavis@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	Dr. Phillip Reavis
2. TEACHER	Mrs. Sarah Poole
3. PARENT/GUARDIAN	Mrs. Julie Wells
4. COMMUNITY MEMBER	Mrs. Lydia Shirley
5. SCHOOL IMPROVEMENT COUNCIL	Mrs. Brooke Cremmins
6. Read to Succeed Reading Coach	Ms. Barbara McClernon
7. School Read to Succeed Literacy Leadership Team Lead	Ms. Barbara McClernon

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*
Read to Succeed Coach	**Ms. Barbara McClernon**
Instructional Coach	**Mrs. Becky Riddle**
Primary Literacy Mentor	**Mr. Jake Gambrell**
Intermediate Literacy Mentor	**Mrs. Sarah Poole**
Principal	**Dr. Phillip Reavis**
Special Education Resource	**Mrs. Rachael Garosi**
First Grade Teacher	**Mrs. Kasia Szymanska**

*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.

__X__ **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

__X__ **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X__ **Developmental Screening**

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

__X__ **Half-Day Child Development**

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

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

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

__X__ **Parenting and Family Literacy**

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

__X__ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English

proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

_X___ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Title Page, SDE Cover Page, SDE Stakeholder Involvement Page
SDE Assurances

The Oakview Elementary School Portfolio

The Oakview Elementary School Portfolio was developed to document changes and progress that our school makes as we work together to improve, and make Oakview an even better place to learn and grow. The portfolio provides our staff with an ongoing means for self-assessment, communication, data analysis, continuous improvement, and accountability.

The categories utilized in this school portfolio are

- **<u>Introduction</u>**

- **<u>Executive Summary</u>**

- **<u>School Profile</u>**

- **<u>Mission, Vision and Beliefs</u>**

- **Data Analysis and Needs Assessment**

- **Action Plan**

- **School Report Card**

This school portfolio is a document that describes Oakview and includes actual evidence of our work. It describes who we are, our vision for our school, our goals, plans, progress, and achievements. The portfolio also describes how we build and utilize our school plan for the purpose of increasing student learning, providing professional development for teachers, expanding technology, and improving school climate. This portfolio shows how the different parts of Oakview fit together to make Oakview the positive place that it is for students and staff as well.

Grade level teams of teachers are involved in developing Oakview's Strategic Plan based on input from the entire staff. Each year teachers plan horizontally and vertically, analyzing test data to help identify weak areas in order to plan for instruction and improve student learning. Teachers, parents, business partners, community volunteers, PTA, and members of Oakview's School Improvement Council review information and add their input to Oakview's Strategic Plan.

Oakview's Strategic Plan provides the "big picture" of who we are, how we have changed overtime, and how we interrelate to prepare our students to become successful lifelong learners and to become successful citizens of the world in which we live.

Oakview was named for the 100+ year old oak tree that stands at the front of the school. Two sisters, Margaret and Charlotte Greene, submitted the name that was chosen in a "Name the School" contest. The tree represents strength, growth and a strong foundation, just as Oakview Elementary helps students to grow and develop a strong academic foundation.

School Profile

Oakview Elementary is located in the fastest growing area of Greenville County, the Golden Strip. Oakview opened in 1995 with 752 students. In early years, Oakview experienced dramatic growth, followed by a significant decrease in enrollment due to downsizing and the opening/expanding of three area elementary schools. Enrollment began to rise once again with 1,247 during 2011-2012. In the fall of 2012, a new school opened to relieve overcrowding. In the fall of 2012, Oakview opened with 1,070 students. Enrollment has stabilized to some extent opening with 974 students in the fall of 2014, and 952 students in 2015.

Oakview's student body is composed of seventy three percent Caucasian students with ten percent African-Americans, and eight percent Asian students with a total of four percent of other ethnic groups. Five percent are two or more races. Within these ethnic groups, four percent are Hispanic, which is a low number compared to the district. Oakview's other ethnicities continue to grow, with 78 Asian students this year. Oakview has students who were born in Spain, China, Ethiopia, Romania, Mexico, Poland, Germany, France, Japan, India, Brazil, S.A., Colombia, S.A., Turkey, Austria, Taiwan, and US (Puerto Rico)

The administration staff of Oakview Elementary consists of one principal, and two full time assistant principals. The teaching staff consists of 40 certified regular classroom teachers who teach heterogeneously grouped classes. There are 2 special education resource teachers, 1 preschool special education kindergarten teacher, 2 special education self-contained teachers, 2 speech teachers, 1 full time guidance counselor and one part time guidance counselor, 2 challenge teachers, an ESOL part time teacher, 1 part time reading interventionist, 1 part time reading coach, 1 computer lab assistant, 1occupational therapist, 1 science lab teacher, 1 instructional coach, 1 media specialist and 36 support staff. Oakview has two related arts teacher teams (art, music, and physical education). With the exception of one male Physical Education teacher, two male classroom teachers, and one male teaching assistant, all of the teaching staff are females. Seventy two percent of the teachers have earned Masters degrees or higher teaching certificates. Fourteen teachers have earned National Board Certification.

Instructional and Organizational Priorities

Faculty Council, School Improvement Council, PTA, and students worked together to establish a clear direction for the 2015- 2016 school year. Using the Greenville County Schools Education Plan as a framework, as well as the school's own Strategic Plan, Oakview set goals for improvement. Goal areas included, among others, increasing the number of students scoring Exemplary or Met on PASS Science, and Social Studies and meeting standards on ACT Aspire. Oakview Elementary continues to experience positive growth in many areas. Oakview PASS scores, for example, continue to rank among the top schools in the state when compared to "schools like ours." Performance on PASS and the ACT Aspire state test remains a priority as the faculty addresses state curriculum standards as part of the instructional program. In 2015-2016 school year, a new state test, SC Ready test will replace ACT Aspire. Students will be

tested in ELA and writing. Subsequent instructional and organizational priorities all point back to student achievement and reflect needs assessments across many school programs. Based on survey data, student performance data, and other quality measures, the school establishes and implements annual goals and strategies focused on continuous improvement.

Oakview has a strong emphasis on literacy. In the past, Greenville County Schools implemented the Pat Cunningham 4 Blocks model for all elementary schools. A change in literacy is currently taking place. All district schools are implementing a balanced literacy model. This balanced literacy model began as a pilot program two years ago with eleven schools participating. All elementary schools were added in the 2013-2014 school year. The writing process appears across the curriculum from kindergarten through fifth grade and is measured using the district supported writing rubrics to provide feedback to teachers. The faculty believes the relationship between reading and writing is important and feels the more students read the better writers they become. To enhance and remediate reading instruction, Oakview teachers use the Lexia software reading program, Think Central, Compass Learning, RAZ Kids, and Reading Counts. MAP (Measures of Academic Progress) computerized tests are administered to students in grades two through five in the fall and spring of each year. First grade students are tested in the spring along with qualified kindergarten students. Results from the annual MAP test are uploaded into Compass Learning so that reading and math activities are automatically calibrated to each student's ability level. In addition, teachers administer teacher made and district mandated tests throughout the year to determine student progress.

Current research on literacy, as well as data on the effectiveness of Response To Intervention (RTI) programs, all indicate the need for a "three tiered" approach to reading instruction. The first tier represents the core classroom reading instruction provided to all students. The second tier consists of small group support that is leveled to the student's ability. The third tier is one on one intervention for those students who are not progressing in reading after the first two tiers are provided. Without funding from state Oakview has leveraged all its resources to provide a part time reading intervention teacher who leads small group and one-on-one sessions with students in first grade. Funding was provided for a full time reading coach in 2015-2016. The literacy coach works with first and second grade students in need of support. In addition, various full-time school personnel are assigned small groups of students for reading intervention. Through these school wide efforts, the number of students reading below grade level by grade three has reduced dramatically, as well as the number of students referred to special education for suspected reading learning disabilities!

All elementary schools use Houghton Mifflin "Go Math" series, along with the district pacing guide to support math instruction of curriculum standards. Teachers are provided support from a GCS curriculum consultant. In addition, the GCS curriculum management system, Atlas Rubicon offers web-based links, standards correlations, essential questions and other support resources. Teachers in all grades have been trained and implement Everyday Counts Calendar Math in their classrooms to review and enhance math instruction. Teachers administer benchmark tests in the early fall to determine student progress and understanding. Teachers use Everyday Counts Math Partner Games, Leap Frog Math, and Math Steps to reinforce skills and concepts taught. MAP testing in math is also administered in the fall and again in the spring to

determine student growth, with subsequent Compass Learning Math activities available throughout the year.

Science instruction is based on state curriculum standards and supported by MacMillan/McGraw Hill textbooks and district science kits. Teachers are also provided support from a GCS curriculum consultant. In addition, the GCS curriculum management Atlas Rubicon offers web-based links, standards correlations, essential questions and other support resources. The science curriculum is extended through weekly lessons in the school's science lab. These lessons are taught by a science lab instructor. Science instruction focuses on integrating content and process skills through inquiry base instruction. Over the years, Oakview has developed extensive science habitats which include an apple orchard, blueberry patch, nature trail, butterfly garden, and South Carolina garden. The South Carolina garden includes cotton plants which students study and harvest as well as popcorn.

Social studies instruction centers on the South Carolina curriculum. Teachers are provided support from a GCS curriculum consultant. In addition, Atlas Rubicon curriculum management offers web-based links, standards correlations, essential questions and other support resources. Student performance data is generated through curriculum based tests and other alternative assessments. To carry out the rich content in social studies, integration with ELA maintains a central role for teachers through the use of novel units at the upper grades. Teachers extend research skills and social studies content for students through technology based units of study.

Technology is used and integrated in all classrooms. All classrooms in the building as well as all support classrooms and computer labs have interactive white boards. Oakview houses 70 interactive whiteboards to support instruction. Each fall, new teachers participate in whiteboard/software training from the school's Instructional Coach. In addition, the school implements computer based instruction through the use of two traditional hard wire computer labs, 2 hard wire laptop labs, as well as approximately 120 wireless laptops available for classroom use on 6 wireless laptop labs. All instructional staff members also have laptop computers. In addition, as a part of the district 2015, technology refresh program, Oakview received 168 new Windows 8 student computers. These computers replaced older ones in the wireless carts. 20 Windows 8 computers were placed in the media center, with 2 new laptops going to each classroom in the upper grades. In addition, Oakview has over 200 iPads in the building. All grades have 3 iPads that remain in the classroom for individual and small group use. There are additional iPads that can be checked out from the media center for whole group activities and projects. The school updates its Technology Plan annually as it addresses both hardware and software integration. In the fall of 2012, Oakview created a Distance Learning Lab on campus. Through this venue, and with support from a district technology facilitator, students take part in virtual field trips to locations around the world. For example, students in fifth grade, as part of their social studies curriculum, scheduled a virtual field trip to Ellis Island in New York! The ultimate goal for this, and other technology at the school, is to positively impact student achievement and prepare students for lifelong learning in a technology based workforce of the future.

Parent involvement continues to take a central role in the success of Oakview. Through volunteer hours, the school tracks its progress each year as parents work alongside teachers in

providing meaningful activities for children. The school's PTA compiles volunteer data on an annual basis by creating a computerized database with names and contact information for each volunteer opportunity. Involvement can range from daily, to weekly, to monthly opportunities with some activities on campus and some from home. In addition to specialized volunteer opportunities through PTA, the faculty and administration also involve parents in more traditional ways through conferencing, School Improvement Council and workshops to name just a few. In 2013-2014, the Watchdogs (Dads of Great Students) Program was added. Fathers of students come to spend an entire day volunteering at Oakview. The program continued during the 2015-2016 school year. Over 200 dads are currently participating. As part of the annual portfolio process, parent involvement strategies are reviewed and updated. School data from prior years indicate overall program success as a result of parent involvement. It is believed that these efforts have contributed significantly to the school climate at Oakview.

Mission, Vision and Beliefs

The mission of Oakview Elementary School, in cooperation with our student's home and the community, is to prepare students for responsible citizenship, lifelong learning, and productive employment by:

> **O**pening opportunities for all students
> **A**ccepting individual differences
> **K**eeping a smile
> **V**arying teacher techniques
> **I**dentifying and addressing strengths and weaknesses
> **E**ngaging students in learning activities
> **W**orking as a team

Faculty Council, School Improvement Council, PTA and students worked together to establish a clear direction for each school year. Using the Education Plan of Greenville County Schools as a framework and guided by both state and federal school improvement benchmarks and accreditation requirements as outlined by SACS/CASI, Oakview set goals for improvement and strategies to carry out the plan. This portfolio documents achievements made in these areas and provides next steps toward continuous improvement.

Goal Area 1 **Raise the academic challenge and performance of each student**
Goal Area 2 **Teacher/Administrator Quality**
Goal Area 3 **School Climate**

Strategies
- Continue to implement a before school Computer Club, providing differentiated, computer based instruction for students scoring in the bottom quartile on a nationally standardized test or Not Met on the state test.
- Continue to staff a Reading Intervention Specialist.
- Use MAP data for the purpose of flexible ability grouping in the content areas
- Establish student achievement goals and supporting strategies each year as part of the PAS-T, PAS IC, and PAS-A evaluation programs

- Offer a "Math Master" student incentive program
- Train and offer volunteer Reading Tutors for lower performing students
- Continue to implement and upgrade Reading Counts and SRA support materials
- Continue to implement a "Morning Mentor" program for peer tutoring and support.
- Offer reading and balanced literacy support for students with RAZ Kids and Think Central
- Offer co-curricular activities such as Lego Club, Soccer Club, Honor Art, Chorus, Student Council, Morning News, Library Cadets, International Club, Environmental Engineers, Garden Club, Safety Patrol, etc.)
- Offer "How to Help Your Child in Reading" workshop for parents
- Continue to implement Writer's Handbook, Project Read Phonology, Larson's Leapfrog Math, Compass Learning, Everyday Counts Calendar Math, Brain Based Strategies, and Learning Focus methodologies.
- Continue implementation of a Balanced Literacy model using Fountas and Pinnell leveled reading materials in all grade levels
- Monitor student progress by implementing Fountas and Pinnell benchmark assessments, monitoring student growth with MAP testing, and Writing Prompts
- Continue to offer technology based professional development opportunities such as "Intel 2 Online," ALIVE, Promethean Board Training, Learn 360, Compass Learning, Virtual Field Trips, and Student Response Systems
- Extend student learning by offering school wide activities such as Arts Festival, Family Math, Science and Technology Night, Culture Fest, and Fossil Fun Day
- Continue to implement Compass Learning and Think Central software across the school network to improve ELA and math skills
- Continue to implement Everyday Counts Calendar Math and Math Partner Games
- Provide instructional feedback through classroom observations
- Provide professional development through the "Summer Institute," school based workshops, and district workshops
- Provide support for teachers pursuing National Board Certification
- Continue the "mentor/mentee" program for new teachers at Oakview
- Involve faculty members in peer interviews for vacant positions
- Provide opportunities for teachers to observe in other classrooms
- Analyze and apply data from the S.C. Teacher Working Conditions Survey, S.C. School Climate Survey, PAS-T student surveys, and PAS IC and PAS-A teacher surveys.
- Continue support of Business Partners through PTA and teacher support
- Continue to support and expand the use of school/teacher web pages
- Distribute the school newsletter to various community members, business partners and school district personnel
- Involve community members through opportunities such as Culture Fest, Breakfast with Dad, Watchdogs (dads of great students),Fossil Fun Day, Real Men Read, and other PTA/school sponsored events

In moving forward, the faculty, SIC, PTA, students and other stakeholders will assess the school's progress made in the three goal areas. Data points reflecting the strategies implemented

will be reviewed to determine desired outcomes for student learning. Our School Portfolio validates that goals are being met and exceeded, as we successfully fulfill our mission.

Significant Accomplishments

Students continue to maintain a high level of achievement as measured by test scores. Data from curriculum based assessments were used to evaluate progress at all grades throughout the year. Kindergarten through fifth grade students were assessed using a variety of instruments including AIMSWEB, ITBS, CogAT, MAP, PASS, and/or the Fountas & Pinnell reading benchmark assessments. Data from the reading inventory was used to develop leveled reading groups. PASS results from prior years show Oakview to be performing near the top of the state when compared to schools like ours. In recognition of this continued high achievement, the school received its 14th consecutive Palmetto Gold Award. The school received a rating of Good on its growth rating on the state report card. Teachers received over $6,000 in grants to carry out innovative instructional strategies in their classrooms. Partnering with PTA, the school expanded its technology and added additional iPads to campus. The school continues its use of a Distance Learning Lab in order to host virtual field trips, school to school collaborations, and video conference professional development opportunities. Oakview received a Safe Schools Award for the tenth consecutive year and earned its first LiveWell Greenville Healthy School award! PTA and community members logged tens of thousands of volunteer hours to support school programs. The school was also honored for making the largest single donation of canned food to a local food pantry.

During the 2015-2016 year, the school faculty continued its focus on balanced literacy training and will continue implementing SC State Standards. With an established Strategic Plan, the school will continue to focus on goals for improved student performance, while at the same time, teaching the "whole child." Together, we anticipate success as we fulfill Oakview's mission!

Oakview Elementary School Profile

Fifth Grade Students Enjoy Dressing for
5th Grade 1920 Days

Overview of Oakview Elementary School

Who are we?

  Greenville County Schools is widely recognized as a leader in public education and is the largest public school system in South Carolina. Recognized as a school system of excellence, Greenville County Schools was awarded district-wide National Accreditation from the AdvancED Accreditation Commission, recognizing us as a high quality school district with some of the finest schools the review team had ever seen. We are the State leader in school choice, featuring schools of various sizes in urban, suburban and rural settings, and magnet academies offering specialized studies in areas such as communications arts, languages, the arts, and science and mathematics. About 15% of our 72,712 students take advantage of school choice to match their needs and interests.

 Greenville County Schools is the 45th largest school district in the nation with more than 72,000 students and still growing.

Oakview Elementary School is one of 51 elementary schools included in the School District of Greenville County. Oakview is located in one of the fastest growing areas of Greenville County, the Golden Strip. This area is located in Simpsonville where the population according to the 2014 census was 18,331. The population in 2000 was 14,352. Oakview Elementary consists of kindergarten through fifth grade. Oakview opened in 1995 with 752 students and now enrolls 954 students. During the 2001-2202 school year, Oakview had an enrollment of 1,500. Due to the tremendous growth, Oakview's attendance area was redrawn and new schools were built in the area. This displaced over 550 students to other nearby elementary schools. A new elementary school opened in the fall of 2012, in the Simpsonville area to once again relieve overcrowding. About 200 Oakview students left to attend the new school. In the fall of the 2014-2015, school year, attendance dropped slightly. Oakview opened with 952 students in 2015-2016. Enrollment has continued to stay slightly below 1000 students.

Oakview is extremely fortunate to have an active and involved PTA. Since Oakview opened in 1995, the PTA has been a continuous support for all that is done at Oakview. Many of our current resources are a result of PTA's activities and fund raisers. Oakview's PTA has won numerous awards over the years. Some of the awards in past years include: 1st place Newsletter, Best Program, top 10% in the state for membership, Parental Involvement, and School of Excellence Award. In the spring of 2013, Oakview's PTA won the Excellence in Family and Community Involvement Award, and Excellence in Enrichment Programs Award. Oakview was awarded the SCPTA Volunteer of the Year in 2014-2015.

Oakview's Staff

The mission of Oakview Elementary School, in cooperation with our students' homes and the community, is to prepare students for responsible citizenship, lifelong learning, and productive employment.

Oakview Elementary Staff

The administration staff of Oakview Elementary consists of one principal, and two full time assistant principals. The teaching staff consists of 40 certified regular classroom teachers who teach heterogeneously grouped classes. There are 2 special education resource teachers, 1 preschool special education kindergarten teacher, 1 Developmental Delay self-contained teacher, 1 self- contained learning disability neuro teacher, 2 speech teachers, 1 and a half guidance counselors, 2 challenge teachers, an ESOL part time teacher, 1 part time reading interventionist, 1 part time literacy coach, 1 computer lab assistant, 2 occupational therapists, 1 science lab teacher, 1 instructional coach, 1 media specialist and 40 support staff. Oakview has two related arts teacher teams (art, music, and physical education). With the exception of one male Physical Education teacher, three male classroom teachers, and one male teaching assistant, all of the teaching staff are females. Seventy two percent of the teachers have earned Master's degrees or higher teaching certificates. Fourteen teachers have earned National Board Certification. In addition, the support staff consists of 1 secretary, 1 attendance clerk, 1 full time office clerk, 2 nurses, 6 kindergarten aides, 5 special education aides, 1 plant engineer, 6 housekeeping staff, and 6 food service staff members.

The majority of the teachers at Oakview are veteran teachers. Some turnover at the school does occur, but the stability of teachers has been one of the school's strong points. For the year 2015, 82.2 % were returning teachers, down from 85.0% the previous year. The teacher attendance rate was 94.6% down from 96.2% the previous year.

Over the years, Oakview has received numerous awards. The school opened in 1995, and in 1999, was awarded Palmetto's finest. Oakiview received the National Blue Ribbon School of Excellence award in 2001, and again in 2006. Our PTA has received numerous awards including S.C. PTA Volunteer of the year, and the S.C. Award of Excellence in several different categories. During the 2012-2013, school year, the Oakview PTA received the Award of Excellence for Family and Community, and the Award of Excellence for Enrichment Programs. Other Oakview rewards include SC Recycling School of the year, Champions of the Environment, S.C. Red Carpet School, S.C. Showcase Award, and many others. In 2013, Oakiview received the 2013 Healthy School Award, for our emphasis on student exercise and healthy eating, and for the ninth consecutive year, the Safe Kids Award. In 2014, Oakview's PTA received the PTA Outstanding Local Unit award. Oakview was named also named as a finalist for a School of Character.

Oakview also offers many opportunities for students to become involved in school clubs, contests, field trips and other special activities held during the school day as well as after school and at night to encourage family participation. Some of these special events include chorus, library cadets, Garden Club, Environmental Engineers, Morning Mentors, Girls on the Run, Grandparents Day, Fossil Fun Day, Health and Wellness Night, Virtual Field Trips to locations all over the world, Science/Math/Technology Night, and many others too numerous to list. Oakview also has partnerships with several community businesses and educational facilities such as GE, Sun Trust Bank and Greenville Technical College of Architecture.

Number of Years of Teaching Experience 2015-2016

Level	1-2	3-5	6-8	9-11	12-14	15-17	18-20	21-23	24-26	26+
Pre K									1	
K	2	1		1	1				1	
1	2	1	3	1						2
2	1	1	1		1	1	1			
3	1			1		1	1			2
4	2		1	1	1		1	1		
5	1	1	1				1		1	1
Others	1	2	2	3	4		1	4	2	3
Total	**10**	**6**	**8**	**7**	**7**	**2**	**5**	**5**	**5**	**8**

The majority of Oakview teachers are experienced. Several first year teachers were added during the 2014- 2015, as well as the 2015-2016 school year giving Oakview a larger number of new teachers. Oakview has a mentoring program in place to help new teachers with instruction as well as classroom management. Mentors meet as needed with their teachers to go over procedures, lesson plans, strategies and any other areas of need or concern. The district also supports new teachers with extra workshop support planned specifically for first year teachers.

Polar Express Day

Teacher Degree Levels

Teachers with Masters Degrees
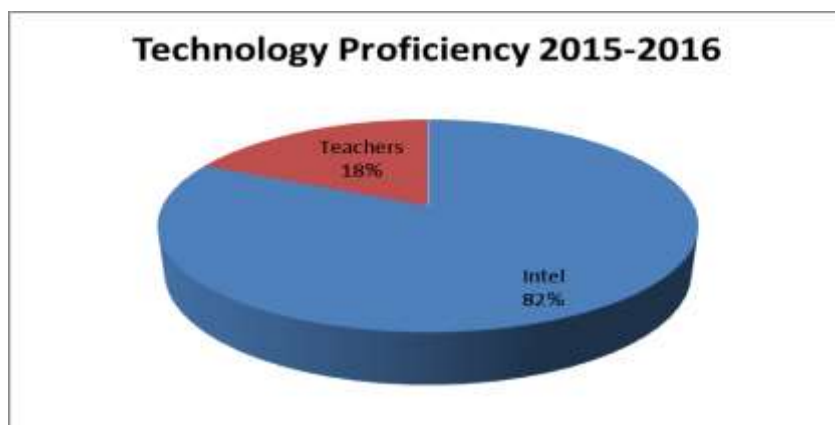**2015 -2016**

34%
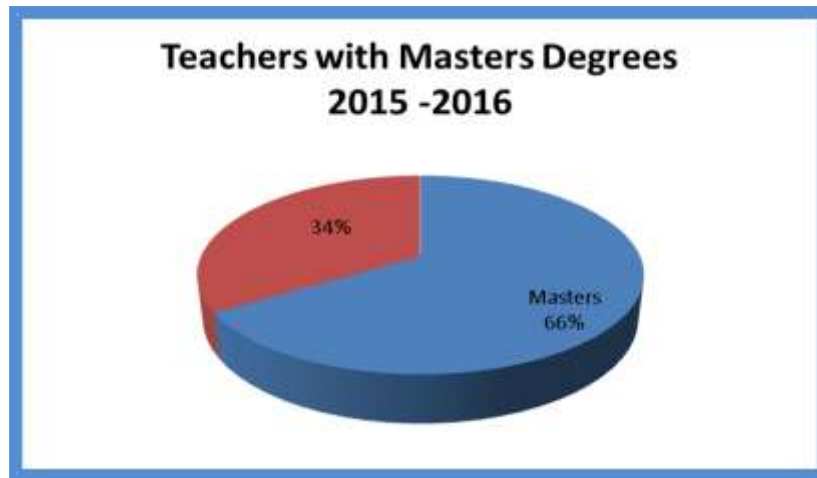
Masters
66%

Sixty six percent of the teachers at Oakview have earned a Masters degree or higher. Teachers with higher degrees dropped slightly from 72% in 2014-2015 due to the number of first year teachers who have just earned their Bachelor degrees. Currently, the number of teachers who have earned National Board Certification is fourteen.


Celebrating 100 Days of School !!

Technology Proficiency

Greenville County uses Intel 2 Online, South Carolina State Department online approved technology classes and Alive, onsite classes to meet initial technology proficiency. Once a teacher acquires initial proficiency, 30 hours of technology points must be earned over the next five years in order to renew proficiency. The 30 hours can be any technology integrated workshop offered at the school or district. (PowerTeacher software training, Promethean training, etc). This also includes conferences and graduate level technology classes.

Technology Proficiency 2015-2016

Teachers 18%

Intel 82%

During the 2015-2016 year, with the addition of new college graduate teachers, teachers from out of state, other districts, and the number of teachers who are in the process of earning their Professional Certificates, the percentage of teachers who have not yet earned technology proficiency rose slightly.

Technology Proficiency 2014-2015

14%

86%
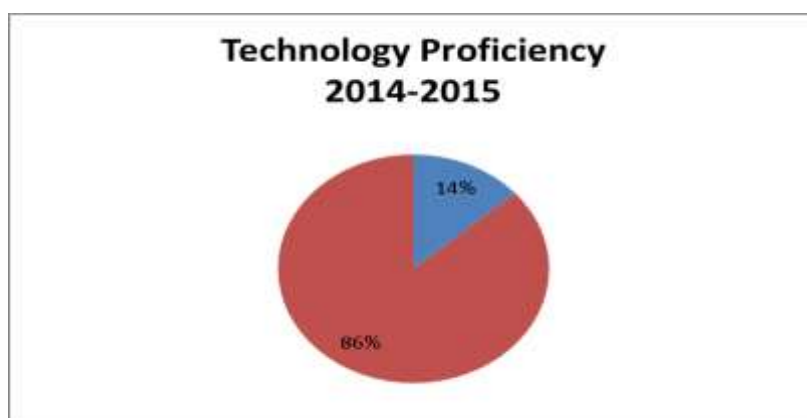
In 2014–2015, a total of 10 teachers had not earned initial technology proficiency. 3 of these teachers were new college graduates, 3 were from other districts or states and 4 were teachers who are in the process of earning their Professional Certificates.

Oakview Students

Fun with friends

Second Grade
Polar Express Day

Oakview Students

During 2015-2016, Oakview's student body was composed of seventy three percent Caucasian students, ten percent African American, and eight percent Asian students with a total of four percent of other ethnic groups. Five percent are two or more races. Within these ethnic groups, four percent are Hispanic which is a low number compared to the district. Oakview's other ethnicities continue to grow, with 78, or 10 percent Asian students this year. Oakview has students who were born Spain, China, Ethiopia, Romania, Mexico, Poland, Germany, France, Japan, India, Brazil, S.A., Colombia, S.A., Turkey, Austria, Taiwan, and United States including Puerto Rico.
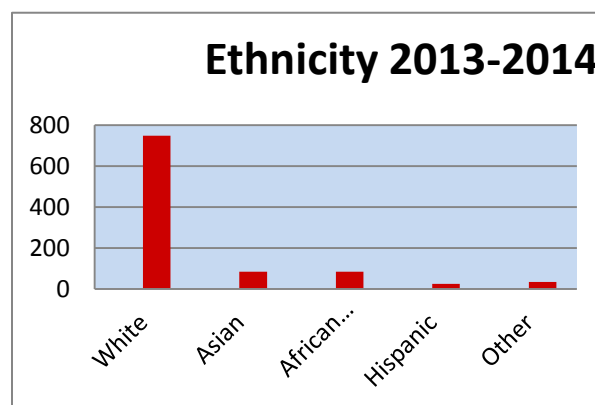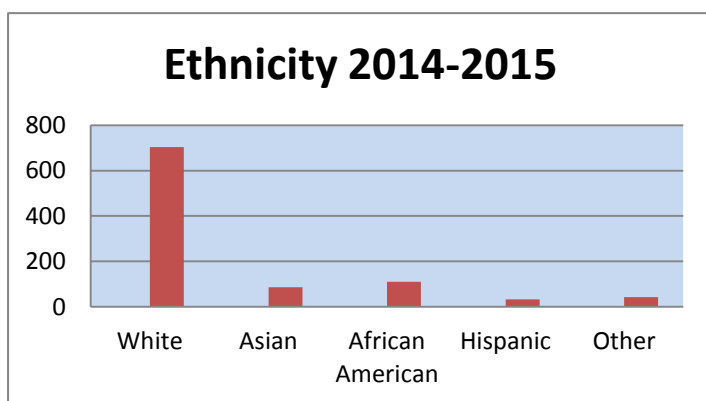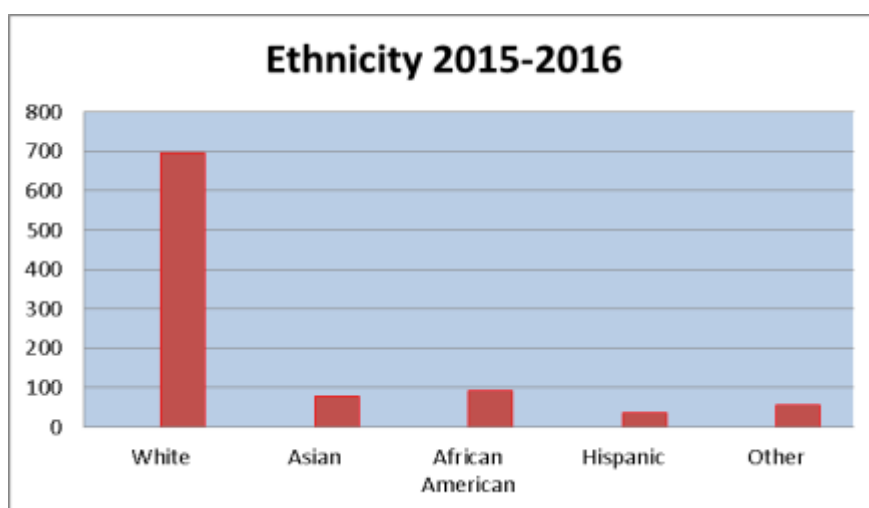
Very little change was noted in student demographics from 2012-2014. White students composed 75% of the student body in 2012-13 with 76% in 2013-14. Asian and African American students make up 9%. Other categories remained the same over the two year period. Hispanic students compose only 3% of Oakview's student population. Oakview's Asian and African American populations remained at 9%.

Enrollment Changes

Due to the large growth in kindergarten in 2004-2005, additional kindergarten classes were added to the building. Construction was completed during the summer of 2005, adding four additional classrooms in the kindergarten area.
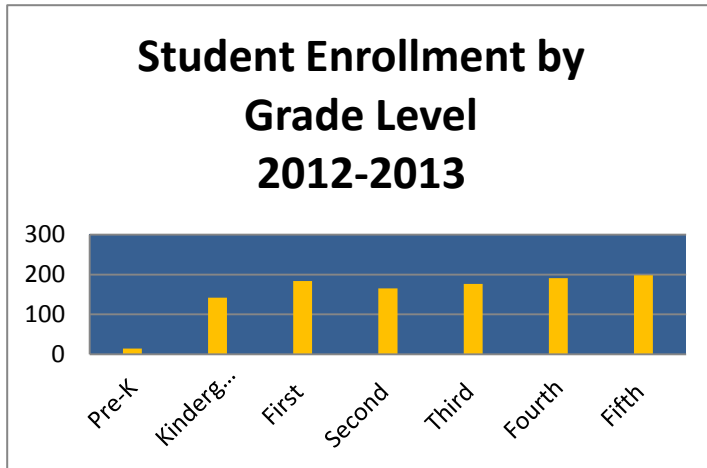
During 2012-2013, kindergarten numbers began to drop. The total number of kindergarten students was 142. Due to earlier budget cuts in education across the state, an increase in class size dropped the number of kindergarten classes to 6 rather than the usual 8.
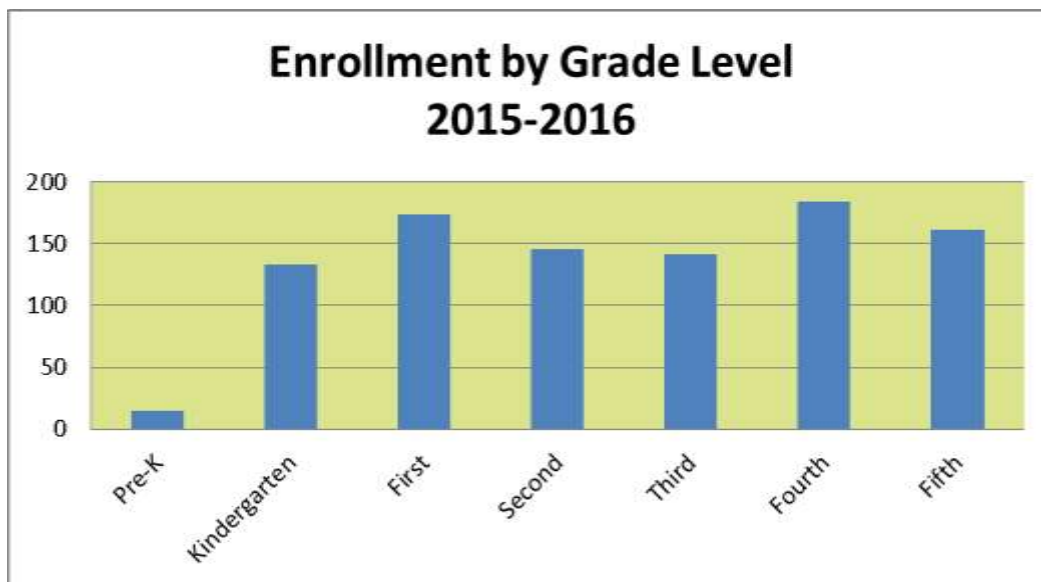
During 205-2016, student enrollment remained below 1000 students. The largest number of students was in 4th grade with a total of 184. This number was followed by first grade with 174 students. Enrollment during this year was 954.

Oakview Enrollment Over Time

Oakview Enrollment Over Time
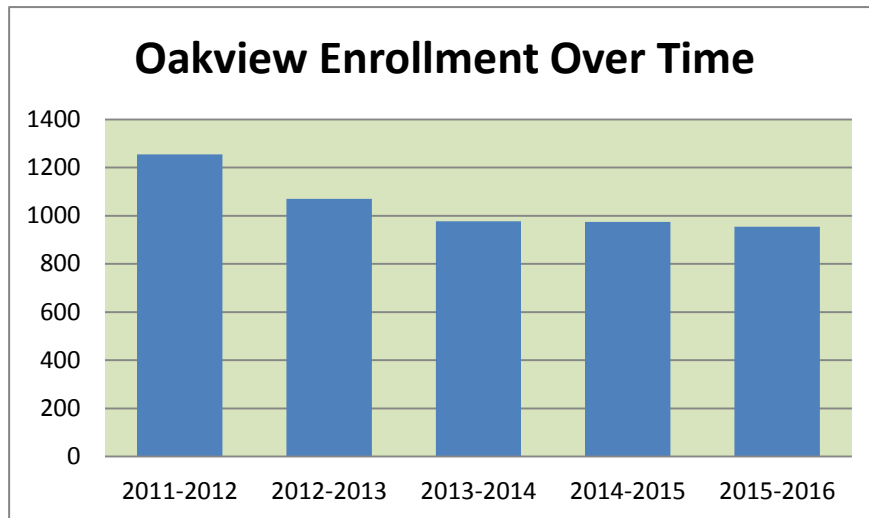
Enrollment for 2011-2012 was projected to drop from the enrollment the previous year. Enrollment dropped slightly to 1255 students. This slight drop is possibly due to the "growing up" of the area neighborhoods and the economy. In 2012-2013, a new school was built to relieve overcrowding in the Oakview attendance area. Oakview saw a slight drop to 1070 students, followed by 977 in 2013-2014. In 2014-2015, Oakview opened with 974 students and in 2015-2016 with 954.

Fun with special first grade days!!

Home Language

The number of Oakview students who speak other languages continues to grow. Oakview has gone from 12 languages in previous years to 21 during 2015-2016. Fourth grade has the largest number of ESOL students with 14, followed by first grade with 13. Second grade has the smallest number with 8 students. Third and fifth both have 11 ESOL students. The languages spoken are English, Spanish, French, Hindi, Japanese, Portuguese, Arabic, Chinese, Romanian, Polish, Tamil, Kannada, German, Finnish, Korean, Gujarati, Malayalam, Dutch, Vietnamese, and Farsi.

ESOL Students by Grade Level 2015-2016

ESOL Students by Grade Level 2014 - 2015

ESOL Students by Grade Level 2012 - 2013
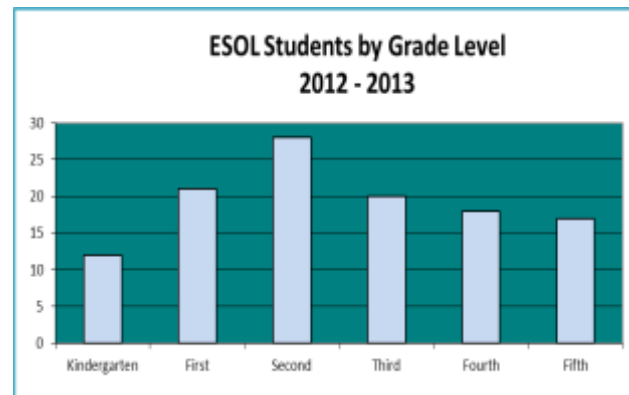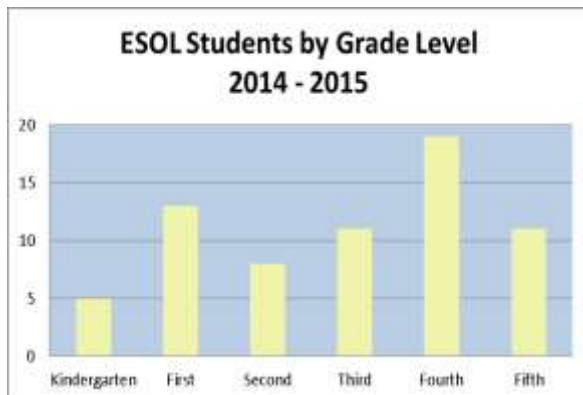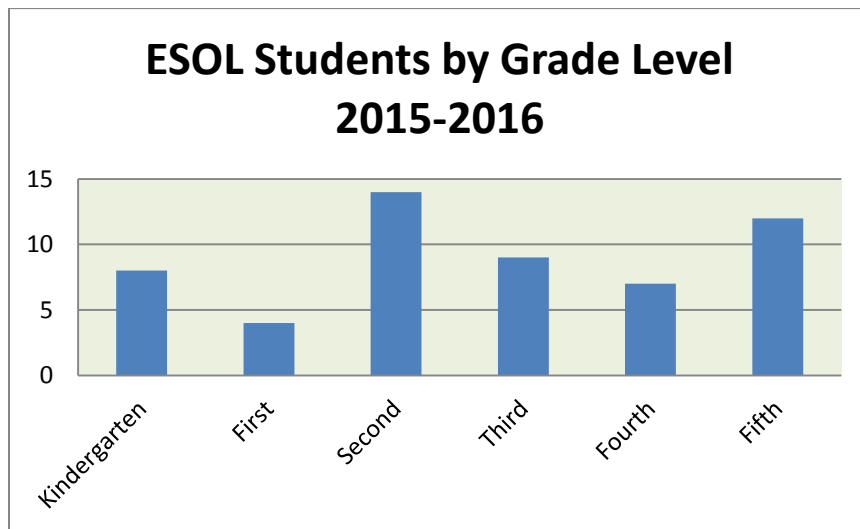
The highest number of ESOL students shifts to different grade levels depending on students moving into the Oakview attendance area. In 2012-2013, Oakview had a total of 111 ESOL students, with the smallest number of students in the first grade with 10 students. Third grade had the largest number with a total of 22. Kindergarten had 13 and fourth grade 16.

Lunch Status

Lunch Status Over Time
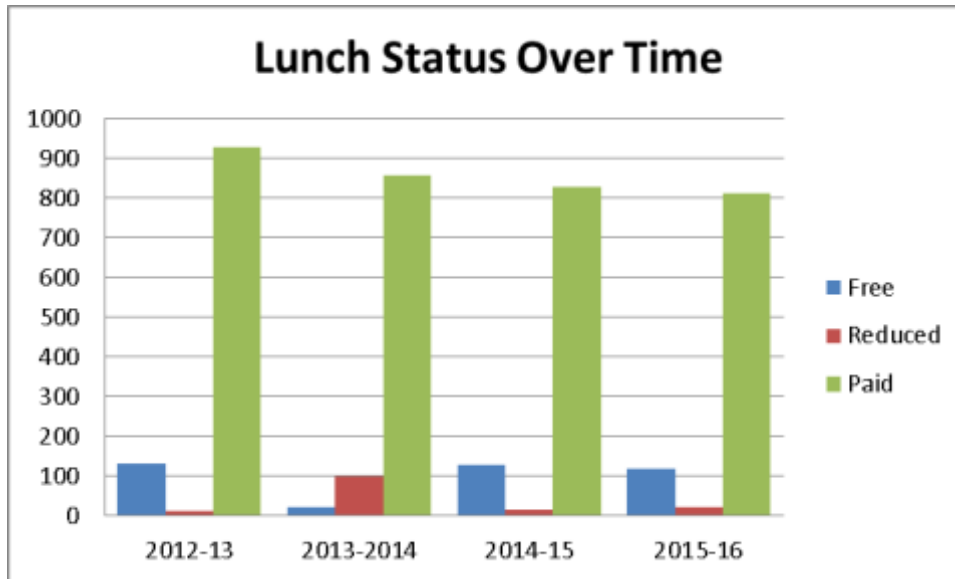
During 2015-2016, Oakview continued to have a low numbers of free and reduced lunches compared to other schools in the district. The percentage of students with subsidized meals was 15%. 118 students received free lunch, 23 received a reduced price for a total of 141 students with subsidized meals.

Challenge

In November of each year, the State Department of Education provides testing for students in grade two to determine their eligibility for Gifted and Talented Programs. The Iowa Test of Basic Skills, an achievement test, and The Cognitive Abilities Test (CogAT), an aptitude test, are administered. As soon as results are available in mid-January, parents are notified of their child's performance on these tests.

Beginning in grade three, students who meet the state criteria may be placed in the academically gifted and talented program. This program is called "Challenge" in Greenville County.

At the elementary level, Challenge is a pull-out program. In third grade, students attend Challenge for at least 125 minutes each week. Students in grades four and five attend Challenge for at least 200 minutes per week.

Each school receives a Challenge teacher based upon the number of qualified students in that school.

Criteria

The School District of Greenville County provides programs for Gifted and Talented Students to challenge them with rigorous, complex class work and research. Gifted students may demonstrate high performance ability or potential in academic areas. Administrators, parents, teachers, and students may make referrals for students to be screened.

However, students must meet the state criteria before being placed in the Challenge program. Identification in academic areas will be made using multiple criteria. Students who meet the criteria in two of the three dimensions are eligible for placement. All students currently in the program will continue to be served.

Students may qualify automatically with an extremely high aptitude or IQ score at 96th percentile or higher for their age group. If students do not qualify solely on aptitude, this process will be used for screening:

In Dimension A - Reasoning Abilities

Students must demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal, nonverbal, quantitative and/or a composite of the three.

In Dimension B - Academic Achievement

Students must demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or math as measured by a nationally normed or South Carolina statewide assessment instruments.

In Dimension C - Intellectual/Academic Performance

Students must demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits, or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative, productive thinking. Rising third, fourth, fifth, and sixth grade students may be eligible to take the Performance Task Test in March if they have already met the criteria in Dimension A or Dimension B. Students must meet the criteria in two of these three dimensions to participate in the Gifted and Talented Program. Private testing results are not accepted for placing students in the Challenge program.

Challenge students working on projects

Gifted Students

Gifted by Grade Level
2015-2016
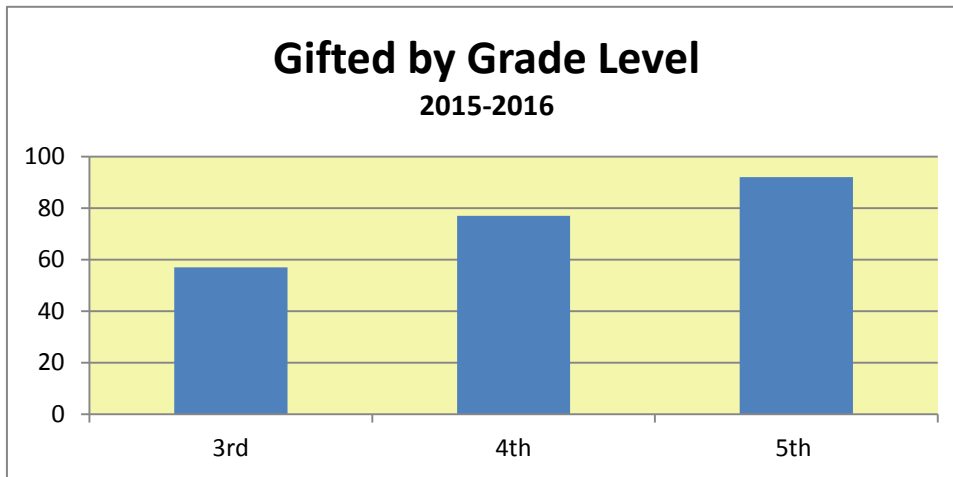
In 2015-2016, 51% of the students in grades 3-5 were identified as gifted for a total of 230 students. 57 students were in 3rd grade, 77 in fourth and 92 in fifth grade.

Gifted by Grade Level 2014-2015
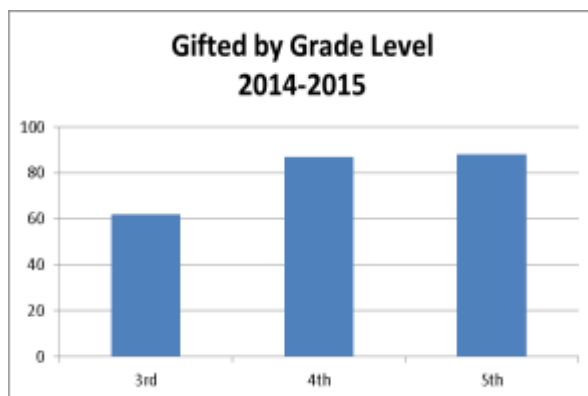
In 2014-2015, Oakview had a total of 46% of 3rd-5th grade students in the gifted program. 5th grade had a total of 88 students. 4th grade had 87, followed by 3rd grade with 62

Gifted by Grade Level
2013-2014
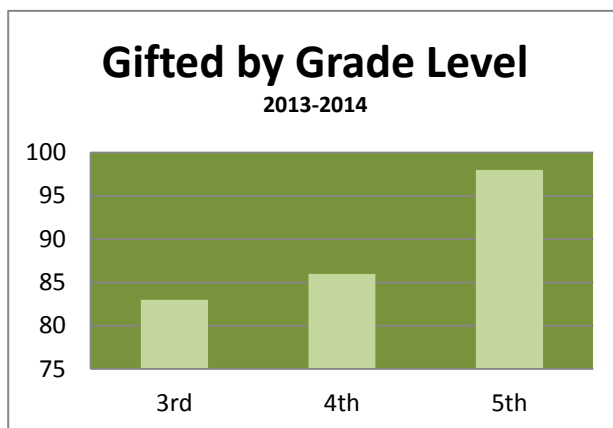
During the 2013-2014, school year 52% of the students in grades 3, 4, and 5 were in the Challenge program.

Disabilities

Disabilities
2015-2016
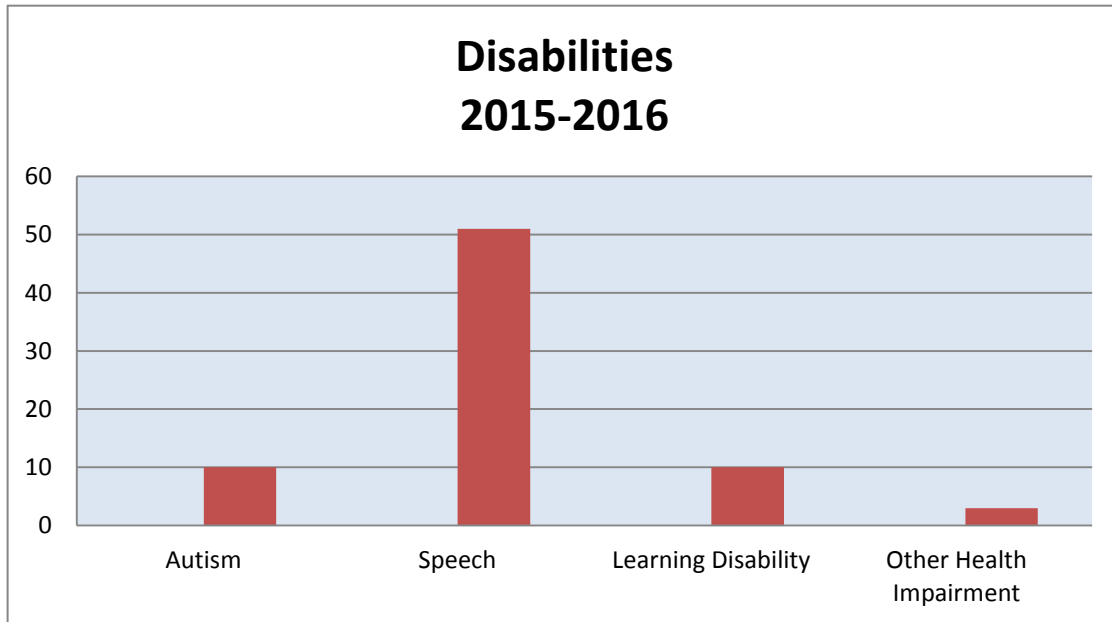
In 2015-2016, 10 students were identified as having an autism disability. 10 students were identified as learning disabled, with 3 as other health impaired. Speech continues to have the largest number with 51 students.
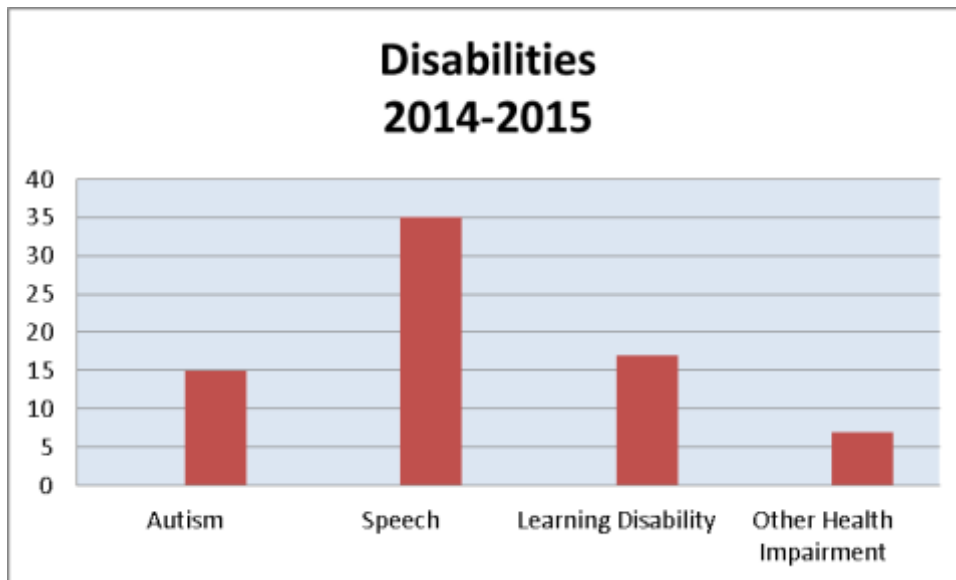
In 2014-15, Oakview had 15 students with an autism disability. 17 students were identified as having a learning disability and 7 were other health impaired. Speech continues to have the largest number of students with a total of 35.

Disabilities
2013-2014
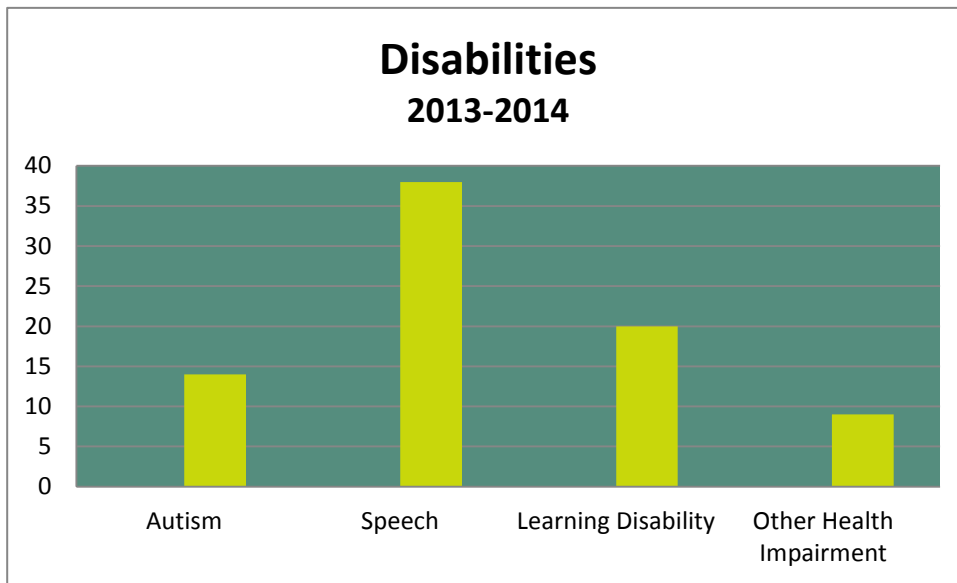
Oakview has 11 students identified as having an autism disability. 21 students are identified with learning disabilities. 12 students are identified as other health impaired, and, as in past, 40 students are identified with a speech disability. 9% of are identified as students with disabilities. 2% of Oakview students have 504 plans.

Students and administrators participate in the Vocabulary Parade

Oakview Features

Oakview Players Present the Musical "Elf"

Literacy/ Language Arts and Social Studies

Oakview has always had a strong emphasis on literacy. After using the Pat Cunningham 4 Blocks model for all elementary schools for over ten years, in 2011-2012, the district began a pilot program with eleven schools using the Fountas and Pinnell balanced literacy model. Oakview was not chosen as a pilot, but decided to begin a gradual implementation on its own. With the assistance of PTA, Oakview purchased a leveled bookroom of guided reading materials for students in kindergarten through third grade. Training and implementation began taking place with first and second grades in late fall 2011. Professional Development began in the spring of 2012, for all kindergarten teachers. Kindergarten teachers joined first and second grades in implementation of balanced literacy in the fall of 2012. Full implementation of the balanced literacy program began in the 2013-2014 school year. All teachers, in all elementary schools, in all grade levels throughout the School District of Greenville County, are implementing the balanced literacy model. Professional development has been provided throughout this year and will continue for several more years. To continue professional development in balanced literacy, two literacy mentors were added at elementary schools. One second grade teacher and one fifth grade teacher are receiving additional training to share with the faculty during the 2016-2017 year.

Oakview has a strong volunteer reading program. These volunteers work one on one with students who may need a little extra boost in reading and self-confidence. During the 2015 - 20116, school year, 66 students worked with a reading tutor. The volunteers are trained by Oakview's instructional coach. Volunteers are made up of parents, community members, bank employees, grandparents and retired teachers.

Oakview's curriculum consists of the core subjects of language arts, reading, English, spelling, writing, and handwriting, math, science, social studies, health, and related arts areas of physical education, art, and music. The writing process is interwoven throughout the curriculum from kindergarten through fifth grade. The school staff believes the relationship between reading and writing is important and feels the more children read, the better writers they become, and vice versa. Project Read phonology has been added to the Word Block section of our language arts program in an effort to reach all students.

Summer Reading Winners Proudly Display Their Certificates

Response To Intervention

Reading Intervention Programs for Kindergarten, and First Graders

AIMS Web benchmark reading fluency tests are administered to all kindergarten and first students at the beginning of the school year for identification of those students who may be "at risk" for reading failure. All data is entered into the AIMS Web tracking program. The K-5 fall benchmark test screens for fluency in the areas of letter identification and sound identification. The fall first grade test screens for fluency in the following areas: letter and sound identification, nonsense word reading, and phoneme segmentation. "At risk" students receive research based intervention reading assistance help four-five days per week in a small group setting.

Before the 2009-2010 school year, the K-5 teaching assistants attended district training for the Scott-Foresman Early Reading Intervention program. The kindergarten assistants use this program to instruct the at-risk kindergarten students. First grade at-risk students work in a small group setting with a certified teacher and are instructed using the Houghton Mifflin SOAR to Success program. All at-risk students are progress monitored every three weeks using the Aims Web monitoring system. In addition, the first graders are progress monitored using the SOAR running records and retelling protocol every three weeks. When students consistently meet their target goals, they are dismissed from the reading intervention program. The AIMS Web progress monitor program provides teachers with a graph of individual student progress in each area tested and allows teachers to see if students are on target for meeting end of the year goals.

Mid-year benchmark tests are administered to all K-5 and first graders in January. The K-5 test measures fluency in letter naming, letter sounds, phoneme segmentation and nonsense word reading. The first grade test measures fluency in phoneme segmentation, nonsense word reading, and oral passage reading fluency. Students who are identified as "at risk" at this time begin receiving reading assistance with the reading intervention teachers. These students continue to be progress monitored in the program until they meet the goals.

In May, all kindergarten and first grade students are evaluated again using the end of year benchmark goals for the fluency measures. Final data is entered into the AIMS Web tracking program which gives teachers an overview of the progress of ALL students in each grade. This final information is used to help identify any students who may need additional reading assistance the following year.

Three times each year the administrators, reading intervention teacher, a grade level teacher representative, and the school psychologist meet to review the progress of at-risk students as well as the benchmark data for each entire grade level. Decisions to dismiss students from the intervention program or to add students are made based on the benchmark data and teacher recommendations.

Math

Oakview, along with all the schools in the district, are using the new math series from Houghton Mifflin, "Go Math." This text is aligned with Common Core standards. Teachers work diligently to teach all of the standards and supplement the math series in a variety of ways to increase higher order thinking skills. Oakview teachers also use Think Central online software to enhance math in the classroom and provide additional resources for students at school and at home. The Compass Learning program provides students with individualized math folders based MAP testing scores. These folders are divided by goal strands, allowing students to work on their own level, at their own pace. Teachers reteach as needed.

The use of Houghton Mifflin Mathematics, Compass Learning, Leapfrog Math, Every Day Counts Calendar Math Kits, and Every Day Counts Partner Games are all based on the research and recommendations by The School District of Greenville County.

Science

Oakview Elementary's science curriculum is based on both the National Science Education Standards and the South Carolina Science Education Standards. The School District of Greenville County helps teachers address the science standards through an inquiry based science kit program. These kits enable teachers to use hands-on activities in a problem solving approach.

The science curriculum is extended through weekly lessons for third through fifth graders in the school's Science Lab. Second grade attends 8 weeks during the year, and kindergarten and first grade students are seen quarterly. Science Lab instruction focuses on integrating and enriching content and process skills through inquiry based instruction and STEM projects. Students' understanding of science concepts is further developed through activities in the award-winning butterfly garden, nature trail, South Carolina garden, and new vegetable garden. Classroom teachers also use these environments to further extend their lessons beyond the kits and textbooks.

Oakview has been recognized often for our comprehensive environmental programs. First and foremost, Oakview is one of only 16 schools in SC to be certified as a SC Green Steps School. To receive this certification, Oakview must have at least 1 sustained project in each of 3 areas: Conserve, Protect, and Restore; Oakview has 7 ongoing projects. Oakview has been a Green Steps school since 2011. In 2012, Oakview won the SC Green Steps of the Year Award. Oakview was also the winner of the 2005-2006 South Carolina Recycling School of the Year award. This is the third time that Oakview had received this honor. In 2007-2008, Oakview received an honorable mention from the DHEC Champions of the Environment award for our rainwater garden irrigation system. Our Earth Savers and Art clubs received a $500 grant in the spring of 2015 to create a recycled art mural (made using recycled materials such as bottle caps, juice tabs, and broken CDs) which now proudly hangs outside of the Science Lab. This mural came from a natural extension of our busy recycling program. Oakview recycles classroom paper and cardboard, plastic bottles, aluminum cans, crayons, empty tape dispensers, glue sticks,

printer cartridges, packing materials, six-pack plastic rings, cell phones, and other electronics. For one week each year, students also recycle tennis shoes. The tennis shoes are sold by a local charity, Shoes4Water, and then the funds are used to help build wells in Kenya, Africa so communities have safe drinking water. Finally, Oakview donates the proceeds from the recycled aluminum cans to the South Carolina Firefighters' Aluminum Cans for Burned Children program. Students are proud to make wise choices that benefit others and the environment.

On an alternating basis, "Family Math, Science, and Technology Night" or "Fossil Fun Day" is offered to involve the community, families, and students in enriching science activities at the school. In the winter of 2016, Family, Math, Science and Technology night was held. A wonderful night was shared as parents, teachers and children worked and played together in classrooms set up with experiments and other scientific, mathematical or technology related activities. The cafeteria was filled with local businesses who shared their use of science and technology, and there were two virtual field trips which connected families with science experts– one local connection to the Roper Mountain Science Center, and one long distance connection to the Barrier Reef Aquarium in Australia. Back in the spring of 2014, students participated in fantastic Fossil Fun Day during the school day. This amazing event will return in the spring of 2017 with huge fossil piles to dig through, speakers to learn from, and lots of hands-on experiences in every classroom. Oakview parents, students, teachers are proud of the science opportunities provided every day and throughout the year.

Guidance

Elementary school is a time when students develop attitudes and feelings concerning school, self, peers, and family. These years set the tone for developing the skills, knowledge, and attitudes necessary for children to become healthy and productive adults. Using a comprehensive developmental counseling program, Oakview's school counselors work as a team with teachers, students, parents, and community to create a caring atmosphere where children's social and educational needs are met.

Our school counselors provide individual and small group counseling dealing with self-image and self-esteem, personal adjustment, and family issues. They also help students with relationship issues, academic development, and behavior modification.

During the 2011-2012 year a new Guidance Program was introduced. It is based on the LifeSkills Program developed by Susan Kovalik. This program reinforces good behaviors and traits that all students should exhibit. Having a common language throughout the school will help create a positive and consistent school environment. By using these words consistently as a school, our students begin to understand that these are the skills that will help them to be successful in life.

Our school counseling theme is – "Life is a Highway – We are on the Road to Success!" Instead of referring to the character traits as LifeSkills, we call them our "Life Signs for Success." We focus on each of the life signs in monthly classroom guidance visits. Students who consistently show the life sign discussed in each month's classroom guidance are recognized and awarded with a certificate. This program has continued throughout the 2015-2016 school year.

The school counseling department also sponsors and assists with different activities and programs, such as "Fill-a-Backpack" - a program that helps gather school supplies for students, the "Jingle Bell Toy Drop" - a program in December that helps collect toys for students in need, and "Backpack Blessings" - a program that gives children food to take home for the weekends. Guidance also helps fifth grade students transition into the middle school years by organizing tours of the middle schools and assisting with middle school registration.

In addition, our school counselors help students view career awareness as a lifelong process of forming basic attitudes and interests regarding their future world of work. School counselors provide consultation with teachers, administrators, school psychologists, school social workers, and outside agencies and social services concerning the welfare of the students and   also make appropriate referrals for special services for students and families within the school and community. The School Counselors assist with the School Test Coordinators for CogAT, ITBS, SC Ready, and PASS Testing for 2nd-5th grade students.

Special Needs Students

Special needs students are served by a variety of district and local school programs. Oakview houses speech classes, preschool special education, a four year old special education class and two special education resource classes. Students are also served on a weekly basis through occupational therapy services. The appropriate regular education teachers are trained by the special education teachers concerning each child, their disability, and their IEP. A variety of inservices are held for regular education teachers and parents regarding disabilities, strategies to use in the class and at home, ADHD, homework strategies, and question and answer sessions. There are many resource students who are enrolled in the Challenge Program. Due to this, the resource and Challenge teachers work together closely to better serve these students. Teachers are trained to provide accommodations within the classroom for students who require additional assistance.

First Grade Students Enjoying Space Day

Technology

When Oakview opened in 1995, the administration, faculty and parents set as a high priority the technology program of the school. From the earliest SACS documents and ACT 135 plans, technology was a recurring theme for school improvement. Through the joint efforts with the PTA, much has been accomplished to establish a firm foundation in technology applications at Oakview.

The first computer cart with thirty wireless laptop computers was added during the 2006-2007 school year. Additional carts were added during the 2007-2008 year with the district refresh cycle which updates school technology every 5 years. Oakview offers inservice hours in technology training for its teachers every year. Workshops have included, ActiveInspire, Compass Learning, Lexia Reading, teacher web pages, webquests, ActivTable, Video on Demand, and other new software applications. In the fall of 2010, all teachers were initially trained in the new electronic gradebook, PowerTeacher. This program is used across the district and state of South Carolina. Training is offered each fall for new and current teachers to set up the gradebook for the coming year. The school web page, built by the media specialist, is an ongoing project. All teachers have their personal web pages linked to the school's page.

Greenville County Schools upgraded our computer wiring with the installation of fiber lines throughout the building. In 2012, Oakview updated its wireless infrastructure to include access points in every other classroom. The district refresh technology program added wifi in every classroom.

Every teacher at Oakview has an interactive whiteboard for classroom instruction. The purchase of these boards was made possible by Oakview's PTA, Palmetto Gold Award money and matching funds from The School District of Greenville County. Teachers receive training each school year, as needed, to keep current as software is updated for the boards. Teachers are given time to create and plan with grade level teachers using standards based interactive lessons for use in the classroom. Students are active participants as instruction is enhanced and integrated with technology using these interactive whiteboards.

All teachers implement curriculum-based units infused with technology in addition to technology based assignments throughout the year. During the 2008-09 school year, the district purchased the rights to Compass Learning. Training began in 2008, and continues to be ongoing. The assignments in Compass are aligned with goal strands in MAP reading, math and language. Teachers and students use Compass Learning during the school year to enhance and reteach as needed. Students are also encouraged to use Compass Learning throughout the summer months.

Oakview continues to expand technology use through a variety of initiatives and devices. Handheld voting devices, which communicate wirelessly with the interactive whiteboards in classrooms were made available. Lower grades use their "eggs" to make multiple choice selections on the interactive whiteboard. Upper grades use their devices to make similar selections as well as send text messages to the board. In the 2012-2013, the school added interactive tables to campus. These three touch screen tables allow students to work collaboratively on various problem-solving programs or independently using headphones and USB ports. Oakview now has over 200 iPads in our building. There are at least 3 iPads per classroom for individual and small group use with additional iPads available in the media center for whole group instruction or projects. In 2012-2013, a permanent Distance Learning Lab was added. The high definition flat screen with integrated equipment supports the school's efforts to collaborate with others outside the school. An additional flat screen was added in 2015-2016 in our science lab. The science lab screen allows space for additional distance learning field trips as well as possible science teaching capabilities with other schools in the future. Through video conferencing, the school has taken over 58 virtual field trips to places such as London, Australia, Texas, Florida, Canada, and to museums and special science centers around the U.S.

Media Center

The media center houses a collection of 14466 titles. Our annual circulation for 2015-2016 (August –March) was 40,395. The media center provides a strong literacy program that encourages reading and teaching of information skills. Oakview has a large collection of books available for checkout with 14.12 per student. Students are encouraged to visit the media center at any time to exchange books.

Students and parents can search the card catalog using the internet based Destiny system. Reference resources, book suggestions, South Carolina Book Award program information, and sites for authors are all available through the Oakview media center web-site.

The media center offers numerous reading incentive programs such as Reading Counts, Real Men Read, and the South Carolina Children's and Picture Book Award programs. The media center sponsors two book fairs a year and at least one author/illustrator visit.   Eric Litwin, the author of Pete the Cat, visited during the 2014-2015 year. Robyn Black, a poet, visited during the 2015-2016 year.

Book Fair in the Media Center

Music

The music Program at Oakview is a comprehensive sequential program from Kindergarten to 5th grade. It is based on the National Standards for Music Education set forth by the Music Educators National Association. Each class receives 45 minutes of instruction per week, with kindergarten receiving 40 minutes of instruction. The program covers all aspects of music education including singing, playing instruments, dancing, listening, identifying styles and cultures, and performance opportunities.

Third graders integrate music and social studies by presenting a musical play, "From the Mountains to the Sea." In this performance songs and dances are used to complement the history and study of South Carolina.

All students participate in International Music studies as songs and dances from other countries are studied. Percussion instruments are studied and played as the various countries are emphasized.

Fourth and fifth grade students study recorder as a part of their program. Recorders are wind instruments that give students experience in reading music. Students have the opportunity to purchase a recorder and learn to play. Fifth graders are given a performance opportunity to demonstrate their skill level. Many students elect to play in the band in the sixth grade due to their experience with recorders.

In addition, fourth and fifth grade students study dulcimers and folk music as a part of the music program. They also do a West African Drumming Unit with djembes, shekeres, and gankogui and other African instruments. Students play these instruments as an ensemble, and learn songs and dances from the West African cultures. Students learn to play ukuleles to introduce them to the string family of instruments.

Fourth and fifth grade students are also given the opportunity to audition for a select chorus. In addition, third through fifth grade students are invited to participate in Uke Krazy or DRUM club. These performing ensembles meet all year, twice weekly, before school begins. These students perform at school, and in the community during the school year.

Oakview has a Cultural Arts Day every 3 years. Many volunteers come to Oakview to expose students to various cultures around the world. Some of the performances have included African drums, steel drum, puppet show and other art related events.

Art

The visual arts lessons for the students of Oakview Elementary School are based on the South Carolina Visual Arts Curriculum Standards. The content of the standards are based on the National Standards for Arts Education. These standards present what all children should know and be able to do in art. The students are motivated to think, appreciate, design and create.

The students are introduced to a variety of media, including colored pencils, chalk, oil pastels, watercolor and acrylic paints, and clay. There is a room with a digital electric kiln for firing stoneware clay sculpture in the visual arts area.

The first through fifth grades receive 45 minutes and kindergarten receives 30 minutes of art instruction each week.

 The South Carolina Arts in the Curriculum $10,000 Grant was received to implement International Arts Studies. This grant provided materials and equipment to integrate the International Festival and arts activities for all the students in the arts classes. Several PTA mini grants have provided books about artists for students to read, integrating language arts, and computer art CD-ROMs for involving technology in the art programs.

South Carolina Arts Commission Grants have been given to the arts program to provide the following Artists-in-Residence: Yoshico Moon, and basketmaker Nancy Basket The PTA also provides for Artist in Residence. A few of the artists who have come to Oakview over the years include Jennifer Amor, quilt maker, to work with the art students to create two large quilts that hang in the school. Brod Baggert worked with students in the area of writing. He sat with his computer as students worked with him to write new poetry. Yoshiko Moon taught students the art of Japanese calligraphy, origami, sumi painting and about Japanese culture. Yoshiko Moon has made several trips to Oakview.

A student works on an art project

Michael White, an award winning artist, encouraged students to illustrate their own books while sharing interesting information about himself.

Students also enjoyed the sounds of Legends of West Africa while watching and listening to African drumming techniques and traditional dances. Tim Lowry, storyteller has made books come alive for students as he told stories relating to curriculum. Other artists include Dean Eades and Laura Boosinger.

Over the years, the art department has participated in activities that benefit the students and their families. One activity was the printing or re-useable grocery bags in connection with a science recycling project, "Kick the Bag Habit." Art Clubs have participated in the Roper Mountain Science Center Holiday Lights postcard contest. During the the 2011-2012 school year, the Art Club participated in the Festival of Trees. Art Club also helps with decorations and backdrops for school choral productions.

The Principal selects artwork each year to be framed and hung throughout the school. This permanent art collection represents a variety of grade levels and art media. The art enhances our school environment. Art Explorers, an extracurricular program, is provided for the students who wish to be involve in more visual arts activities. This club meets in the afternoons for special activities.

Physical Education

The Oakview Elementary Physical Education Program is comprehensive, educational, and age appropriate. Each class receives 45 minutes of instruction per week, with K5 receiving 30 minutes of instruction weekly.

The comprehensive programs teach the skills, attitudes, and knowledge needed to develop and maintain a physically active lifestyle. The programs have clear expectations for the students to acquire the skills and knowledge of the physically educated individual. Oakview Elementary uses the South Carolina Standards set forth by the South Carolina Physical Education Framework based on the National Standards. In addition to Physical Education Standards, the Physical Education teachers use the FITNESSGRAM program as a fitness assessment and reporting system, as well as, the Coordinated Approach to Child Health (CATCH) program in weekly classes.

The educational programs recognize the unique contribution of physical education to develop physical skills and abilities in a way that contributes to the broader educational goals of a community.

The very nature of physical education provides a laboratory of social and personal development of students.

Age appropriate programs are sequential over grades K-5. Programs are tailored for the developmental needs of children of different ages, as well as the different needs of children of the same age. Children bring different experiences, different potentials, and different rates of learning to physical education. An age appropriate program accounts for individual differences through instructional processes.

In addition to age appropriate programs held throughout the day for students, Oakview's physical education teachers sponsor a weekly after school club P.E. Club. Other events offered and organized by the physical education teachers are Health and Wellness Night, and Jump Rope for Heart, a fundraiser for the American Heart Association. Other activities include participation with students in various Greenville County sponsored races such as Reedy River Run, and Girls on the Run, and Field Meet.

The Assistance Team

The Assistance Team is a teacher-based team that works collaboratively with school personnel to assist students experiencing academic and/or behavior difficulties. The Team consists of the student's classroom teacher, the student's parents, a school administrator, the school psychologist, any other pertinent school personnel, and the Assistance Team Coordinator.

An assistant principal and reading intervention teacher serve as Assistance Team Coordinators and provide intervention strategies for the classroom teacher to use in helping students who are struggling. These strategies may include changes in teaching methods, consultation with community resources, or additional assessment. Interventions may increase student performance and the effectiveness of the interventions is based on data collected. If further help is needed the student may be referred by the Assistance Team for a psycho-educational evaluation.

School Nurse

Oakview Elementary has the services of two school nurses who work together and share days to provide health related assistance to our students and families. They administer medication, consult with parents, staff, and medical personnel regarding student health needs, and monitor the accuracy of immunization records. Oakview's nurses coordinate a different fund raiser each year. In the past, Oakview students and staff raised $17,767 for Clement's Kindness during the Fight the Fight – Share the Kindness campaign in honor of Zachary Elliott and Emily Lang, two Oakview students who battled cancer.

Resource

Students needing additional assistance outside of the classroom may qualify for special education services. Students attend resource in the area of academic deficiency. The length of time is determined at an individual staffing with an administrator, classroom teacher, resource teacher, school psychologist, and parent present. An I.E.P. (Individual Educational Plan) is developed for each student, is updated quarterly, and reviewed annually. Two full time teachers serve the pullout program

Speech

All kindergarten students are screened in January for speech/language and hearing. First through fifth grade students are referred for screening by their classroom teacher. If a student fails the screening and parent permission is obtained, a complete speech/language evaluation is administered. If the student qualifies for the program and parental permission is obtained, an I.E.P. is developed and the student is enrolled in therapy. Students participate in the speech program until the problem is corrected or the maximum improvement is achieved.

A Student Participates in Speech Class

The School District of Greenville County Surveys

The Greenville County School District administers surveys to determine stakeholders' perceptions of effectiveness. The Greenville County School Survey (GCSS) was designed exclusively to measure the perceptions of students, parents, and teachers in Greenville County. The GCSS is similar to the National Study of School Evaluation (NSEE) survey, however it directly relates to the educational standards of Greenville County and South Carolina. Development of the Greenville County School Survey began in fall 2004. The Research, Evaluation, and Accountability Department developed the initial four survey instruments- 1) Elementary Student Survey, 2) Middle and High School Student Survey, 3) Parent Survey, and 4) Teacher Survey. Over the course of three months, input was gathered from principals, instructional coaches, school improvement councils, and school district staff regarding survey items and content. Feedback and input from district survey reviewers was used to revise, edit, and improve the four survey instruments. In February 2005, the four surveys instruments were finalized by the Research, Evaluation, and Accountability Department.

The surveys measure perceptions, attitudes, and perceptions of behavior within five constructs or domains – Focus, Curriculum and Instruction, Learning Environment, Communication, and Leadership. Focus refers to the clarity and priorities of goals, continuous school improvement, and improving student achievement. Curriculum/Instruction explores the quality of the educational program, availability of materials, equipment and supplies, the use of technology, alignment of instruction with standards, student achievement; planning, delivery, and assessment. Learning Environment encompasses support services, learning activities, parent involvement, discipline, school safety, substance abuse, bullying, profanity, school climate, and school cleanliness. Communication relates to parent/teacher conferences, shared decision-making, and professionalism. Leadership deals with expectations, observations, management, and effectiveness. Each construct is comprised of three to sixteen response items and stakeholder perception is measured based on the ratings for each item – Strongly Agree, Agree, Disagree, or Strongly Disagree.

The purpose of measuring stakeholders' views within these constructs is threefold: 1) increase awareness of stakeholders' views, 2) provide useful information for making appropriate changes, and 3) chart progress. By assessing stakeholders' views of the overall learning environment, the district and individual schools can better determine areas of strengths and weakness. Results from the survey are also applicable to the SACS process of school improvement, and Act 135. Information regarding strengths and weaknesses can be used to help guide the planning process for creating a school environment that is focused effectively on learning and high achievement.

The latest results from the surveys administered in 2015, also validate the effectiveness of the school's efforts to support student achievement. The survey is limited to fifth grade parents, students and teachers.

From the parents', students' and teachers' perspectives, the following areas are very positive concerning the learning environment of our school. Even areas that are lower than others are still considered positive.

From the 2015 teachers' survey:

- Satisfied with the learning environment   100%
- Satisfied with social and physical environment   100%
- Satisfied with home-school relations   100%

From the students' survey:

- Satisfied with learning environment   93.1 %
- Satisfied with social and physical environment   90.2%
- Satisfied with home-school relations   92.0%

From the parents' survey:

- Satisfied with learning environment   92.2%
- Satisfied with social and physical environment   94.2%
- Satisfied with home-school relations   77.8%

Oakview has an open door policy for parents. Volunteer opportunities are presented to all in the early fall of each year. Parents can attend this breakfast to hear of all the volunteer opportunities that are available and then make their choices. Oakview can always use more volunteers. A call to the office, teacher or PTA member can direct a new parent to volunteer opportunities. Parents are always welcome. Opportunities are many and varied at Oakview.

Oakview also has many opportunities for families to attend special activities at the school. Some of these include game nights, art show, science fair, science technology nights and others. Activities such as the Glow Run and Shamrock Shuffle also give families the opportunity to play together in healthy school activities. Fathers of students are invited to participate in Watch Dogs. (Dads of Great Students) These fathers spend the entire day at Oakview helping in multiple classrooms throughout the day. Parents also participate in the Lunch Bunch program. Parents stay with students during lunch while teachers are allowed to eat together in the teacher dining room.

The addition of Promethean interactive white boards and the use of laptop computers in the classroom have made learning more engaging and interactive as students become more active in their instruction. During the 2012-2013 school year, 3 ActivTables and 30 student iPads were added to enhance student technology instruction. In 2014-2015, Oakview went through the district refresh technology program and received 168 new student laptops. PTA funds helped Oakview to purchase more iPads for classroom use. We now have over 200 iPads. All of these innovative technologies encourage student interaction and engagement. A large high definition TV in the distance learning lab allows students travel all over the nation and world by means of virtual field trips and video conferences. Oakview students are being prepared to live and thrive in the global society of the 21st century.

Oakview
Mission, Vision, Beliefs

Celebrating 20 Years

Mission, Vision and Belief Statement

In developing the beliefs, mission and vision statements of Oakview Elementary School, consensus was gathered through collaborative groups of all stakeholders including, faculty, community leaders, parents and students. After reviewing profile data, survey results, and performance data and then taking into consideration the strengths and weaknesses of the school community, ideas were shaped into statements. These statements were formed into beliefs. The stated beliefs were then used to create a mission statement and vision for the school.

As mission statements can sometimes be too wordy and are often forgotten over time, Oakview's mission utilizes the letters in the school's name (OAKVIEW). Each letter represents a key ingredient of the school's mission and brings clarity to the desires of the school community. Upon completion of the above process, classroom posters were made for all instructional areas.

Mission, Vision and Belief

Oakview Elementary
National Blue Ribbon School ★ 2001 & 2006

Mission

The mission of Oakview Elementary School, in cooperation with our students' homes and the community, is to prepare students for responsible citizenship, lifelong learning, and productive employment by:

Open opportunities for all students.
Accept individual differences.
Keep smiling.
Vary teaching techniques.
Identify and address strengths/weaknesses.
Engage students in learning activities.
Work as a team.

Vision

We envision a school:

★ With adequate funding to support curriculum and instructional needs.
★ With a positive learning environment that inspires students to achieve to their fullest potential and become productive citizens.
★ That produces students who think critically, solve problems, reason, and get along with others.
★ Where students are active participants in a comprehensive academic program.
★ Where students are provided opportunities to experience and develop skills for technology.
★ Where collaborative support and communication between home, school and community is essential for an effective educational program.
★ With an appreciation and awareness of cultural and ethnic diversity.

Beliefs

Beliefs . . . Statements of fundamental truths which form the foundation of Oakview Elementary School's educational system.

We believe:

★ Children learn best in a safe, healthy, and nurturing environment that fosters positive self esteem.

★ All students are capable of learning and should be privileged to the same educational opportunities.

★ Children must learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.

★ Children need exposure to a variety of instructional strategies and opportunities for active participation in the learning process.

★ Education is a shared responsibility involving student, parent, school, community and school district.

GREENVILLE COUNTY
SCHOOLS

The Oakview faculty updated and changed the wording of our Beliefs statement to include the word "healthy" in our document. This came about after a discussion of the new state requirements for increased physical activity for students due to health concerns and childhood obesity.

Data Analysis and Needs Assessment

To fully educate a student, teachers need to do their best during their temporary time together and to care just as much about the educational experiences that the student had before coming and the educational experiences that the student will have after leaving. To believe that the job of a classroom teacher is to operate solely in the present with his or her immediate charge, is to deny a school the opportunity to provide a cumulative, purposeful effect.
Carl Clickmam

Data Analysis and Needs Assessment

Oakview Elementary School updates the portfolio each year to communicate progress. Each year we set goals and strategies that will improve the educational program and most importantly, student achievement. Through the cooperative efforts of parents, students, faculty, and administration, Oakview Elementary continues to experience positive growth in many areas. Oakview PASS scores, for example, continue to rank near the top statewide when compared to "schools like ours." Performance on PASS will remain a priority as the faculty addresses state curriculum standards as part of the instructional program. Subsequent instructional and organizational priorities all point back to student achievement and reflect needs assessments across many school programs. Based on survey data, student performance data, and other quality measures, the school establishes and implements annual goals and strategies focused on continuous improvement.

Goal Area 1   **Raise the academic challenge and performance of each student**
Goal Area 2   **Teacher/Administrator Quality**
Goal Area 3   **School Climate**

We compare data gathered from the surveys, analyze our students' performance on standardized testing and identify areas of strength and those in need of improvement. Input from the faculty and the School Improvement Council are considered of high importance. This information provides a baseline for long range planning and is essential to the successful implementation of our action plans.

Student Achievement

Oakview continues to have high scores on state and national testing. We continue to work diligently to raise the academic challenge and performance of each student. In order to push to excellence for each student, our goal is to raise the number of students meeting their growth goal on MAP testing in both math and reading and to maintain our high level of performance on the PASS and the upcoming SC Ready test. These two areas were adopted as priorities for the school. These priorities were shared with the entire school staff and representative stakeholders on the PTA Board and School Improvement Council.

Thinking and Reasoning Skills

Students are able to think and reason at high levels as evidenced from high-standardized test score results. Teachers will continue to incorporate brain compatible teaching strategies and Learning Focused strategies into lessons to aid students with curriculum. To enrich thinking and reasoning skills, programs such as novel studies, Compass Learning, Challenge, and technology integrated units are some of the programs that are available to students.

English/Language Arts

English/Language Arts PASS scores maintain high levels, reflecting strong teaching and learning in the school. In addition to classroom instruction activities such as Student Council, Morning News, technology integration, oral and written presentations, student publications, Drama Club, Computer Club, and Reading/Computer Buddies will continue to be used to help develop strong communication skills.

Technology

Oakview was one of the first schools in the district to receive Interactive Promethean Boards. These boards were provided by district, PTA, and Palmetto Gold Award funds. Teachers in all grade levels, related arts, speech and special education received an interactive board for their classrooms. Oakview continues to expand technology use through a variety of initiatives and devices. Handheld devices which communicate wirelessly with the interactive whiteboards in classrooms were made available. In the 2012-2013, the school added interactive tables to campus. These three touch screen tables allow students to work collaboratively on various problem-solving programs or independently using headphones and USB ports. In 2012-2013 a permanent Distance Learning Lab was added. The high definition flat screen with integrated equipment supports the school's efforts to collaborate with others outside the school. Through video conferencing, the school has taken virtual field trips to London, Australia, Canada, and to museums and special science centers around the U.S. During the 2012-2013 school year, Oakview benefited from Greenville County Schools' technology refresh program through the replacement of all teacher laptops, student computer labs, and interactive whiteboard projectors. In 2014-2015, the district moved its refresh program forward. During this cycle, Oakview received 168 new student laptops. Every 3-5 grade classroom received 2 new laptops, and 3 portable laptop carts were replenished with 24 new laptops each. A new computer lab was supplied with 30 laptops and 20 laptops were placed in the media center for student use. During 2014-2015, PTA funds were used to purchase additional iPads. Oakview now has 114 student iPads, 5 teacher iPads, and 5 administrator iPads. 45 iPads are available for teacher checkout from the media center. The use of this technology, with the training that continues to be provided, allows more consistency across the grade levels as teachers strive to improve student achievement.

Student Learning

A variety of assessments are administered throughout the elementary years in an effort to diagnose and track student achievement in order to provide quality learning programs based on actual needs. The following is a description of assessments used district wide and the data results of our school.

State Measures

ACT Aspire

The ACT Aspire test of Common Core State Standards will be administered to grades three through five in English, reading, writing and mathematics in the spring of 2015. All of the tests are timed. Writing will consist of a writing prompt with a time limit of 30 minutes. A 5 point scale rubric will be used to grade writing in the areas of development, organization, language usage, and specific genre criteria. Earning a 4 is considered adequate on the grading rubric. The English test will contain 32 multiple choice items with a time limit of 30 minutes. The reading portion of the test will contain 31 test items using both constructed and multiple choice responses with a time limit of 60 minutes. Constructed response answers will be graded according to rubrics which are unique to the question stem.

The math portion of the test will include new skills and concepts related to the student's current grade level as well as concepts learned in previous grade levels. The math test will include 31 test items, including multiple choice as well as constructed response. The math test has a time limit of 55 minutes.

SC READY

In the 2015-2016 school year, the South Carolina College- and Career- READY Assessments (SC READY) will be administered for the first time. These tests are statewide assessments in English language arts (ELA) and mathematics. This assessment replaces ACT Aspire given in the 2014-2015 school year.

All students in grades 3–8 are required to take the SC READY except those who qualify for the South Carolina National Center and State Collaborative (SC-NCSC).

SC READY Assessments are not timed, and both computer-based and paper-based testing will be available. Students at Oakview will be tested using the paper format in the spring of 2016.

Palmetto Assessment of State Standards

The PASS test measures student performance in meeting the South Carolina Curriculum Standards. In the spring of 2016, the Palmetto Assessment of State Standards (PASS) will be administered to all students in grades four and five in the subjects of science and social studies. Grade three students will not be tested. The tests are aligned to the state academic standards for the content areas of science and social studies.

PASS Performance Levels

Three overall test performance levels will be established for each subject and grade level of the PASS test:

- **Exemplary** - The student demonstrated exemplary performance in meeting the grade level standard.

- **Met** – The students met the grade level standard.

- **Not Met** – The student did not meet the grade level standard.

Iowa Test of Basic Skills (ITBS)

The Iowa Test of Basic Skills is a norm-referenced test that assesses student achievement in reading, language, and mathematics. Norm referenced tests are used to determine how well a student is performing as compared to a particular group called the "norm" group. The ITBS is a nationally normed test, which means that South Carolina students are being compared to children across the nation of the same age and grade, and tested at the same time in the school year. South Carolina administers the ITBS in the fall of the second grade. The scores obtained from these tests reflect how well students have mastered first grade curriculum due to the timing of the test. The primary reason that these tests are administered to second graders is to identify students for our Gifted and Talented Challenge Program. Third, fourth and fifth grade students are tested later in the year for diagnostic purposes.

Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test is a cognitive test that measures verbal, quantitative, and nonverbal abilities. This test is administered to all second grade students in the fall of the year. Again, the primary reason these tests are administered is to identify students for our Gifted and Talented Challenge Program.

MAP (Measures of Academic Progress)

MAP testing was begun in the fall of 2005, for students in grades 3-5 across the School District of Greenville County. Testing is done during the month of September, and again in March, to compare growth. MAP is a state-aligned computerized adaptive test that reflects the instructional level of each student and measures growth over time. As the student responds to test questions, the test items adjust to a student's performance level. Questions become more difficult with correct responses and are less challenging with incorrect responses. The levels of the test move up and down to find the true instructional level of each student. MAP tests are nationally normed so that students can be compared across the nation, state, district, school and by classroom. Tests are available in Reading, Math, and Language Usage. Each subject test can be broken down to goal strands to determine areas of strength and weakness within those subject areas. Teachers are able to adjust instruction to the needs of students in their classrooms. During the 2006-2007 fall school year, second grade and first grade students were added to MAP testing with kindergarten students that are reading to be tested in spring of each year. Technology enhanced items were added several years ago to prepare students for future computerized assessments. Many students at Oakview continue to score well above the National norms.

ACT Aspire – Oakview Subject Proficiency

	English	Math	Reading	Writing
% Ready	89	78	64	35
% Close	9	20	20	56
% In Need of Support	2	2	16	10

3rd Grade Proficiency

	English	Math	Reading	Writing
% Ready	89	84	64	32
% Close	10	15	16	57
% In Need of Support	1	2	20	11

3rd Grade National Percentile Rank

Math	Reading	Writing	English
84th	77th	74th	72nd

4th Grade Proficiency

	English	Math	Reading	Writing
% Ready	87	75	64	37
% Close	10	22	21	61
% In Need of Support	3	3	15	2

4th Grade National Percentile Rank

Math	Reading	Writing	English
84th	80th	80th	65th

5th Grade Proficiency

	English	Math	Reading	Writing
% Ready	91	75	63	35
% Close	8	24	24	51
% In Need of Support	1	1	13	14

5th Grade National Percentile Rank

Math	Reading	Writing	English
82nd	80th	78th	48th

ACT Aspire Oakview Comparison

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

ENGLISH

Oakview Elementary	299	146	40	8
90.2%				
Greenville County Schools	13,427	10,181	6,761	2,068
72.8%				
Elem Schools with Students Like Ours	253	118	45	9
86.9%				
Statewide	112,368	105,684	78,337	24,733
67.9%				
School: Grade 3	92	59	16	
89.3%				
School: Grade 4	101	37	10	
90.7%				
School: Grade 5	106	50	14	
90.7%				

READING

Oakview Elementary	160	158	99	76
64.5%				
Greenville County Schools	5,284	8,488	8,413	9,161
44.0%				
Elem Schools with Students Like Ours	127	127	102	69
59.8%				
Statewide	41,271	75,070	87,991	108,107
37.2%				
School: Grade 3	43	65	27	34
63.9%				
School: Grade 4	52	49	32	19
66.4%				
School: Grade 5	65	44	40	23
63.4%				

MATHEMATICS

Oakview Elementary	187	200	97	9
78.5%				
Greenville County Schools	7,738	9,805	10,387	4,545
54.0%				
Elem Schools with Students Like Ours	177	156	78	14
77.7%				
Statewide	59,092	90,980	114,023	57,428
46.7%				
School: Grade 3	79	63	24	
84.0%				
School: Grade 4	49	67	33	
76.3%				
School: Grade 5	59	70	40	
75.0%				

WRITING

Oakview Elementary	11	156	267	47
34.7%				
Greenville County Schools	715	8,006	16,604	5,193
28.5%				
Elem Schools with Students Like Ours	11	124	236	46
31.0%				
Statewide	5,426	68,628	165,272	64,594
24.4%				
School: Grade 3	45	93	18	
30.2%				
School: Grade 4	56	89		
38.4%				
School: Grade 5	6	55	85	25
35.7%				

ACT Readiness Levels

Results for groups with 4 or fewer students are not shown

Exceeding	Ready	Close	In Need of Support
	1872	342	256

76%

% Exceeding and Ready

Student Counts

PASS 4th & 5th Grade Science 2015
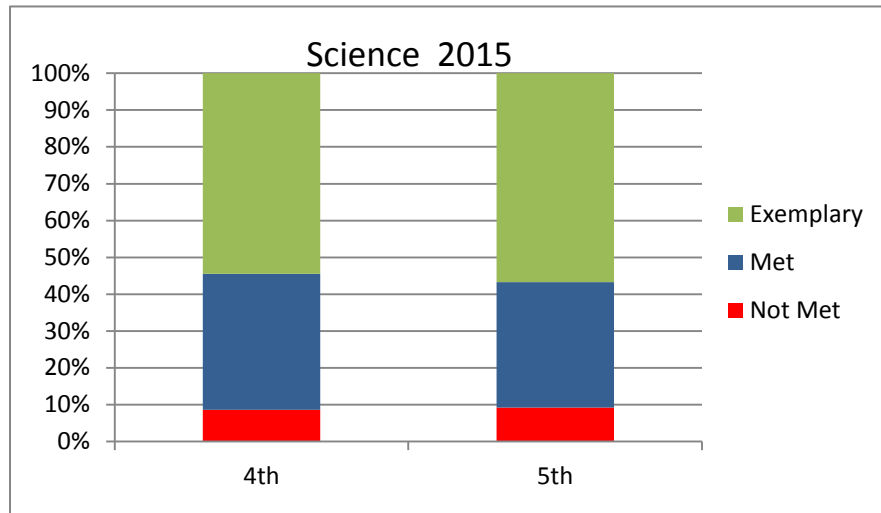
In the spring of 2015, all 4th and 5th grade students took the PASS Science test. In 4th grade, 88.8% of the students were Met and Exemplary. In 5th grade 85.5 % scored at the Exemplary and Met level.

Oakview Science Comparison
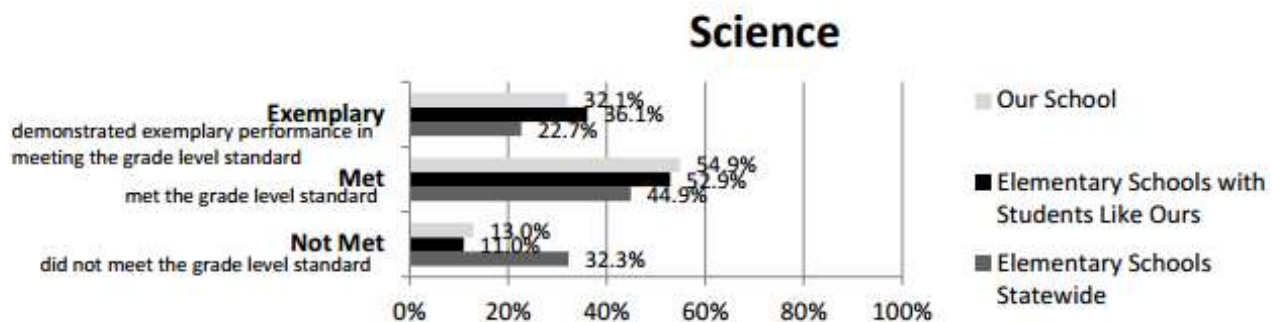
PASS 4th & 5th Grade Social Studies 2015

Social Studies 2015
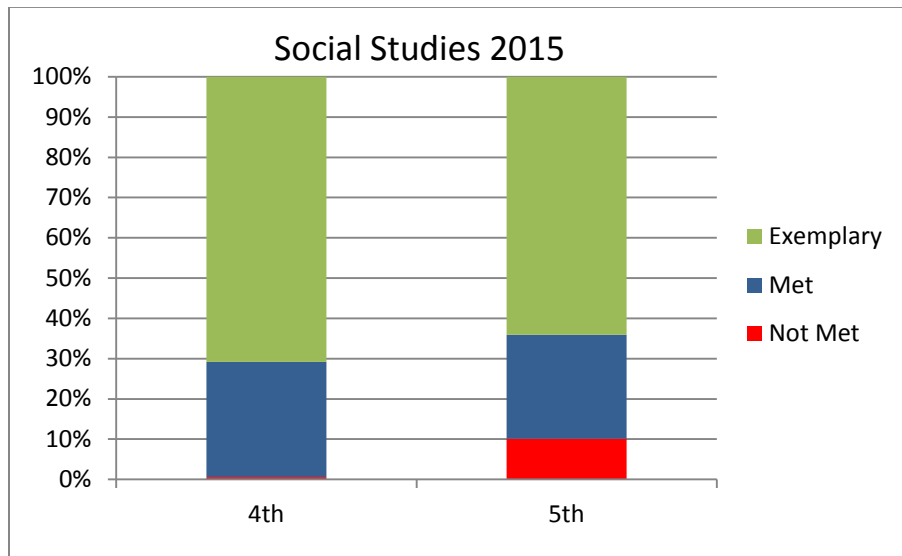
99.4% of students in 4th grade scored Met and Exemplary on Social Studies. 5th grade had a total of 89.9% of students scoring Met and Exemplary.

Oakview Social Studies Comparison

Social Studies

Exemplary — demonstrated exemplary performance in meeting the grade level standard: 68.2%, 65.2%, 36.7%

Met — met the grade level standard: 25.9%, 27.5%, 39.2%

Not Met — did not meet the grade level standard: 5.9%, 7.2%, 24.0%

PASS Writing 2014
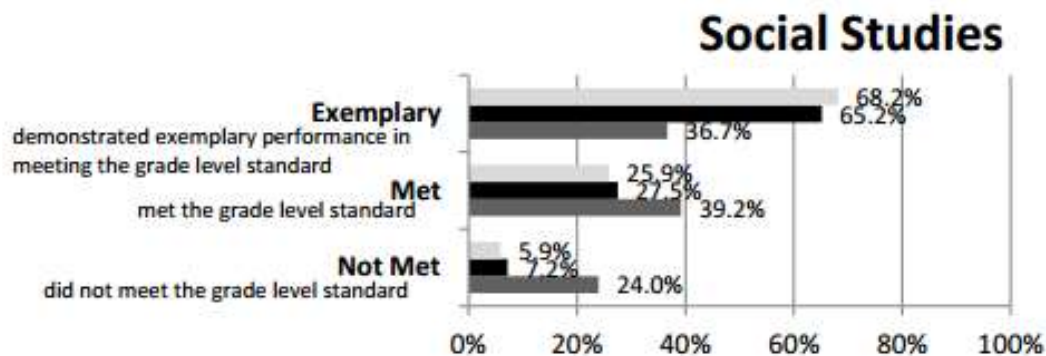
Writing By Grade Level 2014
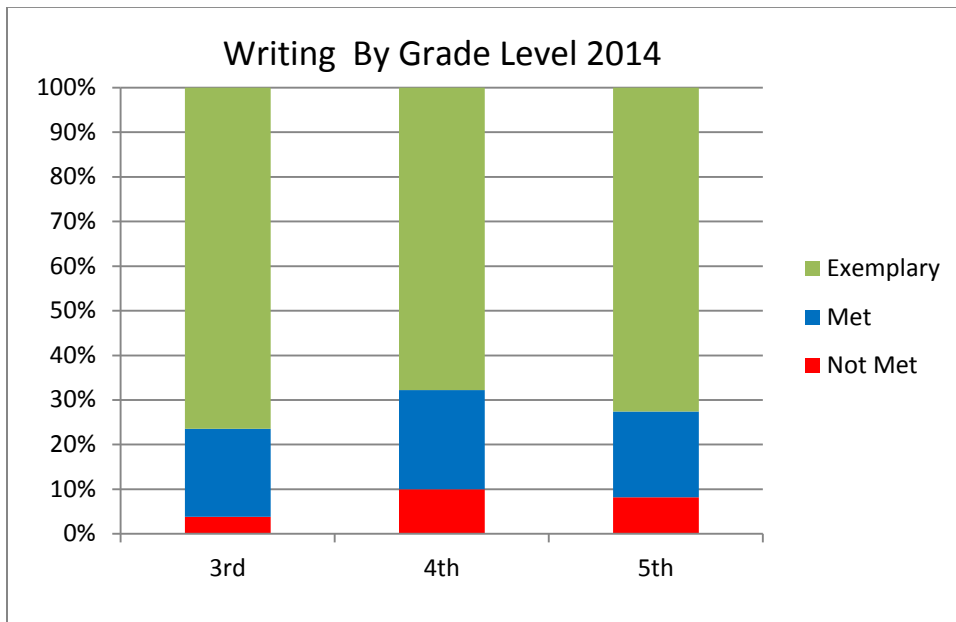
In March, 2014, 3rd – 5th grade students took the writing portion of the test. In 3rd grade, 76.4% of the students scored Exemplary. 5th grade had 72.5 % Exemplary and 4th had the smallest number with 67.8 %. The percentage of students scoring Not Met was the smallest in 3rd grade with only 3.8%. 5th grade followed 8.2%, followed by 4th grade with a larger percentage of 10.0%.

PASS Writing - All Students 2014
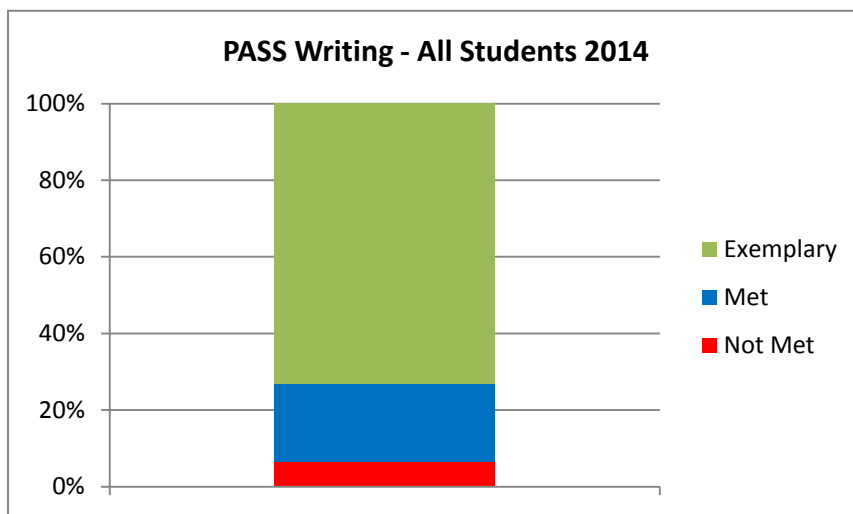
In grades, 3-5, 73.3% of students scored Exemplary in writing. 6.6% scored Not Met, with 20.2% scoring Met. A total of 93.5% scored proficient in writing in 2014.

PASS ELA 2014

ELA 2014
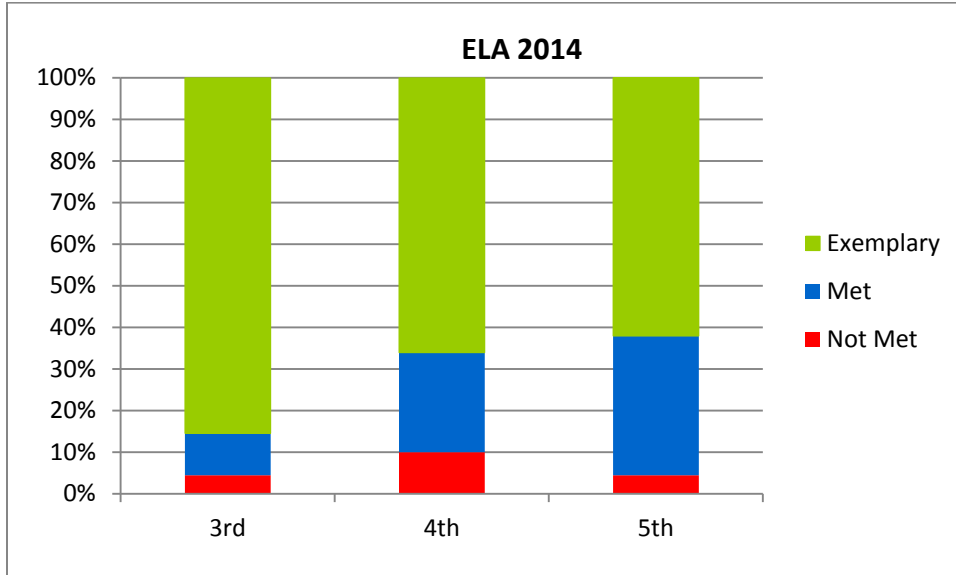
In 3rd grade 85.5% of students scored Exemplary in ELA. Both 4th and 5th grades were close in percentages with 66.1% scoring Exemplary followed by 5th grade with 62.1%. Both 3rd and 5th grades had 4.4% of students scoring Not Met. 4th grade had a larger number with 10.0% scoring Not Met.

PASS ELA - 2014 All Students

In 2014, 71.6% of Oakview's students scored Exemplary. 23.2% scored Met, with only 5.2% scoring Not Met.

PASS Math 2014

Math - All Students 2014
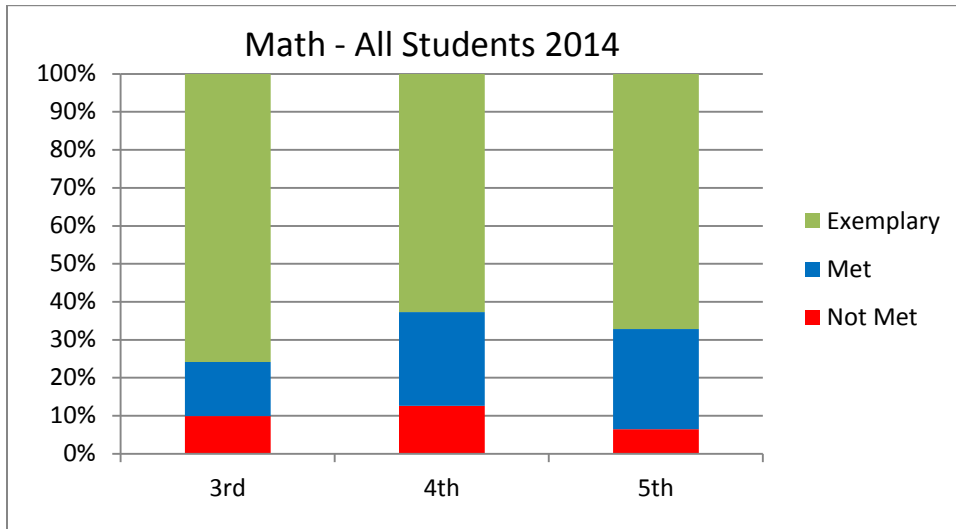
In the spring of 2014, 3rd grade students had the highest number of students scoring Exemplary with 75.8%. 5th grade students followed with 67.2% and 4th grade with 62.6%.

PASS Math 2014 - All Students
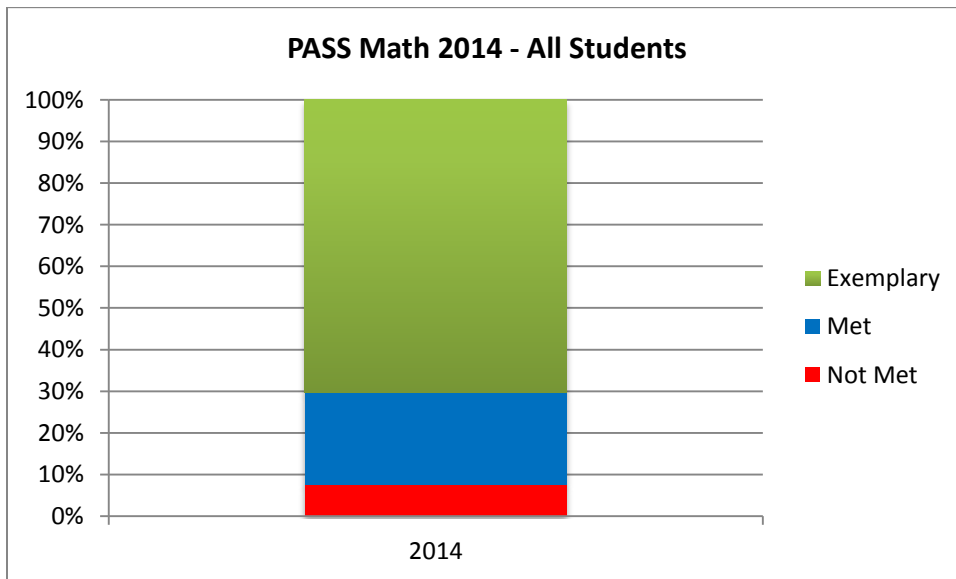
70.2% of all students scored Exemplary in math during 2014 testing. 22.2% scored Met and only 7.6% scored Not Met.

PASS Science 2014

Science - All Students 2014

A stacked bar chart showing percentages for 3rd, 4th, and 5th grade, with categories Exemplary (green), Met (blue), and Not Met (red).
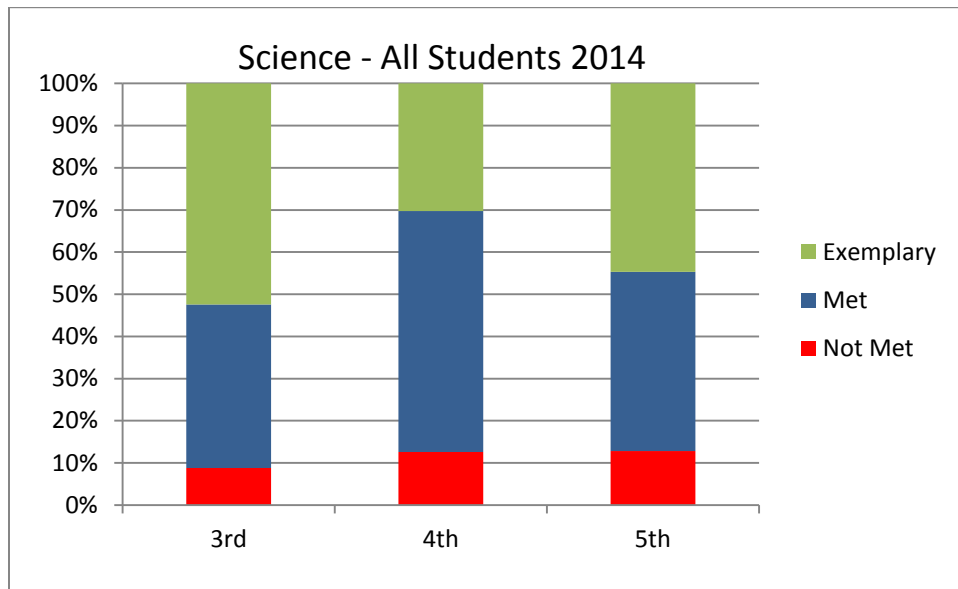
During 2014, 3rd grade had the largest number of students scoring Exemplary with 52.5%, followed by 5th grade with 44.7%. 4th grade had a drop in students scoring Exemplary with 30.2%. 4th grade had a larger number scoring Met with 57.1%, followed by fifth grade with 42.6%. 4th and 5th grade had almost the same number of students to score Not Met with 4th at 12.6% and 5th with 12.8%.

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Science PASS 2014 - All Students

A stacked bar chart for 2014 showing Exemplary (green), Met (blue), and Not Met (red).
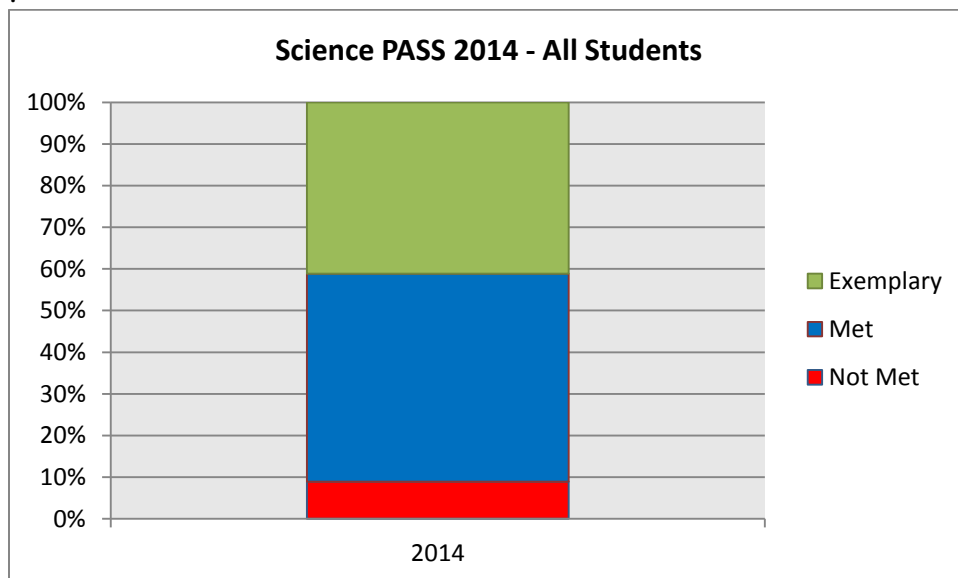
In 2014, a larger number of students score Met rather than Exemplary. 50% scored Met, and 41.1% scored Exemplary. 8.9% scored Not Met.

PASS Social Studies 2014

Social Studies - All Students 2014
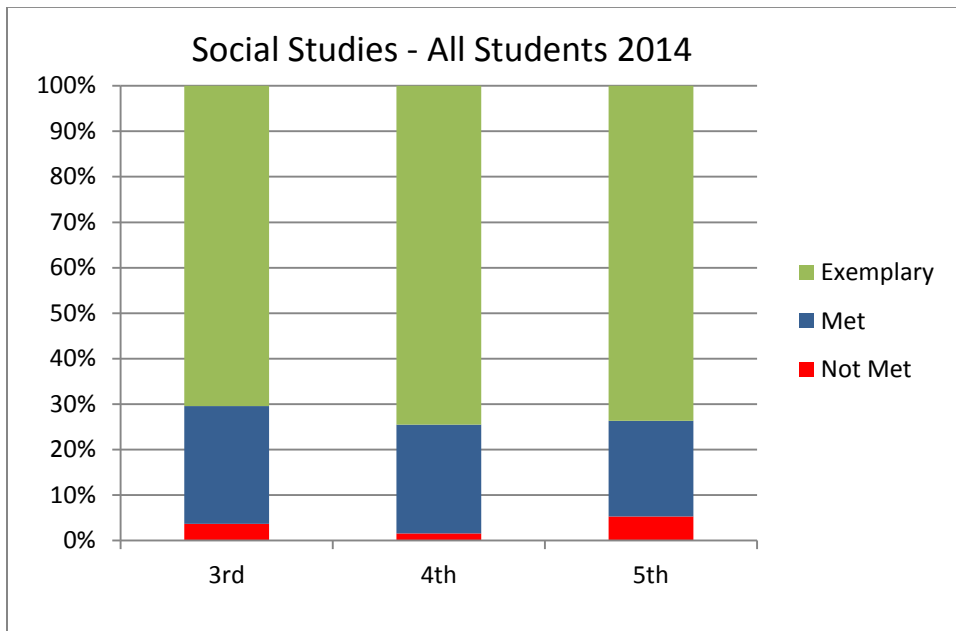
74.5% of 4th grade students scored Exemplary in 2014, followed by 5th grade with 73.7%. 3rd grade students had 70.4% scoring Exemplary. 4th grade had only 1.6% to score Not Met, followed by 3rd with 3.7%, and 5th with 5.3%.

Social Studies 2014 PASS - All Students
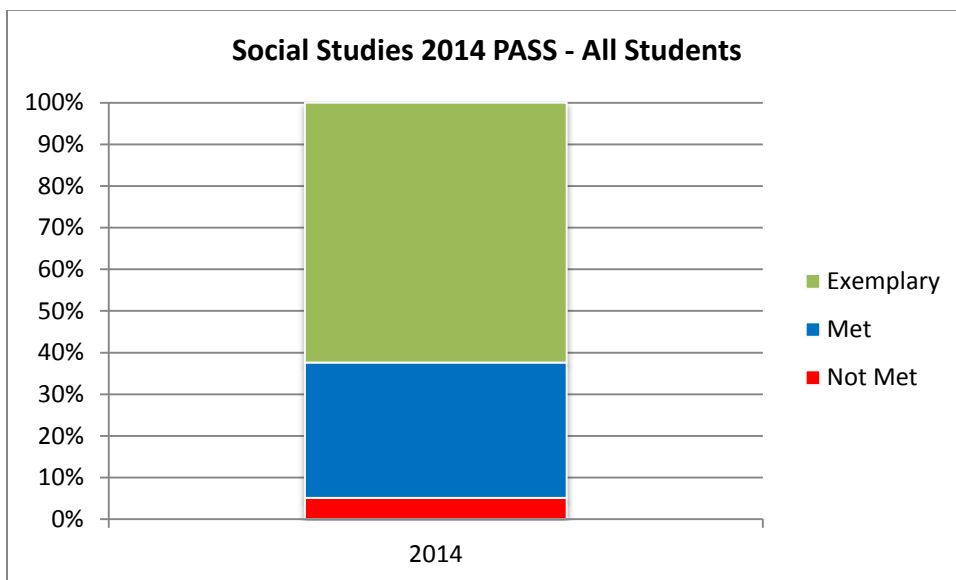
In 2014, 62.4% of all students scored Exemplary. 32.5% scored Met and 5.1% scored Not Met.

# PASS Writing 2013

PASS Writing by Grade Level 2013
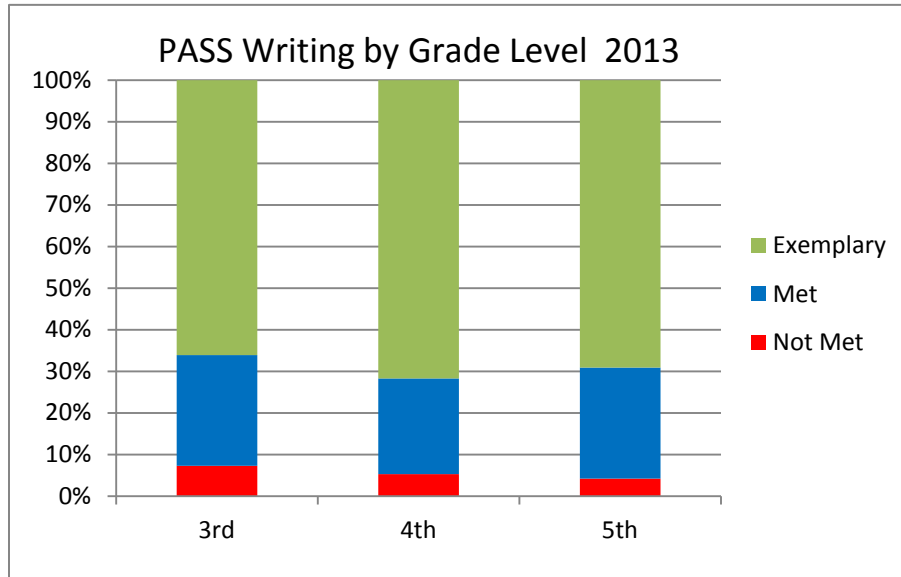
In March, 2013 3rd – 5th grade students all took the writing portion of the test. In 3rd grade 66.1% of the students scored Exemplary. 5th grade had 69.1% Exemplary and 4th had the largest number with71.7%. The percentage of students scoring Not Met was small in all grades. 5th grade had the smallest number of Not Met with 4.2%, followed by 4th grade with 5.3% and 3rd with 7.3%.

PASS Writing All Students 2013
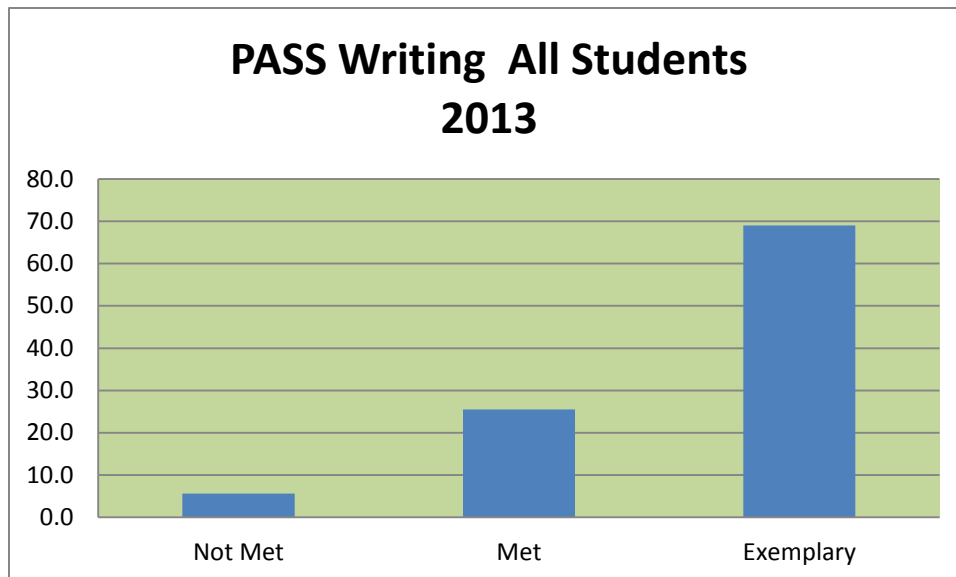
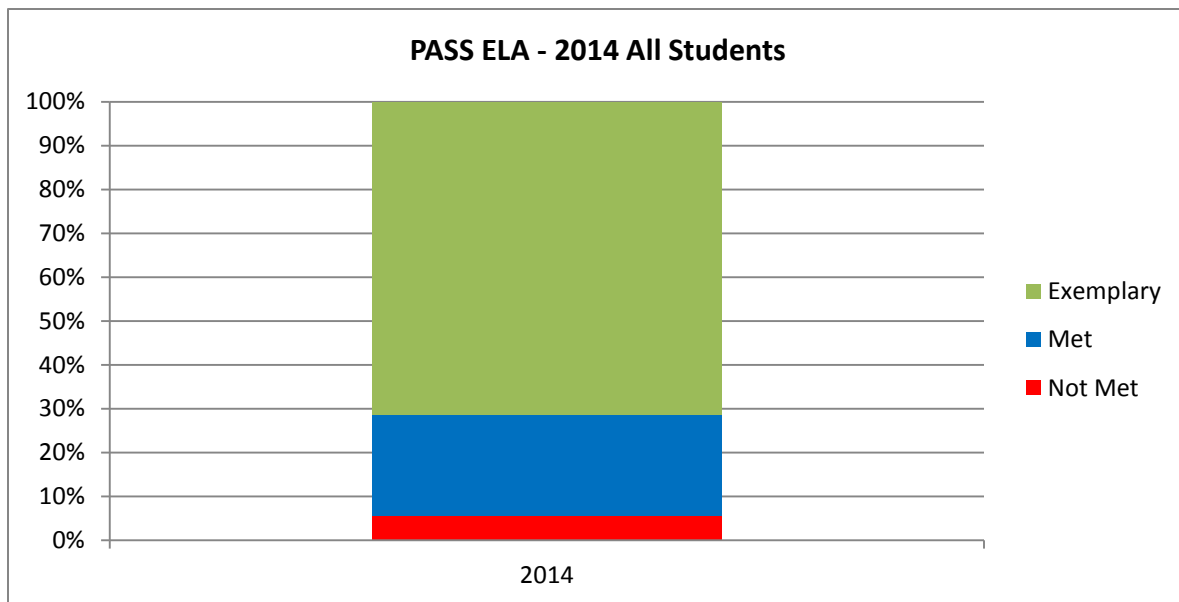In grades, 3-5, 69% of students scored Exemplary in writing. 5.6% scored Not Met, with 25.5% scoring Met. A total of 94.5% scored proficient in writing in 2013.

PASS Reading/Research 2013

By Grade Level
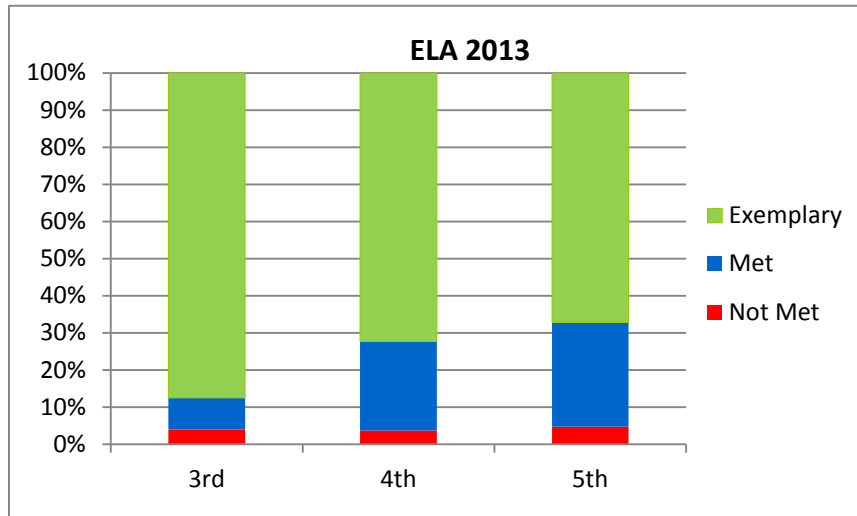
PASS Reading/Research scores were good for all grades. 3rd grade had 87.6% of students scoring Exemplary, followed by 4th with 72.3% and 5th with 67.2%. 4th grade had the smallest number of students to score Not Met with 3.7% followed by 5th with 4.7% and 3rd with 8.5%.
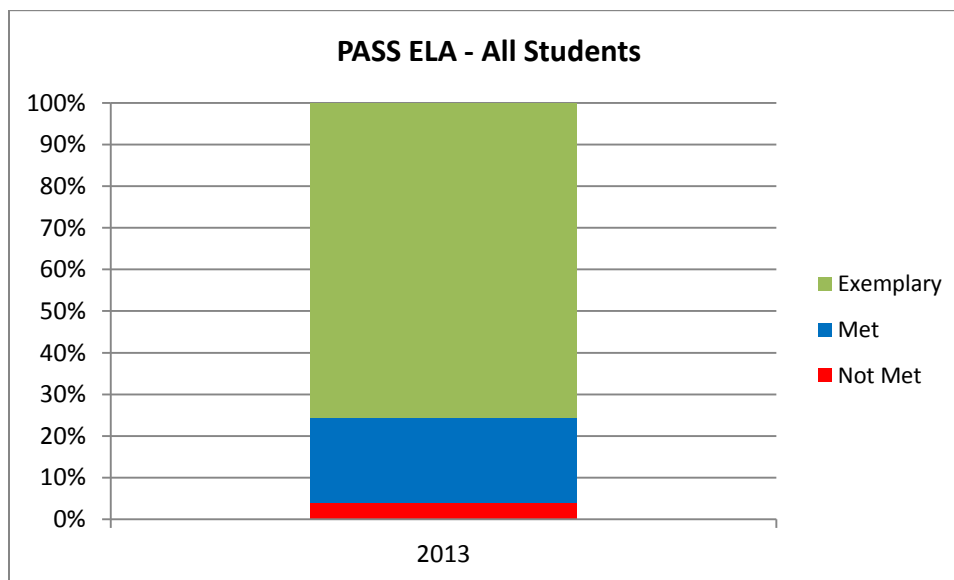
96% of students were proficient in PASS ELA in 2013. 4.0% scored Not Met with 75.6% scoring Exemplary.

PASS Math 2013

Math - All Students 2013

A stacked bar chart showing percentages for 3rd, 4th, and 5th grades with categories Exemplary (green), Met (blue), and Not Met (red).
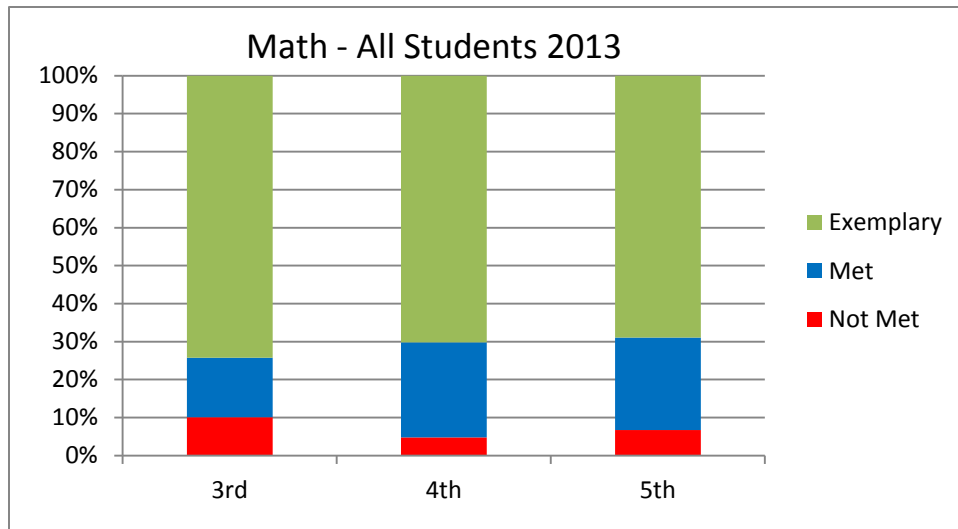
3rd grade students scored 74.2% Exemplary in math. 70.2% were Exemplary in 4th grade and 68.9% in 5th grade. The largest number of students scoring Not Met were in 3rd grade with 10.1%. The lowest number of Not Met students were in 4th grade with 4.8%

PASS Math - All Students

A stacked bar chart for 2013 showing Exemplary (green), Met (blue), and Not Met (red).
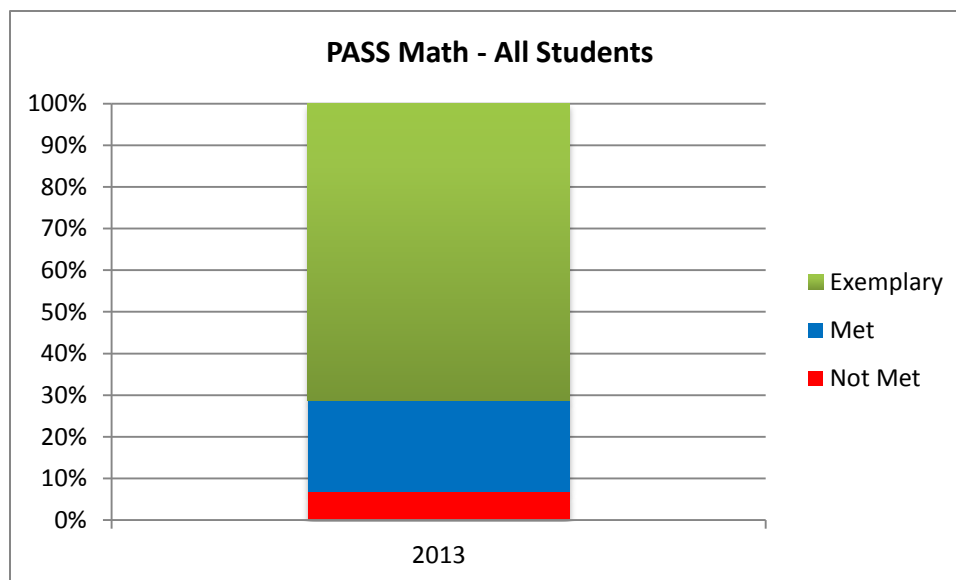
In 2013, 71.2% of students scored Exemplary. 21.9% scored Met, for a total of 93.1% proficient in math. 6.8% of all students in grades 3-5, scored Not Met

PASS Science 2013

Science - All Students 2013
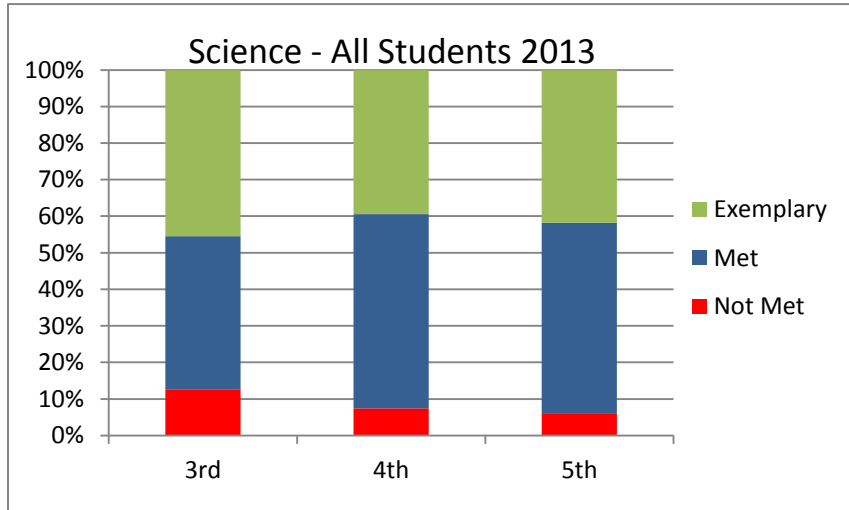
All 4th grade students were tested in science. Students in 3rd and 5th grades randomly sampled to test in science. 4th grade and 5th grade students scored higher in the MET category with 53.2% in 4th grade and 52.0% in 5th. 3rd grade had the highest number of students scoring Not Met with 12.5%.

PASS Social Studies 2013

Social Studies - All Students
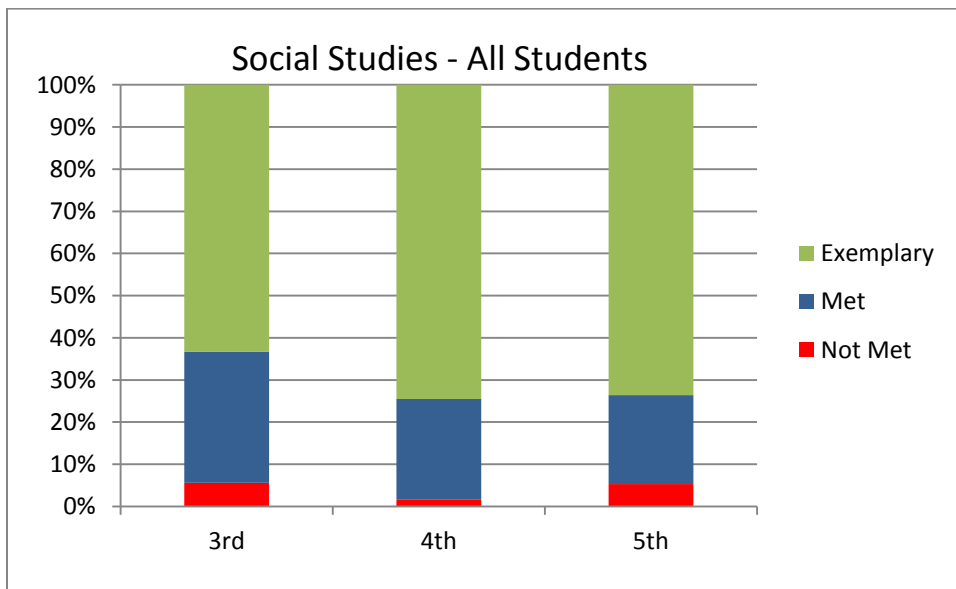
All 4th grade students are tested in social studies. Students in 3rd and 5th grades randomly sampled for social studies. 4th and 5th grade students were almost equal in the number who scored Exemplary. 4th grade had the highest number with 74.5% while 5th grade had 73.7%. 4th grade had the smallest number to score Not Met with 1.6%.

PASS Writing 2012

5th Grade Writing 2012
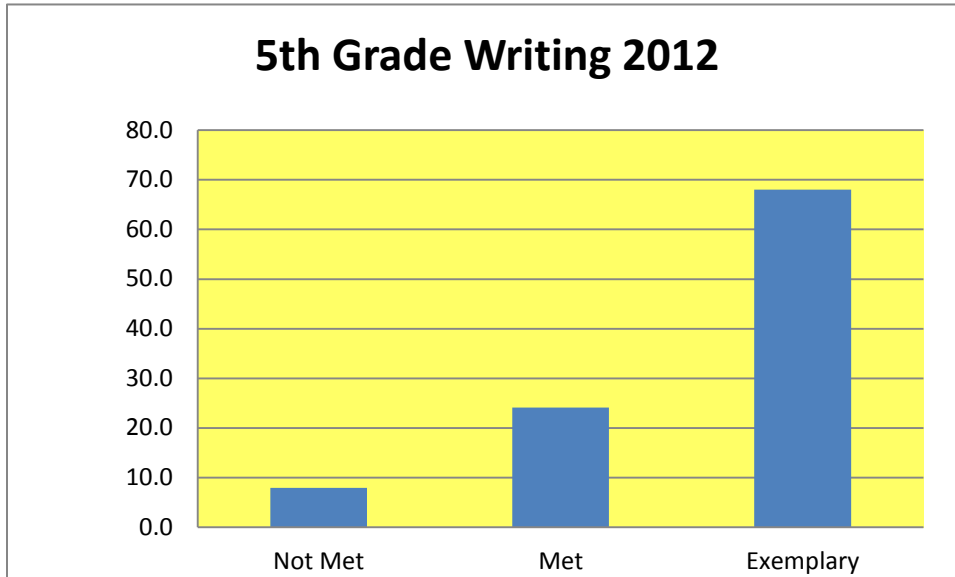
Due to budget constraints during the 2011-2012 school year, 5th grade students were the only students to participate in the writing portion of the PASS test. 7.9% of students scored Not Met, 24.1% were in the Met category. The largest percentage scored Exemplary with 68.0%.

Teachers use anchor charts to scaffold students during reading and writing instruction
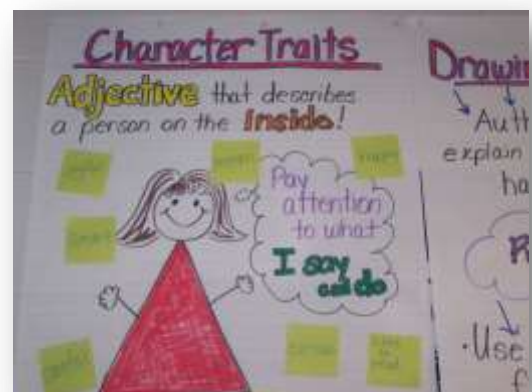
PASS Reading/Research 2012

All Students by Grade Level

PASS ELA 2012
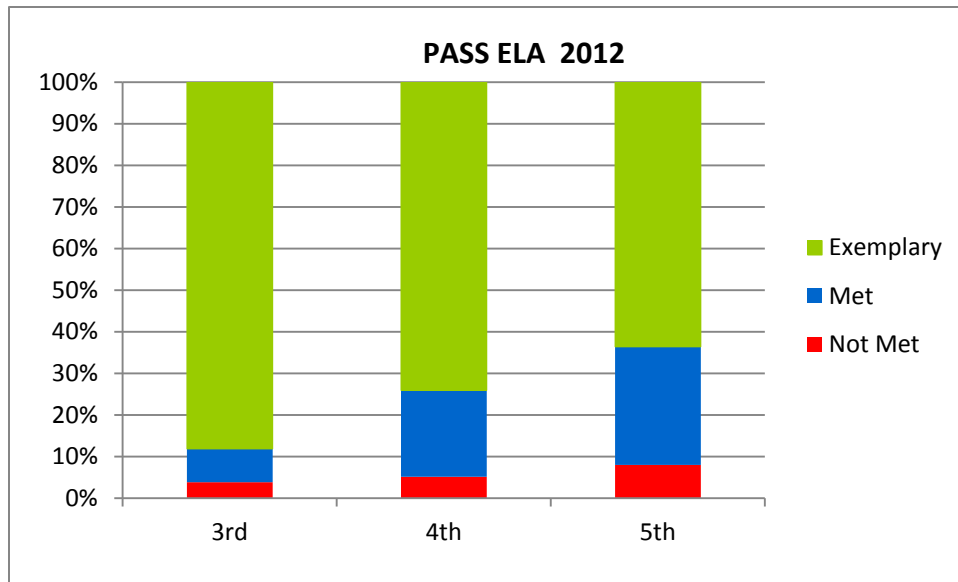
3rd grade had the largest number of students scoring Exemplary, with 88.2%, followed by 4th grade with 74.1%. 5th grade had a total of 64.0% in the Exemplary category.

Reading and Research - White Students
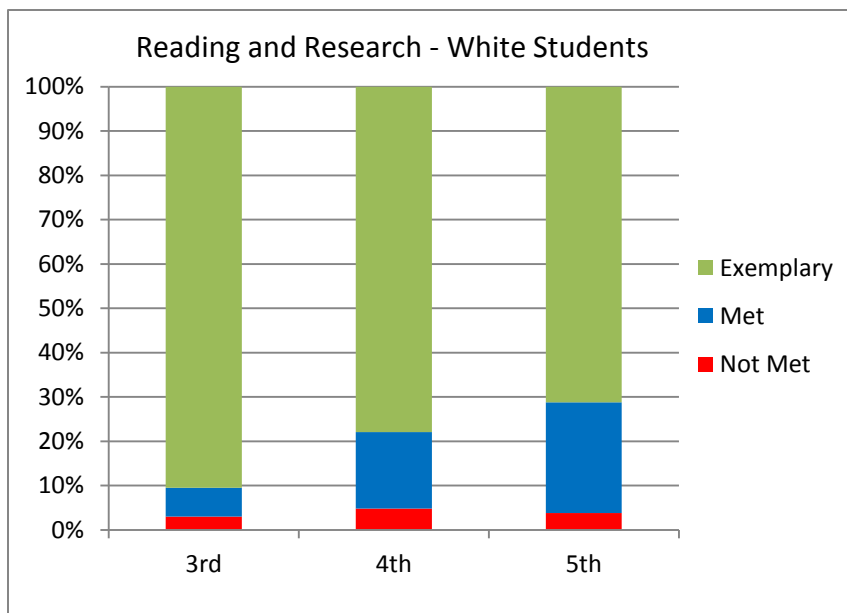
3rd grade had 90.5% of students scoring Exemplary, followed by 4th with 78% and 5th with 71.2%. Impressive scores for all white students in all grades.

Reading and Research - African American Students
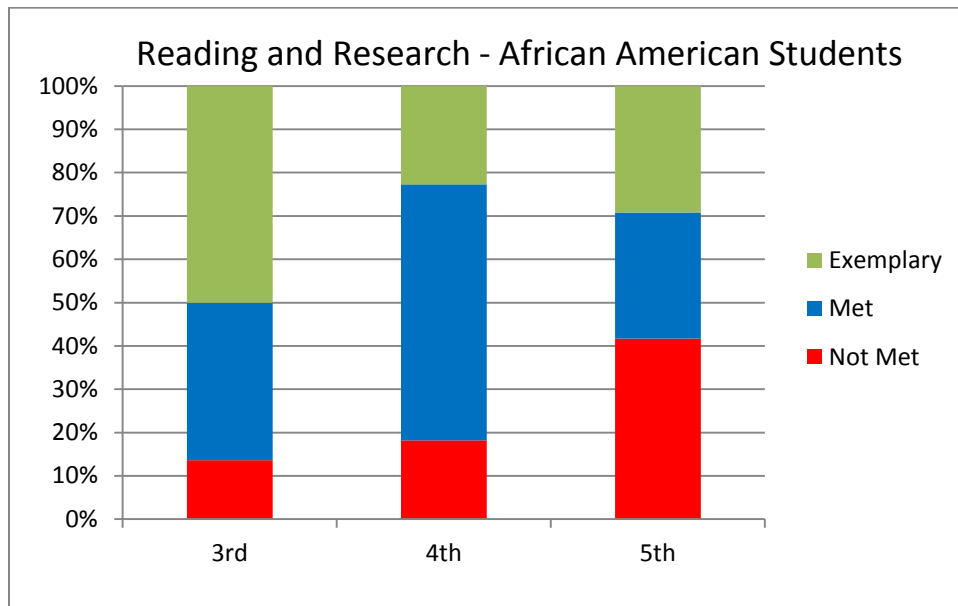
In 2012, African American students in 3rd grade had the highest percentage.
 scoring Exemplary with 50%. In 4th the percentage scoring Exemplary dropped to 22.7%.
Students in the 4th grade Met category were the largest group of all grade levels with 59.1%.
The largest group of African American students in the Not Met category was in 4th grade
with 59.1%.

Reading and Research - Students with Disabilities
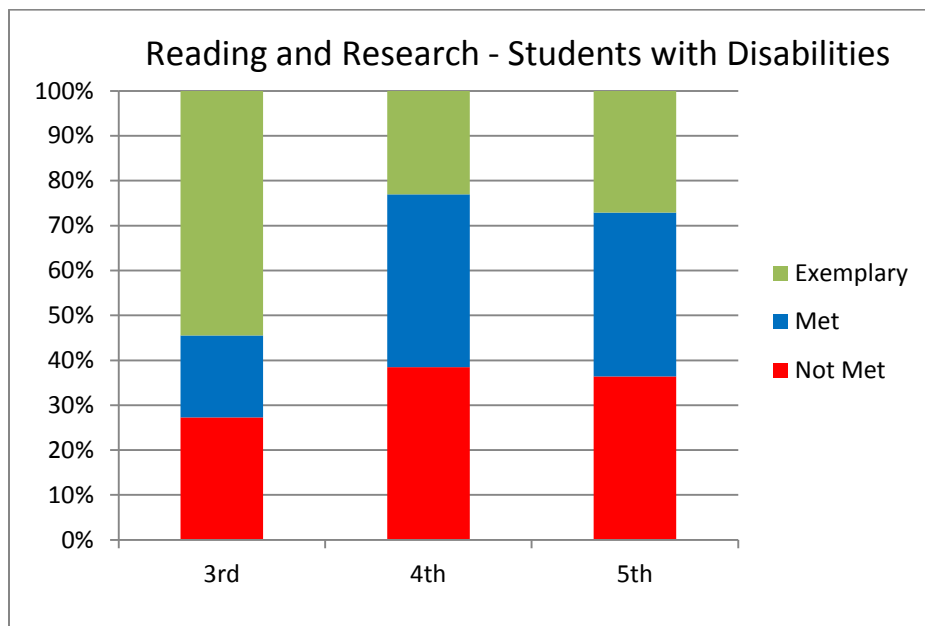
3rd grade students with disabilities had the largest number of students to score Exemplary
with 54.5%. 4th and 5th grade students were almost equal in category distribution. 4th grade
had 38.5% Not Met, 38.5% Met and 23.1% Exemplary. 5th grade had 36.4% Not Met, 36.4% Met
and 27.3 Exemplary. Students with disabilities continue to be the greatest challenge.

Grade 3

English Language Arts (Reading and Research)

	A	B	C	D	E	F	G
All Students	220	4.1	8.6	87.3	95.9	703.0	59.5
Male	111	5.4	9.9	84.7	94.6	693.1	55.9
Female	109	2.8	7.3	89.9	97.2	713.1	61.2
Hispanic or Latino	8						
American Indian or Alaska Native	0						
Asian	17	5.9		94.1	94.1	713.6	62.7
Black or African American	22	13.6	36.4	50.0	86.4	646.3	47.7
Native Hawaiian or Other Pacific Islander	0						
White	168	3.0	6.5	90.5	97.0	708.9	57.3
Two or more races	5						
Disabled	22	27.3	18.2	54.5	72.7	645.4	54.4
Not Disabled	198	1.5	7.6	90.9	98.5	709.4	56.5
Migrant	0						
Non-migrant	220	4.1	8.6	87.3	95.9	703.0	59.5
Limited English Proficient	18	5.6		94.4	94.4	722.4	65.2
Non-LEP	202	4.0	9.4	86.6	96.0	701.3	58.6
Subsidized Meals	27	18.5	25.9	55.6	81.5	655.3	60.9
Full-Pay Meals	193	2.1	6.2	91.7	97.9	709.7	56.1

Grade 4

English Language Arts (Reading and Research)

	A	B	C	D	E	F	G
All Students	226	5.8	22.1	72.1	94.2	675.1	45.9
Male	136	7.4	22.1	70.6	92.6	671.6	45.9
Female	90	3.3	22.2	74.4	96.7	680.3	45.4
Hispanic or Latino	9						
American Indian or Alaska Native	0						
Asian	19		5.3	94.7	100.0	703.3	25.4
Black or African American	22	18.2	59.1	22.7	81.8	626.4	39.5
Native Hawaiian or Other Pacific Islander	1						
White	168	4.8	17.3	78.0	95.2	680.0	44.5
Two or more races	7						
Disabled	13	38.5	38.5	23.1	61.5	619.0	48.1
Not Disabled	213	3.8	21.1	75.1	96.2	678.5	43.4
Migrant	0						
Non-migrant	226	5.8	22.1	72.1	94.2	675.1	45.9
Limited English Proficient	21		28.6	71.4	100.0	684.4	39.7
Non-LEP	205	6.3	21.5	72.2	93.7	674.1	46.3
Subsidized Meals	35	22.9	51.4	25.7	77.1	630.3	39.9
Full-Pay Meals	191	2.6	16.8	80.6	97.4	683.3	42.0

Grade 5

English Language Arts (Reading and Research)

	A	B	C	D	E	F	G
All Students	209	8.1	29.2	62.7	91.9	669.3	48.4
Male	87	9.2	32.2	58.6	90.8	667.1	50.0
Female	122	7.4	27.0	65.6	92.6	670.9	47.2
Hispanic or Latino	9						
American Indian or Alaska Native	0						
Asian	12		16.7	83.3	100.0	697.3	36.7
Black or African American	23	34.8	47.8	17.4	65.2	620.5	44.6
Native Hawaiian or Other Pacific Islander	0						
White	157	5.7	26.1	68.2	94.3	674.5	46.3
Two or more races	8						
Disabled	10	50.0	50.0		50.0	601.5	26.8
Not Disabled	199	6.0	28.1	65.8	94.0	672.7	46.7
Migrant	0						
Non-migrant	209	8.1	29.2	62.7	91.9	669.3	48.4
Limited English Proficient	22	4.5	31.8	63.6	95.5	666.2	41.2
Non-LEP	187	8.6	28.9	62.6	91.4	669.7	49.2
Subsidized Meals	30	26.7	43.3	30.0	73.3	634.0	51.5
Full-Pay Meals	179	5.0	26.8	68.2	95.0	675.2	45.3

PASS Math 2012

Math - All Students
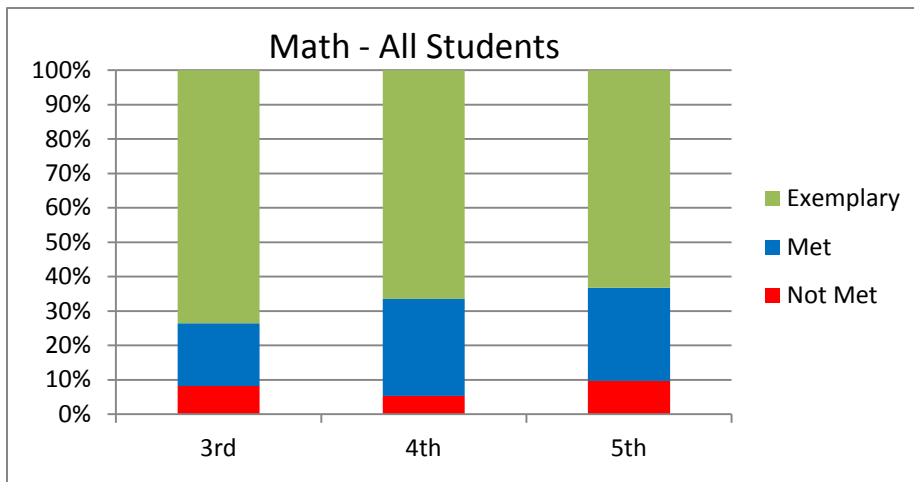
Students in grade 3 scored 91.8% Met and Exemplary with 8.2% scoring Not Met.
Fourth grade had an even higher number scoring Met a Met nd Exemplary with 94.7%.
5.3% scored Not Met. Fifth grade had the highest number of Not Met with 9.6%. 90.4% of fifth
grade students scored Met or Exemplary.
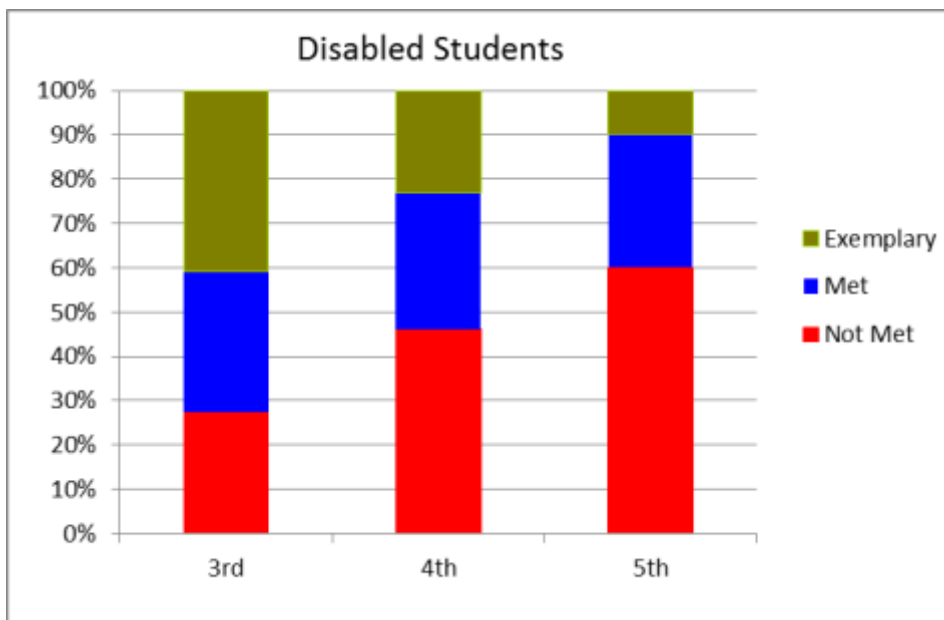
Disabled Students

Disabled students in all grade levels continue to have a higher number of students scoring
Not Met. An increase in the percentage of disabled students scoring Not Met is shown from 3rd to
5th grades. Perhaps this is due to increased difficulty with math concepts. 5th grade had the
highest number with 60% scoring Not Met.

Math - African American Students
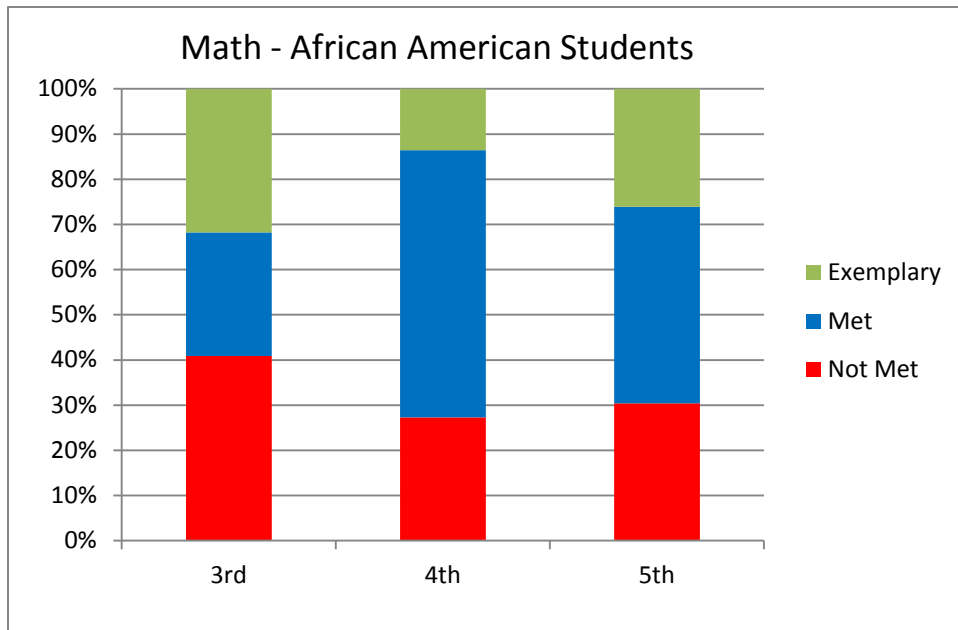
3rd grade African American students had 59.1% of students scoring Met and Exemplary. 40.9% scored in the Not Met category. 4th grade had the highest percentage of students scoring Met and Exemplary with 72.7%, and the lowest number of students scoring Not Met with 27.3%. 5th grade students scored 69.9% Met and Exemplary with 30.4% Not Met.

Math - White Students
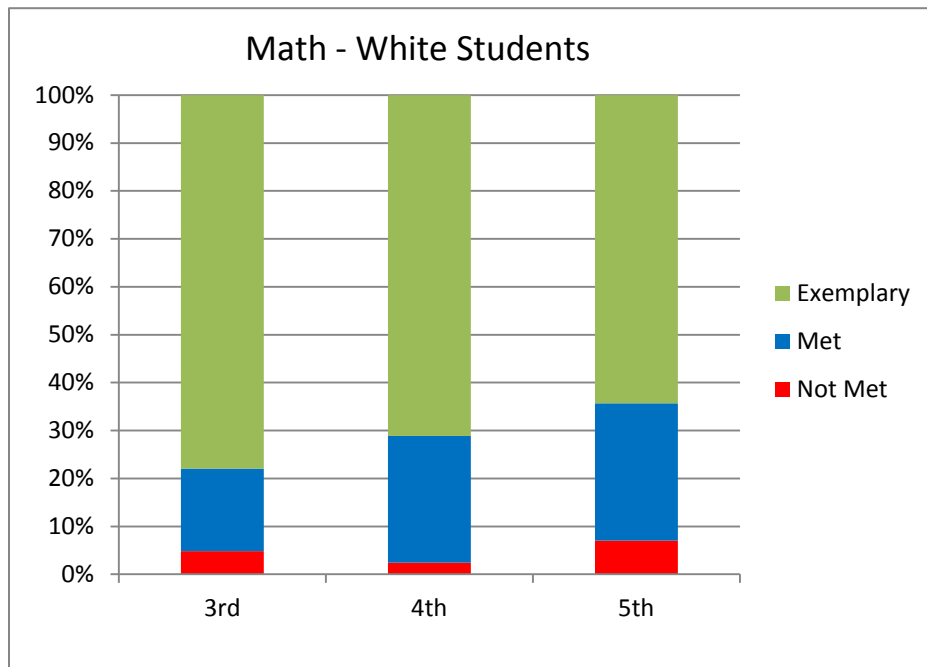
3rd grade white students had 95.2% to score Met and Exemplary with 4.8% scoring Not Met. 4th grade had 2.4% scoring Not Met with 97.6 in the Met and Exemplary category. 5th grade had 7.0% scoring Not Met, and 93% scoring Met and Exemplar

Grade 3   Math by Demographics

Mathematics

	A	B	C	D	E	F	G
All Students	220	8.2	18.2	73.6	91.8	672.9	53.5
Male	111	9.0	18.0	73.0	91.0	673.2	52.8
Female	109	7.3	18.3	74.3	92.7	672.6	54.2
Hispanic or Latino	8						
American Indian or Alaska Native	0						
Asian	17	5.9	11.8	82.4	94.1	691.9	52.3
Black or African American	22	40.9	27.3	31.8	59.1	622.0	58.8
Native Hawaiian or Other Pacific Islander	0						
White	168	4.8	17.3	78.0	95.2	677.5	50.1
Two or more races	5						
Disabled	22	27.3	31.8	40.9	72.7	627.2	58.0
Not Disabled	198	6.1	16.7	77.3	93.9	678.0	50.5
Migrant	0						
Non-migrant	220	8.2	18.2	73.6	91.8	672.9	53.5
Limited English Proficient	18	5.6	16.7	77.8	94.4	681.7	52.9
Non-LEP	202	8.4	18.3	73.3	91.6	672.2	53.5
Subsidized Meals	27	33.3	25.9	40.7	66.7	625.2	50.3
Full-Pay Meals	193	4.7	17.1	78.2	95.3	679.6	50.4

Grade 4   Math by Demographics

Mathematics

	A	B	C	D	E	F	G
All Students	228	5.3	28.9	65.8	94.7	682.1	54.6
Male	138	5.8	24.6	69.6	94.2	683.5	53.7
Female	90	4.4	35.6	60.0	95.6	680.0	55.8
Hispanic or Latino	9						
American Indian or Alaska Native	0						
Asian	19			100.0	100.0	725.2	27.8
Black or African American	22	27.3	59.1	13.6	72.7	621.8	29.3
Native Hawaiian or Other Pacific Islander	1						
White	170	2.4	26.5	71.2	97.6	687.3	51.4
Two or more races	7						
Disabled	13	46.2	30.8	23.1	53.8	623.0	51.6
Not Disabled	215	2.8	28.8	68.4	97.2	685.7	52.7
Migrant	0						
Non-migrant	228	5.3	28.9	65.8	94.7	682.1	54.6
Limited English Proficient	23	4.3	26.1	69.6	95.7	701.4	62.4
Non-LEP	205	5.4	29.3	65.4	94.6	680.0	53.2
Subsidized Meals	35	28.6	54.3	17.1	71.4	626.3	43.0
Full-Pay Meals	193	1.0	24.4	74.6	99.0	692.2	50.2

Grade 5 Math by Demographics

Mathematics

	A	B	C	D	E	F	G
All Students	209	9.6	27.8	62.7	90.4	675.5	54.7
Male	87	11.5	21.8	66.7	88.5	679.7	55.1
Female	122	8.2	32.0	59.8	91.8	672.4	54.2
Hispanic or Latino	9						
American Indian or Alaska Native	0						
Asian	12			100.0	100.0	725.9	44.6
Black or African American	23	30.4	43.5	26.1	69.6	626.9	52.7
Native Hawaiian or Other Pacific Islander	0						
White	157	7.0	28.7	64.3	93.0	679.4	51.4
Two or more races	8						
Disabled	10	60.0	30.0	10.0	40.0	603.5	35.9
Not Disabled	199	7.0	27.6	65.3	93.0	679.1	52.9
Migrant	0						
Non-migrant	209	9.6	27.8	62.7	90.4	675.5	54.7
Limited English Proficient	22	9.1	18.2	72.7	90.9	696.2	59.8
Non-LEP	187	9.6	28.9	61.5	90.4	673.0	53.5
Subsidized Meals	30	30.0	33.3	36.7	70.0	636.9	55.2
Full-Pay Meals	179	6.1	26.8	67.0	93.9	681.9	51.9

PASS Science 2012

Science

Grade	A	B	C	D	E	F	G
3	110	11.8	40.0	48.2	88.2	648.4	43.0
4	228	9.6	66.7	23.7	90.4	653.9	40.8
5	104	11.5	37.5	51.0	88.5	667.8	55.3

Column Legend

A) Number of Students tested

B) Percentage of Students Scoring "Not Met"

C) Percentage of Students Scoring "Met"

D) Percentage of Students Scoring "Exemplary"

By Standard Grade 3

Science

	A	B	C	D
Scientific Inquiry	110	6.4	40.9	52.7
Habitats & Adaptation	110	5.5	56.4	38.2
Earth's Materials & Changes	110	10.9	50.9	38.2
Heat & Changes in Matter	110	3.6	48.2	48.2
Motion & Sound	110	9.1	57.3	33.6

By Standard Grade 4

Science

	A	B	C	D
Scientific Inquiry	228	5.3	39.9	54.8
Organisms & Their Environments	228	6.6	43.4	50.0
Astronomy	228	7.5	57.0	35.5
Weather	228	6.6	54.4	39.0
Properties of Light & Electricity	228	5.3	24.6	70.2

By Standard Grade 5

Science

	A	B	C	D
Scientific Inquiry	104	5.8	39.4	54.8
Ecosystems: Terrestrial & Aquatic	104	11.5	36.5	51.9
Landforms & Oceans	104	11.5	41.3	47.1
Properties of Matter	104	13.5	40.4	46.2
Forces & Motion	104	7.7	29.8	62.5

Science - 2012 All Students
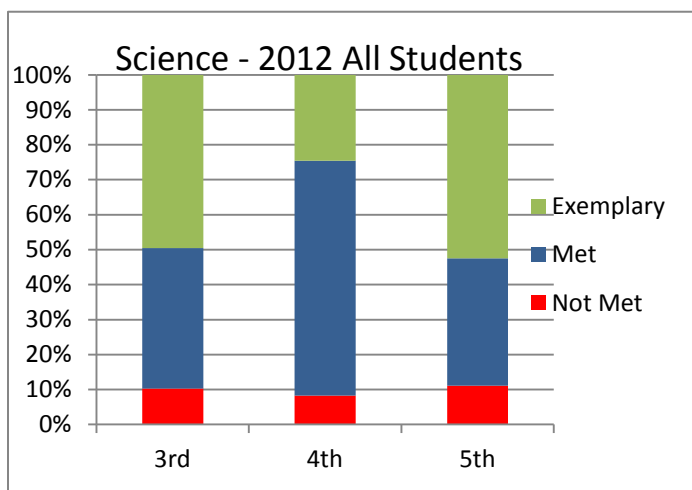
The smallest number of students scoring Not Met was in 4th grade with 8.3%. 4th grade had the largest number of students scoring in the Met category. Totals for 3rd – 5th grades for all students were 9.5% Not Met, with 90.5% scoring Met and Exemplary.

PASS Social Studies 2012

Social Studies							
Grade	A	B	C	D	E	F	G
3	110	4.5	26.4	69.1	95.5	680.3	47.7
4	228	4.8	28.9	66.2	95.2	696.8	60.4
5	105	7.6	34.3	58.1	92.4	665.0	46.0

Column Legend

A) Number of Students tested

B) Percentage of Students Scoring "Not Met"

C) Percentage of Students Scoring "Met"

D) Percentage of Students Scoring "Exemplary"

By Standard Grade 3

Social Studies	A	B	C	D
Places, Regions, & Human Systems	110	4.5	31.8	63.6
Exploration & Settlement	110	0.9	29.1	70.0
American Revolution & New Nation	110	4.5	25.5	70.0
Civil War & Reconstruction	110		18.2	81.8
Late 19th & 20th Century S.C.	110	1.8	19.1	79.1

83

By Standard Grade 4

Social Studies				
	A	B	C	D
Exploration	228	9.2	32.5	58.3
Settlement	228	7.9	32.9	59.2
Colonial Conflict	228	4.8	20.6	74.6
A New Nation	228	2.6	29.4	68.0
Westward Expansion	228	1.8	19.3	78.9
Civil War	228	2.6	18.4	78.9

By Standard Grade 5

Social Studies				
	A	B	C	D
Reconstruction	105	10.5	28.6	61.0
Westward Expansion	105	1.9	40.0	58.1
U.S. as a World Power	105	8.6	41.0	50.5
The 1920s - 1940s	105	2.9	14.3	82.9
Cold War Era	105	5.7	33.3	61.0
Developments Since 1989	105	14.3	43.8	41.9

Social Studies - 2012 All Students
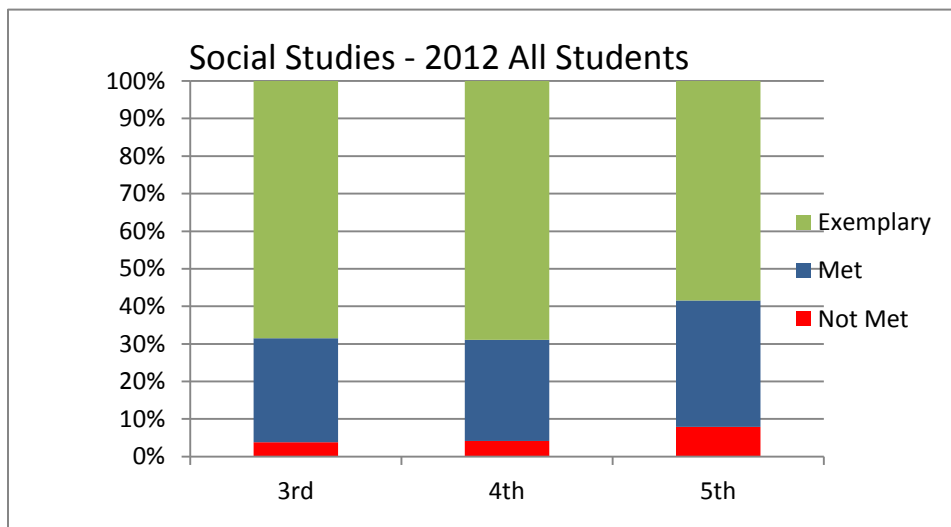
A total of 5.0% of students in 3rd-5th grades scored Not Met in Social Studies.
The majority of students, 66.4% scored Exemplary for a total in grades 3-5.
A total of all students scoring Met and Exemplary was 94.1%.

ESEA Federal Accountability 2014

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Elementary and Secondary Education Act. This waiver allowed SC to replace the former pass/fail system with on that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years.

Oakview Elementary

2014 Elementary Matrix

TITLE	ELA Prof.	Math Prof.	Science Prof.	Social Studies Prof.	ELA % Tested	Math % Tested
Total Points	8.8	8.6	6.5	7.8	9	9
Total AMO's	9	9	7	8	9	9
% Obj. Met	97.78	95.56	92.86	97.5	100	100
Weight	.4	.4	.05	.05	.05	.05
Weighted Points Subtotal	39.11	38.22	4.64	4.88	5	5
TOTAL POINTS	96.9					

Oakview's Rating

Federal Accountability A 6 Year Comparison

2009	2010	2011	2012	2013	2014
Met AYP	Met AYP	Met AYP	Grade A	Grade A	Grade A
29	27	27	98.3	98.9	96.9

Targets Increase Annually

Oakview Elementary

SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	679.1	688.2	660.5	681.3	100.0	100.0	100.0
Male	680.4	693.2	669.9	692.7	100.0	100.0	100.0
Female	677.9	683.3	651.4	670.6	100.0	100.0	100.0
White	682.4	690.8	664.3	685.1	100.0	100.0	100.0
African American	639.6	631.4	620.0	634.9	100.0	100.0	100.0
Asian/Pacific Islander	692.9	717.3	670.4	701.9	100.0	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	627.6	617.0	N/A	N/A	100.0	100.0	N/A
Limited English Proficient	680.1	705.8	N/A	687.9	100.0	100.0	N/A
Subsidized Meals	643.8	641.0	625.5	636.1	100.0	100.0	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

Two Year Elementary and Middle School Grades Trend Data

2013

Grade	SCPASS ELA N	SCPASS ELA Mean	SCPASS ELA % Tested	SCPASS Math N	SCPASS Math Mean	SCPASS Math % Tested
3	178	684.4	100.0	178	669.4	100.0
4	188	673.0	100.0	188	687.9	100.0
5	193	682.0	100.0	193	680.4	100.0
6	N/A	N/A	N/AV	N/A	N/A	N/AV
7	N/A	N/A	N/AV	N/A	N/A	N/AV
8	N/A	N/A	N/AV	N/A	N/A	N/AV

Grade	SCPASS Science N	SCPASS Science Mean	SCPASS Science % Tested	SCPASS Social Studies*/History N	SCPASS Social Studies*/History Mean	SCPASS Social Studies*/History % Tested
3	88	649.4	100.0	90	667.6	100.0
4	188	663.1	100.0	188	711.6	100.0
5	98	664.6	100.0	95	684.1	100.0
6	N/A	N/A	N/AV	N/A	N/A	N/AV
7	N/A	N/A	N/AV	N/A	N/A	N/AV
8	N/A	N/A	N/AV	N/A	N/A	N/AV

2014

Grade	SCPASS ELA N	SCPASS ELA Mean	SCPASS ELA % Tested	SCPASS Math N	SCPASS Math Mean	SCPASS Math % Tested
3	159	695.3	100.0	159	680.4	98.8
4	179	670.0	100.0	179	685.0	98.9
5	182	673.9	100.0	182	698.2	97.8
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A

Grade	SCPASS Science N	SCPASS Science Mean	SCPASS Science % Tested	SCPASS Social Studies*/History N	SCPASS Social Studies*/History Mean	SCPASS Social Studies*/History % Tested
3	79	652.6	98.8	80	677.4	98.8
4	179	656.1	98.9	179	688.5	98.9
5	93	675.7	98.9	89	670.3	96.7
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A

Oakview ITBS 2015

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

School: Oakview Elem
District: GREENVILLE COUNTY

Form-Level: F-7
Test Date: 11/2015
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				
Oakview Elem 2301108 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	147							147		147				
Average Standard Score (SS)	169.4							167.7		167.7				
Average Predicted Standard Score (PSS)	161.5							159.8		159.8				
Difference (SS-PSS)	7.9							7.9		7.9				
National Percentile Rank of Average SS	81							81		81				
National Percentile Rank of Average PSS	66							62		62				
Difference (NPR-PNPR)	15							19		19				
Iowa Assessments														
Number of Students Tested = 148														
Number of Students Included	147							147		147				
Average Standard Score (SS)	169.4							167.7		167.7				
National Percentile Rank of Average SS	81							81		81				
Percent of Students in NPR Range 75-99	59							66		66				
50-74	26							20		20				
25-49	9							7		7				
1-24	7							6		6				
National Stanine of Average SS	7							7		7				

CogAT

SCHOOL SUMMARY
Cognitive Abilities Test™ (CogAT®)
South Carolina Grade 2 Gifted and Talented Testing Program

School: Oakview Elem
District: GREENVILLE COUNTY

Form-Level: 7-8
Test Date: 11/2015
Norms: Fall 2011
Grade: 2   Page: 1

		Number of Students Included	Average USS	Average SAS	AGE SCORES		GRADE SCORES		APR of Building Average Graph				
					PR	S	PR	S	1	25	50	75	99
Oakview Elem	Verbal	147	196.3	108.7	71	6	75	6	71			◇	
Level: 8	Quantitative	147	185.4	109.5	72	6	79	7	72			◇	
Number of Students Tested = 148	Nonverbal	147	191.2	108.3	70	6	74	6	70			◇	
	Composite (VQN)	147	187.8	109.7	73	6	76	6	73			◇	

The ITBS is a nationally normed test, which means that South Carolina students are being compared to children across the nation of the same age and grade, and tested at the same time in the school year. South Carolina administers the ITBS in the fall of the second grade. The scores obtained from these tests reflect how well students have mastered first grade curriculum due to the timing of the test. The primary reason that these tests are administered to second graders is to identify students for our Gifted and Talented Challenge Program.

In Reading, the percentile rank average for Oakview second grade students was 81. This was 15 points above the national average of 66. The percentile rank average for second grade Oakview students in Math Concepts was 81. This was 19 points above the national average of 62.

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Oakview ITBS 2014

	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				
Oakview Elem 2301108 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	147							145						
Average Standard Score (SS)	172.0							167.0						
Average Predicted Standard Score (PSS)	162.2							160.7						
Difference (SS-PSS)	9.8							6.3						
National Percentile Rank of Average SS	85							79						
National Percentile Rank of Average PSS	68							65						
Difference (NPR-PNPR)	17							14						
Iowa Assessments														
Number of Students Tested = 148														
Number of Students Included	147							146						
Average Standard Score (SS)	172.0							167.0						
National Percentile Rank of Average SS	85							79						
Percent of Students in NPR Range 75-99	65							59						
50-74	21							25						
25-49	9							14						
1-24	5							3						
National Stanine of Average SS	7							7						

		Number of Students Included	Average USS	Average SAS	AGE SCORES PR	S	GRADE SCORES PR	S	APR of Building Average Graph 1	25	50	75	99
Oakview Elem	Verbal	147	186.0	109.1	69	6	74	6	69			◇	
Level: 8	Quantitative	147	190.3	111.8	77	7	85	7	77			◇	
Number of Students Tested = 148	Nonverbal	147	194.9	110.4	74	6	76	7	74			◇	
	Composite (VQN)	147	190.4	111.4	76	8	81	7	76			◇	

The ITBS is a nationally normed test, which means that South Carolina students are being compared to children across the nation of the same age and grade, and tested at the same time in the school year. South Carolina administers the ITBS in the fall of the second grade. The scores obtained from these tests reflect how well students have mastered first grade curriculum due to the timing of the test. The primary reason that these tests are administered to second graders is to identify students for our Gifted and Talented Challenge Program.

In Reading, the percentile rank average for Oakview second grade students was 85. This was 13 points above the national average of 68. The percentile rank average for second grade Oakview students in Math Concepts was 79. This was fourteen points above the national average of 65.

Oakview ITBS 2013

THE IOWA TESTS

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

School: Oakview Elem 2301108
District: Greenville 01 2301

Form: C
Test Date: 11/2013
Norms: 09/23 [2005/C2005]
Order No.: 000768068
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		172						172	172		172					
Average Standard Score (SS)		172.7						164.5	171.3		167.9					
Percentile Rank of Average SS: National Student Norms		85						74	82		80					
NPR of Average PSS (PNPR)		70						67	70		70					
Difference (NPR-PNPR)		+15						+7	+12		+10					
Number of Students Tested = 175																
ITBS Number of Students Included		172						172	172		172					
Average Standard Score (SS)		172.7						164.5	171.3		167.9					
National Stanine of Average SS		7						6	7		7					
Normal Curve Equivalent of Average SS		72						64	69		68					
Percentile Rank of Average SS: National Student Norms		85						74	82		80					
Number of Students Tested = 175																

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	172	172.4	107.4	68	6	72	6	V	68				
	QUANTITATIVE	172	177.9	109.8	73	6	77	7	Q	73				
Number of Students Tested = 175	NONVERBAL	172	196.6	116.5	85	7	89	8	N	85				
	COMPOSITE	172	182.3	112.9	79	7	82	7	C	79				

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

The ITBS is a nationally normed test, which means that South Carolina students are being compared to children across the nation of the same age and grade, and tested at the same time in the school year. South Carolina administers the ITBS in the fall of the second grade. The scores obtained from these tests reflect how well students have mastered first grade curriculum due to the timing of the test. The primary reason that these tests are administered to second graders is to identify students for our Gifted and Talented Challenge Program.

In Reading Comprehension, the percentile rank average for Oakview second grade students was 85. This was 15 points above the national average of 70. The percentile rank average for second grade Oakview students in Math Concepts was 74. This was seven points above the national average of 67. The percentile average for Math Problems was 82. This was a 12 point gain above the national average. Scores in 2013 were up slightly from 2012.

Oakview Elementary Previous PACT Data Results

PACT Math - All Students
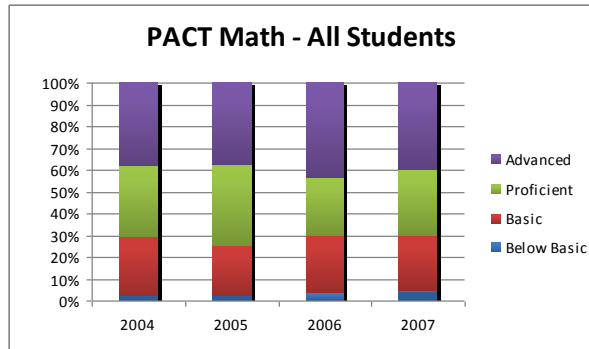
Over the years, the Below Basic category has increased from 2% to 4.5%. Proficient and Advanced categories continue to increase from 44% to 70% in 2007.

PACT ELA - All Students
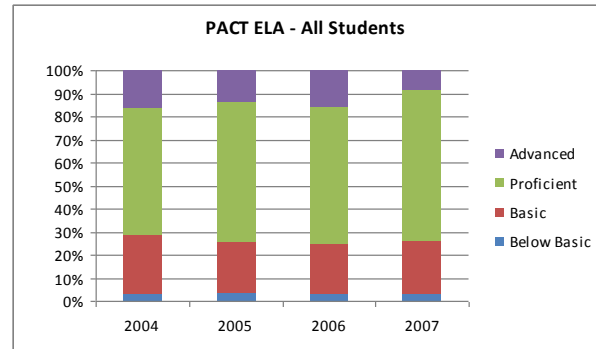
In 2007, 3% of students scored Below Basic. 65% of students scored Proficient. 9% were in the Advanced category.

PACT Science and Social Studies

Science PACT - All Students
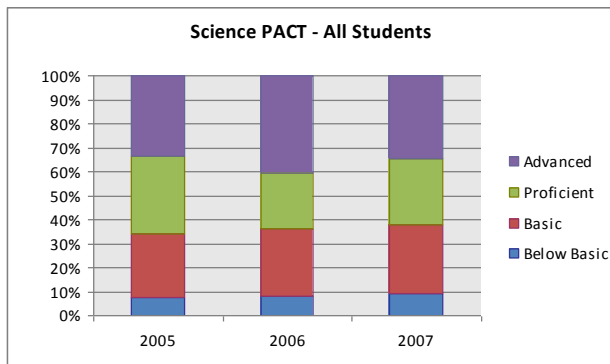
Student scores were down slightly in the Advanced category from 40% to 34%. Proficient scores were up from 24% to 28%. Basic scores remained almost unchanged, while Below Basic increased from 8% to 9%.

Social Studies PACT - All Students
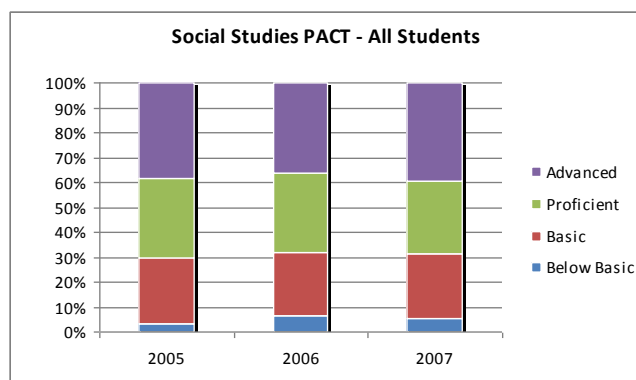
In looking at Social Studies scores of all students, very little change is noted. Comparing students with disabilities indicates that 25.6% of these students scored Below Basic compared to only 4.6% in the non disabled category. While the Basic category is similar for both groups in 2006, fewer disabled students scored Proficient and Advanced. 37.1% of our non disabled students scored Advanced compared to 25.6% of the disabled students.

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PACT ELA 3rd Grade
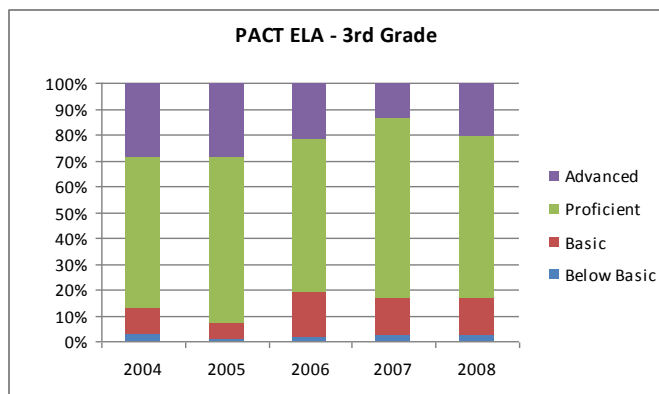
PACT ELA - 3rd Grade

PACT scores at Oakview continue to be very high. Only 2 % of the students scored Below Basic on third grade PACT ELA. 21% of the students were Advanced, 21% were Proficient, and 15% were Basic in ELA.

PACT Science 3rd Grade

Science PACT - 3rd Grade
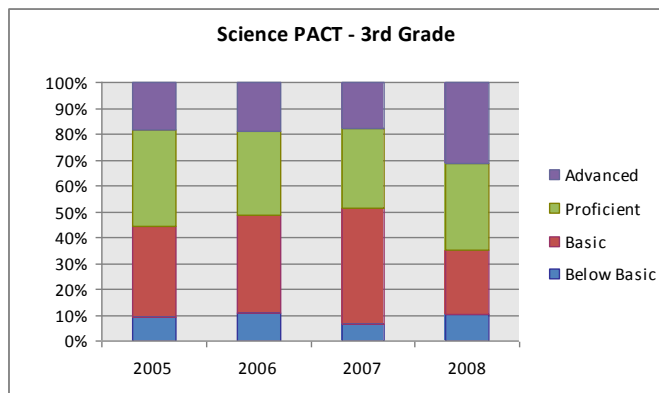
During the 2008 year, third grade science increased from 18% scoring in the Advanced category to 32 %. Students scoring Proficient were up from 31% to 33%.

PACT Social Studies 3rd Grade

Social Studies PACT - 3rd Grade
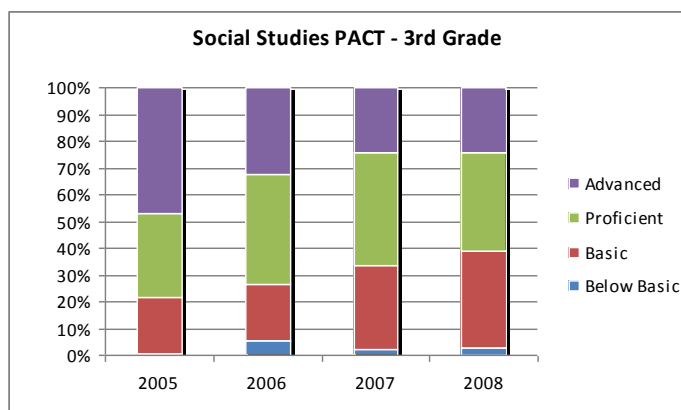
During the 2008 year, 2% of the students scored Below Basic. The number of students scoring Basic and Proficient were almost equal with 36 scoring Basic and 37 scoring Proficient.

Fourth Grade PACT ELA

PACT ELA - 4th Grade
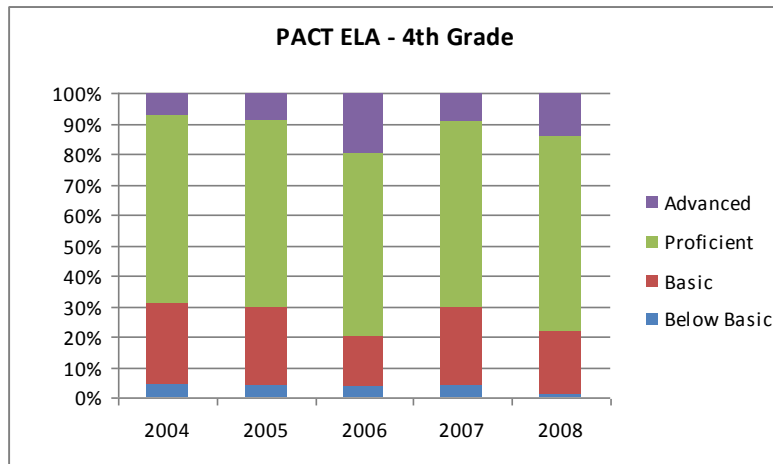
In 4th grade, 1% of the students scored Below Basic. 79% were in the Proficient and Advanced category.

Fourth Grade PACT Math

PACT Math - 4th grade
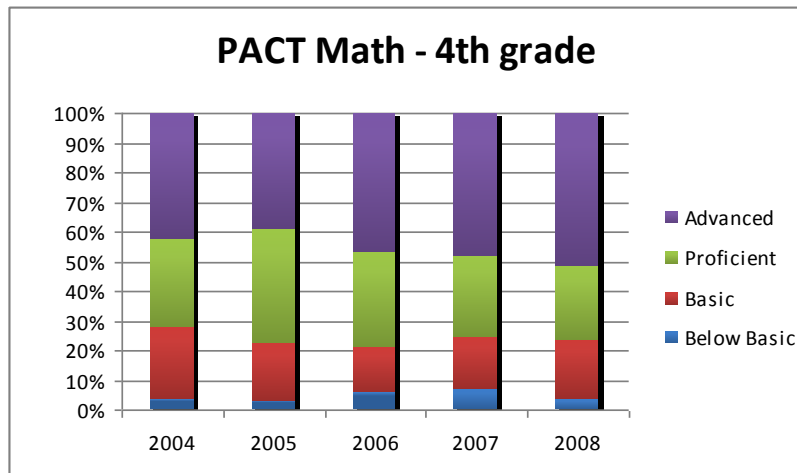
Over the years, the Advanced category has continued to increase, with Below Basic dropping in 2008.

4th Grade PACT Science and Social Studies

Social Studies PACT - 4th Grade

Legend: Advanced, Proficient, Basic, Below Basic

Years: 2005, 2006, 2007, 2008
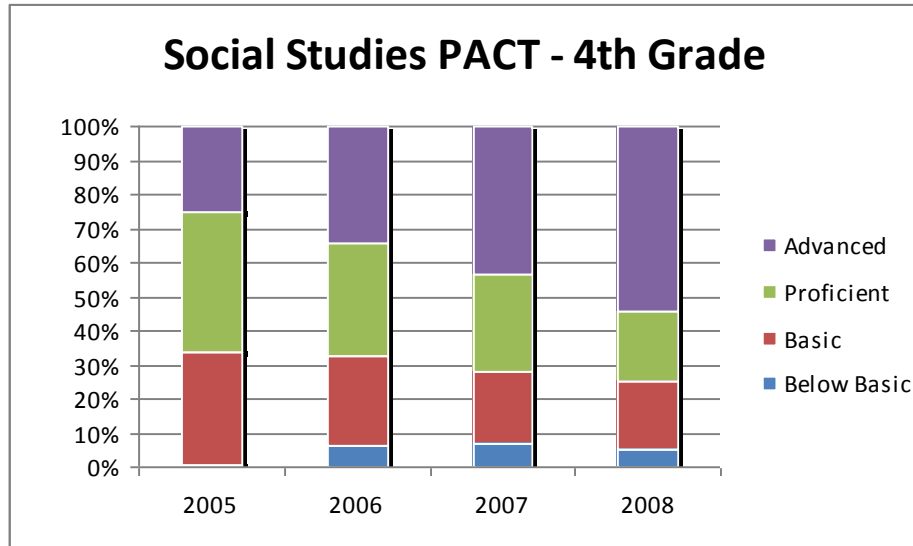
Students in grade four improved with 55% scoring Advanced and 21% in the Proficient category. Only 5% scored Basic.

Science PACT - 4th Grade

Legend: Advanced, Proficient, Basic, Below Basic

Years: 2005, 2006, 2007, 2008
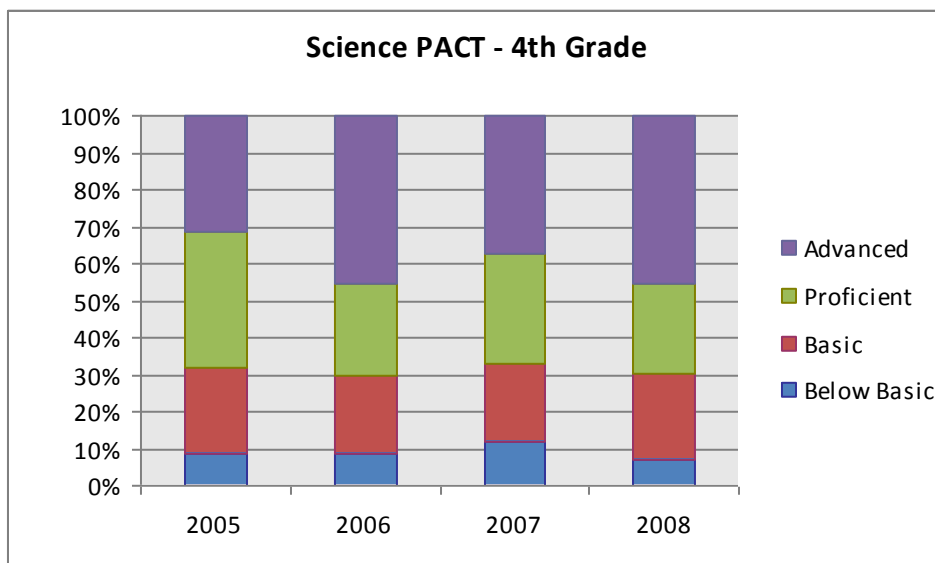
In 2008, 70% of the students in fourth grade scored Proficient and Advanced. The number of students scoring Below Basic was 7%.

Fifth Grade PACT

PACT Math - 5th grade
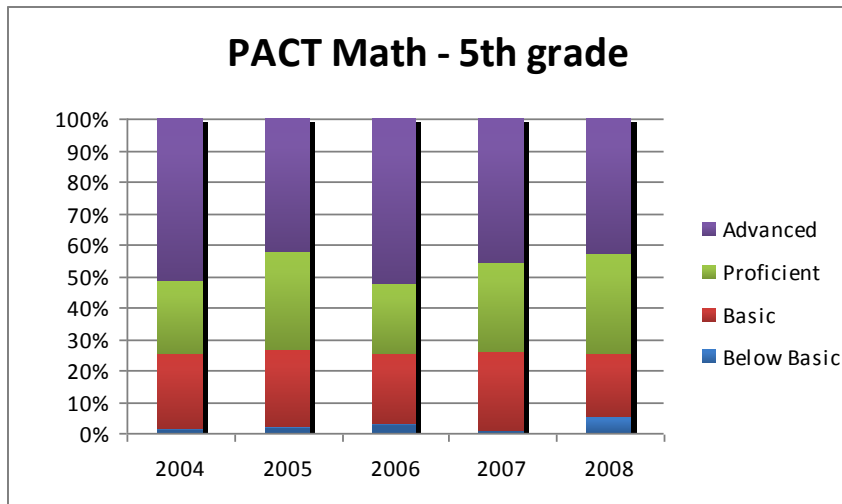
Although the number of African-American students at each grade level is small, school wide the subgroup contains a sufficient number of students to be included in the state's assessment reports. In fifth grade, 73% scored Proficient and Advanced. 20% scored Basic and 5% were Below Basic.

Fifth Grade PACT Science and Social Studies

Science PACT - 5th Grade
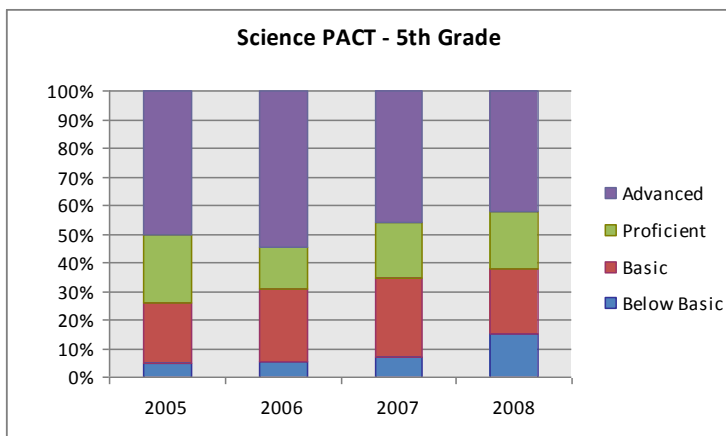
In 2008, 62% of the students score Proficient and Advanced in science. The Below Basic category was up slightly with 15%.

In 2008, 69% of the students in fifth grade scored Proficient and Advanced. Basic and Proficient categories were almost equal. Students scoring Basic were 24% and Proficient was at 21%.

Social Studies PACT - 5th Grade
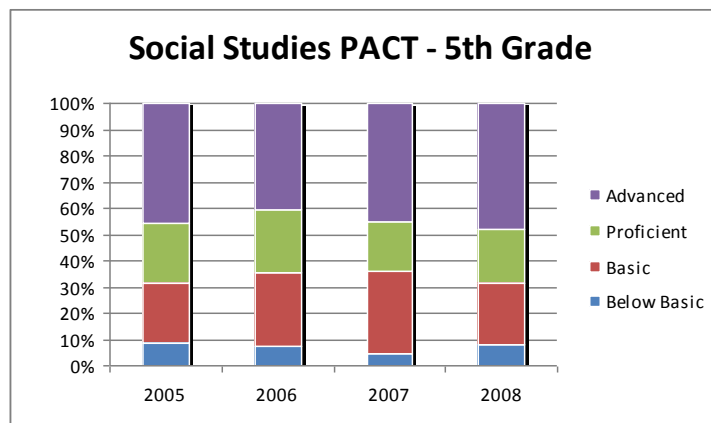
Needs Assessment

State of South Carolina
Annual School Report Card
2015 Oakview Elementary

Report card link http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301108.pdf

Ratings Over Year Period

Year	Absolute Rating	Growth Rating
2015	Excellent	Good
2014	Excellent	Good
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good

Faculty Council, School Improvement Council, PTA, and students worked together to establish a clear direction for the 2015-2016 school year. Using the Education Plan of Greenville County Schools as a framework, Oakview set goals for improvement. Increasing the number of students scoring Exemplary or Met on Pass Math, ELA, Science, and Social Studies represent a few of the goal areas.

Accomplishments for 2015-2016

- ✓ Students continued to maintain a high level of achievement as measured by test scores.

- ✓ Data from curriculum based assessments were used to evaluate progress at all grades throughout the year.

- ✓ Kindergarten through fifth grade students were also assessed using a variety of instruments including AIMSWEB, ITBS, CogAT, MAP, SCPASS, ACT Aspire, and/or the Fountas & Pinnell reading inventory. Data from the inventory was used to develop leveled reading groups.

- ✓ Oakview received its fourteenth consecutive Palmetto Gold Award.

- ✓ Teachers received over $4,000 in grants to carry out innovative instructional strategies in their classrooms.

- ✓ With financial support from PTA, Oakview expanded the width of its walking track to 15 feet and added new bleachers and a backstop to the ball field

- ✓ Oakview received a Safe Schools Award for the tenth consecutive year from Upstate Safe Kids.

- ✓ The school continued its service to the community by recycling aluminum cans which has earned over $18,000 for the S.C. Burned Children's Fund over the years.

- ✓ PTA and community members logged tens of thousands of volunteer hours to support school programs.

- ✓ PTA won numerous state awards such as Excellence in Family and Community Involvement, Excellence in Enrichment Programs, Outstanding Service by a Local Unit, and a Platinum Level Oak Leaf Award in recognition of annual goal attainment in its programs and in 2014-2015, the SCPTA Volunteer of the Year.

Needs Assessment Student Achievement

Oakview Elementary School's faculty reviewed scores to identify root causes for low performance. Gender, disability, lunch status, and ethnicity were all considered. Given the small percentage of Not Met scores at the school, individual student scores were analyzed on a case by case basis. After review, it became quickly apparent that there was a correlation between learning disabled students, and Not Met scores. These students were struggling to meet state curriculum standards. To address this, the school implements programs to target the deficit areas for students. In addressing these deficit areas, the faculty also hoped to reduce the number of students needing special education services.

Looking specifically at the sub tests of Math and Reading/Research, some challenge students were scoring in the Not Met or lower Met category. The faculty continues to set goals and use strategies to improve student learning. The strategies are listed in the school's Annual Report to the Community and in our Action Plan.

- ✓ We will continue to collect data to inform teachers, students, and parents on areas of strength and weakness in all content areas.

- ✓ We will continue to offer extra support by offering a morning Computer Club Program to work with students who score In Need of Support on ACT Aspire in reading and math.
- ✓ Teachers will continue to differentiate instruction working with small groups, and individual students to address areas of need.
- ✓ Teachers will continue to use strategies that are addressed in the Reading/Research, Science, Social Studies, and Math Action Plan.
- ✓ Challenge teachers will continue to focus on areas of weakness with students who need extra instruction with math or reading using Compass Learning.

Needs Assessment Administrator/Teacher Quality

According to the district survey for 2015-2016, teachers agree that Oakview has high expectations for student performance with 100% in the positive agreeing category. The survey also indicated that 100% of the teachers surveyed were satisfied with the learning environment, followed by 93.1% of students and 92.2% of parents.

As teachers and administrators determine faculty strengths and areas where teachers would like to learn more, most often, technology or use of technology within the classroom is suggested. With the constant change of technology, this area remains a focus for the 2015-2016 year. During the 2015-2016 school year, teachers continued implementation of the Fountas and Pinnell balanced literacy model across all grades levels. SC State Standards are being used in all grade levels for instructional purposes.

- ✓ Continue to offer technology classes to keep teachers current in use of new software and technology available for integration in classroom instruction.
- ✓ Continue to support teachers in knowledge and skills that are necessary for technology applications such as PowerTeacher, Website, Microsoft Office 10 applications, Windows 8, ActivTables, iPad instruction for students, etc.
- ✓ Continue to offer Professional Development for new district incentives and applications.
- ✓ Continue to offer support to teachers as the balanced literacy model moves into the third year of implementation for all grade levels.
- ✓ Continue to support teachers with professional development for instructional purposes.

Kindergarten students work with one of the new ActivTables.

Oakview Elementary School
Professional Development Calendar
2015–2016

DATE	ACTIVITY	TITLE	TARGET GOAL
August 10, 2015	Professional Development	Support Teaching and Learning for New Teachers	*Teacher Quality* *Student Achievement*
August 11 ,2015	Professional Development	Balanced Literacy Big Picture With Kristy Jennings	*Teacher Quality* *Student Achievement*
August 11 ,2015	Professional Development	Writing Pathways	*Teacher Quality* *Student Achievement*
August 12, 2015	Professional Development	Overview of Primary Literacy for All New Hires	*Teacher Quality* *Student Achievement*
August 12, 2015	Professional Development	Overview Intermediate Literacy	*Teacher Quality* *Student Achievement*
August 12, 2015	Professional Development	Rubicon Atlas	*Teacher Quality* *Student Achievement*
August 13, 2015	Professional Development	Science Standards Blueprint K-5	*Teacher Quality* *Student Achievement*
August 19, 2015	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
August 20, 2015	Professional Development	PowerTeacher Gradebook Setup All Day Grade Level Teams	*Teacher Quality* *Student Achievement*

August 20, 2015	Professional Development	Benchmarking Basics Primary and Intermediate Teachers Part 1	*Teacher Quality* *Student Achievement*
August 26, 2015	Professional Development	Faculty MAP Testing Security Workshop	*Teacher Quality* *Student Achievement*
September 1, 2015	Professional Development	5K Regional Meeting Revised Report Cards	*Teacher Quality* *Student Achievement*
September 1, 2015	Professional Development	Benchmarking Basics Part 2 Primary and Intermediate	*Teacher Quality* *Student Achievement*
September 2, 2015	Professional Development	Balanced Literacy Training	*Teacher Quality* *Student Achievement*
September 9, 2015	Professional Development	SLO Workshop	*Teacher Quality* *Student Achievement*
September 10, 2015	Professional Development	Science Fair Standards	*Teacher Quality* *Student Achievement*
September 15, 2015	Professional Development	Tech Tuesdays Google Apps	*Teacher Quality* *Student Achievement*
September 16, 2015	Professional Development	Faculty Meeting Demographic PASS Data Analysis Workshop	*Teacher Quality* *Student Achievement*
September 17, 2015	Professional Development	Independent Reading in the Reading Workshop Intermediate New Hires	*Teacher Quality* *Student Achievement*

September 17, 2015	Professional Development	Fountas & Pinnell Running Records How To Review K-2	*Teacher Quality* *Student Achievement*
September 17, 2015	Professional Development	Student Centered Learning Admin Team Mauldin Elementary	*Teacher Quality* *Student Achievement*
September 18, 2015	Professional Development	Coaching Balanced Literacy IC	*Teacher Quality* *Student Achievement*
September 21, 2015	Professional Development	Numeracy K4 & K5 Teachers	*Teacher Quality* *Student Achievement*
September 22, 2015	Professional Development	Science Standards K-2	*Teacher Quality* *Student Achievement*
September 23, 2015	Professional Development	Literacy Session with Kristy Jennings and Primary Literacy Mentors During School Session	*Teacher Quality* *Student Achievement*
September 23, 2015	Professional Development	Literacy Session with Kristy Jennings and Intermediate Literacy Mentors 2:30 – 5:00	*Teacher Quality* *Student Achievement*
September 23, 2015	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
September 24, 2015	Professional Development	Furman Consortium Georgia Heard	*Teacher Quality* *Student Achievement*
September 30, 2015	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*

October 6, 2015	Professional Development	Technology Tuesdays ActivTables New Apps	*Teacher Quality* *Student Achievement*
October 6, 2015	Professional Development	Pre K Curriculum Training/Portfolios	*Teacher Quality* *Student Achievement*
October 7, 2015	Professional Development	Balanced Literacy Training Location TBA	*Teacher Quality* *Student Achievement*
October 7, 2015	Professional Development	Science Fair Workshop	*Teacher Quality* *Student Achievement*
October 13, 2015	Professional Development	Numbers and Operations K-2	*Teacher Quality* *Student Achievement*
October 14, 2015	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *t Achievement*
October 20, 2015	Professional Development	Using Guided Reading to Teach Comprehending and Fluency in the Reading Workshop New Intermediate Teachers	*Teacher Quality* *Student Achievement*
October 21, 2015	Professional Development	Interactive Notebooking Grades 3-5	*Teacher Quality* *Student Achievement*
October 28, 2015	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
October 27, 2015	Professional Development	Admin Team Student Centered Learning	*Teacher Quality* *Student Achievement*

October 29, 2015	Professional Development	Furman Consortium Meg Ormiston	*Teacher Quality* *Student Achievement*
November 4, 2015	Professional Development	Balanced Literacy Training	*Teacher Quality* *Student Achievement*
November 4, 2015	Professional Development	Numbers and Operations 3-5	*Teacher Quality* *Student Achievement*
November 10, 2015	Professional Development	Compass HyBridge Training	*Teacher Quality* *Student Achievement*
November 11, 2015	Professional Development	PAS T Party Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
November 17, 2015	Professional Development	Elementary Science K-5	*Teacher Quality* *Student Achievement*
November 17, 2015	Professional Development	Tech Tuesday Using ebooks in the classroom	*Teacher Quality* *Student Achievement*
November 17, 2015	Professional Development	Using Shared Reading to Promote Phrasing, Fluency and Other Strategic Actions New PrimaryHires	*Teacher Quality* *Student Achievement*
November 18, 2015	Professional Development	Balanced Literacy Reading Comprehension Kindergarten, First and Second Grade Teachers with Literacy Mentor	*Teacher Quality* *Student Achievement*

November 19, 2015	Professional Development	Designing Mini Lessons to Support Thinking about Texts in Reading Workshop Intermediate New Hires	*Teacher Quality* *Student Achievement*
December 2, 2015	Professional Development	Vertical Math Finding Gaps	*Teacher Quality* *Student Achievement*
December 8, 2015	Professional Development	Geometry K-5th VFT Room	*Teacher Quality* *Student Achievement*
December 9, 2015	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
December 15, 2015	Professional Development	Tech Tuesday iPads	*Teacher Quality* *Student Achievement*
December 16, 2015	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
January 6, 2016	Professional Development	Faculty Meeting Report from Lucy Calkins Conference	*Teacher Quality* *Student Achievement*
January 6, 2016	Professional Development	$3^{rd} - 5^{th}$ Grade Teachers Digging Deeper Into Text Based Reading/Writing Close Reading Sherrie Brookie	*Teacher Quality* *Student Achievement*
January 11, 2016	Professional Development	Numeracy K4 & K5	*Teacher Quality* *Student Achievement*

January 12, 2016	Professional Development	Algebraic Thinking and Operations K-2	*Teacher Quality* *Student Achievement*
January 12, 2016	Professional Development	Tech Tuesday ActivTables	*Teacher Quality* *Student Achievement*
January 13, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
January 19, 2016	Professional Development	Algebraic Thinking and Operations K-2	*Teacher Quality* *Student Achievement*
January 19, 2016	Professional Development	Using Community Writing to Move from Talk to Writing K-2	*Teacher Quality* *Student Achievement*
January 20, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
January 20, 2016	Professional Development	Balanced Literacy Reading Comprehension 3rd- 5th Grade Teachers with Literacy Mentor	
January 21, 2016	Professional Development	Science Fair Putting It All Together 3-5	*Teacher Quality* *Student Achievement*
January 21, 2016	Professional Development	Developing Accomplished Writers in the Writing Workshop 3-5	*Teacher Quality* *Student Achievement*
January 22, 2016	Professional Development	Coaching Balanced Literacy IC	*Teacher Quality* *Student Achievement*

January 22, 2016	Professional Development	Interactive Notebooking with Tami Finley Teachers Grades 3-5	*Teacher Quality* *Student Achievement*
January 22, 2016	Professional Development	Tech Tuesday Copy Machine	*Teacher Quality* *Student Achievement*
January 27, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
February 3, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
February 9, 2016	Professional Development	Measurement and Data Analysis K-5th	*Teacher Quality* *Student Achievement*
February 10, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
February 10, 2016	Professional Development	Furman Consortium Margarita Calderon	*Teacher Quality* *Student Achievement*
February 16, 2016	Professional Development	Teaching for Word Solving Phonics Spelling and Vocabulary K-2	*Teacher Quality* *Student Achievement*
February 17, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
February 18, 2016	Professional Development	Teaching for Word Solving Phonics Spelling and Vocabulary 3-5	*Teacher Quality* *Student Achievement*

February 19, 2016	Professional Development	Coaching Balanced Literacy IC	*Teacher Quality* *Student Achievement*
February 23, 2016	Professional Development	Elementary Science K-2	*Teacher Quality* *Student Achievement*
February 24, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
March 1, 2016	Professional Development	Elementary Science 3-5	*Teacher Quality* *Student Achievement*
March 1, 2016	Professional Development	Tech Tuesday Tech Fest	*Teacher Quality* *Student Achievement*
March 3, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
March 2, 2016	Professional Development	Jennifer Serravallo Reading Strategies Columbia, Sc	*Teacher Quality* *Student Achievement*
March 9, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
March 10, 2016	Professional Development	Teaching Testing as a Genre Part 1 3-5	*Teacher Quality* *Student Achievement*
March 15, 2016	Professional Development	Developing Accomplished Writers in the Writing Workshop	*Teacher Quality* *Student Achievement*

March 16, 2016	Professional Development	Furman Consortium Karen Haag	*Teacher Quality* *Student Achievement*
March 16, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
March 17, 2016	Professional Development	Teaching Testing as a Genre Part 2 3-5	*Teacher Quality* *Student Achievement*
March 23, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
March 30, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
April 6, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
April 12, 2016	Professional Development	Elementary Science K-5 Fair Share	*Teacher Quality* *Student Achievement*
April 13, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
April 20, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*

April 27, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
May 2, 2016	Professional Development	5 K Regional Meeting	*Teacher Quality* *Student Achievement*
May 3, 2016	Professional Development	First Grade Regional Meeting	*Teacher Quality* *Student Achievement*
May 4, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
May 11, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
May 18, 2016	Professional Development	Faculty Meeting	Professional Development
May 25, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
June 1, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
June 8, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*

Oakview Elementary School
Professional Development Calendar
2016 - 2017

DATE	ACTIVITY	TITLE	TARGET GOAL
August 11, 2016	Professional Development	Support Teaching and Learning for New Teachers	*Teacher Quality* *Student Achievement*
August 17, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
August 23, 2016	Professional Development	PowerTeacher Gradebook Setup All Day Grade Level Teams	*Teacher Quality* *Student Achievement*
August 24, 2016	Professional Development	Faculty MAP Testing Security Workshop	*Teacher Quality* *Student Achievement*
September 7, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
September 14, 2016	Professional Development	Balanced Literacy Guided Reading	*Teacher Quality* *Student Achievement*
September 21, 2016	Professional Development	SLO Workshop	*Teacher Quality* *Student Achievement*
September 27, 2016	Professional Development	Tech Tuesdays Google Apps	*Teacher Quality* *Student Achievement*
September 28, 2016	Professional Development	Faculty Meeting Demographic PASS Data Analysis Workshop	*Teacher Quality* *Student Achievement*

October 4, 2016	Professional Development	Technology Tuesdays ActivTables New Apps	*Teacher Quality* *Student Achievement*
October 5, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
October 12, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
October 19, 2016	Professional Development	Reading Workshop Mini Lessons	*Teacher Quality* *Student Achievement*
October 26, 2016	Professional Development	Faculty Meeting	*Teacher Quality* *t Achievement*
November 2, 2016	Professional Development	Interactive Notebooks	*Teacher Quality* *Student Achievement*
November 9, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
November 16, 2016	Professional Development	Google Drive	*Teacher Quality* *Student Achievement*
November 23, 2016	Professional Development	PAS T Party Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
December 7, 2016	Professional Development	Vertical Math Finding Gaps	*Teacher Quality* *Student Achievement*
December 14, 2016	Professional Development	Google Docs & Forms	*Teacher Quality* *Student Achievement*

December 21, 2016	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
January 4, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
January 11, 2017	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
January 18, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
January 25, 2017	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
February 1, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
February 8, 2017	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
February 15, 2017	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
February 22, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
March 1, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
March 8, 2017	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*

March 15, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
March 22, 2017	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
March 29, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
April 5, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
April 12, 2017	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
April 19, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
April 26, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
May 3, 2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*
May 10, 2017	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
May 17, 2017	Professional Development	Faculty Meeting	Professional Development

May 24, 2017	Professional Development	Grade Level Collaborative Meetings	*Teacher Quality* *Student Achievement*
May 30,2017	Professional Development	Faculty Meeting	*Teacher Quality* *Student Achievement*

Kindergarten students walk hand in hand together through the corn maze on a fall field trip.

Needs Assessment School Climate

According to the district survey for 2015-2016, 94.5% of the teachers at Oakview were satisfied with the learning environment. 96.7% of parents were positive followed by 92.3% of students. Oakview has a strong mechanism in place for decision making and a process for planning school improvement. Through the School Improvement Council, Faculty Council and faculty committees, the primary focus is maintaining a quality instructional program and learning environment where all students feel comfortable and are encouraged to learn.

A major goal is to provide a disciplined, but stimulating and positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. Oakview offers many opportunities for student participation and recognition. Parents assist with Computer Lab Instruction, Reading Tutors, in-class science experiments and in many other needed areas or activities.

Students are encouraged, and expected to maintain appropriate behavior at all times. Student handbooks and other information about school and classroom rules are distributed and discussed. School rules are posted in classrooms along with individual classroom rules.

Parent involvement continues to take a central role in the success of Oakview. Through volunteer hours, the school tracks its progress each year as parents work alongside teachers in providing meaningful activities for children. The school's PTA compiles volunteer data on an annual basis by creating a computerized database with names and contact information for each volunteer opportunity. Involvement can range from daily, to weekly, to monthly opportunities with some activities on campus and others from home. In addition to specialized volunteer opportunities through PTA, the faculty and administration also involve parents in more traditional ways through conferencing, School Improvement Council and workshops to name just a few. As part of the annual portfolio process, parent involvement strategies are reviewed and updated. School data from prior years indicate overall program success as a result of parent involvement. It is believed that these efforts have contributed significantly to the school climate at Oakview.

- ✓ Continue to provide opportunities for parental involvement such as School Improvement Council, teacher conferences, Watch Dogs, choral concerts etc.
- ✓ Continue to provide training for parents as reading tutors, computer lab volunteers, Lunch Bunch, Baggie Books, etc.
- ✓ Continue to offer parental opportunities through programs such as Culture Fest, Field Days, Real Men Read, Fossil Fun Day, Hootenanny, etc.
- ✓ Continue to offer parental workshops on topics that help parents to work with their own children.
- ✓ Continue to focus on student safety with age relevant assemblies

Action Plan

Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.
Joel A. Barker

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.

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☒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 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 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 – 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	86.2			
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	94.4			
District Projected	X			
District Actual	81.2			

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

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☒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
Teachers will implement Standards in ELA, Math, Science, and Social Studies.	2013-2018	Teachers	n/a	n/a	Evidenced in lesson plans
Continue a morning remediation program for students scoring below level on MAP tests and "In Need of Support" on ACT Aspire, Reading and Writing.	2013-2016	Computer Lab Instructor Teachers Principal	$7500 for supplies and teacher salaries	Local Funds or S.C.D.E. as provided	Attendance record of students attending and payroll information for teachers, and student assessments
Teachers will use Rubicon Atlas "Testing as a Genre" units to help prepare students for reading and writing items on SC Ready.	2015-2016	Teachers	Varied	Varied	Evidenced in lesson plans Classroom Observations
Teachers will review ACT Aspire in Reading/Research and Writing to identify student weaknesses, and in turn use the data to provide planned instruction.	2015-2016	Teachers Instructional Coach Assistant Principals Principal	n/a	n/a	Attendance at the Test Data Interpretation Workshop, and use of information to plan targeted instruction as evidenced in classroom instruction and lesson plans
Continue to expand flexible grouping to target deficit areas based on MAP, PASS, ACT Aspire and SC Ready data.	2014-2018	Teachers	n/a	n/a	Evidenced in lesson plans and classroom instruction
Teachers will continue to instruct students in selecting appropriate leveled reading materials based on Fountas and	2014-2018	Teachers	n/a	n/a	Classroom reading materials leveled by Fountas and Pinnell Guided Reading Levels

Pinnell Guided Reading Levels.					
Continue to staff a reading intervention teacher to work with students on comprehension and reading strategies in grade one.	2015-2016	Principal	District Teacher Allocation Funds	School District Greenville County	Pre & Post Test data Houghton Mifflin Early Literacy Assessments Aims Web
Kindergarten assistants, trained in ERI, will continue to work with kindergarten students.	2015-2016	Kindergarten Assistants	District Teacher Allocation Funds	School District Greenville County	Kindergarten teachers lesson plans
Teachers will continue to use Lexia, Compass Learning, RAZ Kids and Learning A-Z computer programs to supplement classroom reading, vocabulary, spelling, and writing instruction.	2013-2018	Teachers	n/a	n/a	Student progress reports
Train volunteer reading tutors with strategies and materials to use with lower achieving students.	2015-2016	Instructional Coach	n/a	n/a	Signatures on attendance sheets and teacher assignment sheets
Teachers will attend workshops in balanced literacy instruction, which will include, Fountas and Pinnell, district meetings, as well as workshops in the summer months at the district's Summer Institute.	2013- 2018	Principal Teachers Instructional Coach	Conference and workshop registration	n/a	Certificates of attendance Portal Attendance Reports
The media center will provide programs and support in the teaching of reading, research, and writing skills.	2015-2016	Media Specialist Teachers	Varied	District and Local Funds	Lesson Plans
Through the use of technology and information literacy, teachers will	2013- 2018	Instructional Coach Teachers	Varied	District Funds Local Funds	Lesson plans, walk-throughs Student work samples

instruct students to work collaboratively using 21st century skills in research/project based learning.		Principal Media Specialist		PTA	
Training will be provided for teachers by the instructional coach, district technology specialists, media specialist and computer lab assistant in the use of computer and interactive white board assisted technology, to enhance ELA, Math, Science and Social Studies instruction and information literacy.	2015-2016	Instructional Coach Media Specialist Computer Lab Assistant District Personnel	Varied	Professional Development	Greater use of technology as evidenced by use of the interactive white boards, and iPads in classroom walk-throughs, lesson plans, projects and teachers sharing "Best Practices" in faculty and grade level meetings
Continue to offer before and after school clubs.	2013- 2018	Teachers Principal	Varied	n/a	Attendance Rosters
Offer parent workshops to assist parents in helping their children to learn to read.	2013-2018	Assistant Principals Instructional Coach Reading Interventionist	n/a	n/a	Attendance Rosters
Continue to use the Reading Counts Program as an incentive for student reading.	2015-2016	Instructional Coach Teachers	2500	PTA	Participation in program Progress Reports
Continue using vocabulary strategies learned from workshops previously held at Oakview to enhance learning in reading, math, science and social studies.	2013-2018	Teachers	n/a	n/a	Lesson Plans Student Work
Continue to offer teachers professional development opportunities to attend out of district workshops related to balanced literacy and other relevant subject content.	2015-2016	Principal	Varied	PTA PD Funds	Workshop Agendas

Continue training using Compass Learning programs.	2015-2016	District Personnel Instructional Coach	Varied	District Funding	Portal Attendance
Continue to encourage exemplary writing by using the "Windows of Writing" to display student writing.	2013-2018	Teachers	n/a	n/a	Work displayed
Continue to use trained fourth and fifth grade peer tutors to work each day before school starts, with students in kindergarten through second grade who are in need of extra practice with reading, comprehension and spelling practice.	2015-2016	Administrators Kindergarten Assistants	n/a	n/a	Daily sign in sheet
Promote community reading and writing contests such as Reading Counts, Read to Succeed Six Flag, Reflections Writing, Book It, etc.	2015-2016	Teachers Instructional Coach Media Specialist	n/a	n/a	Participation Forms
Continue to offer "Footsteps to First Grade" each summer for at risk rising first graders.	Summer 2016	Administrators First Grade Teachers	Teacher salaries	Local Funds	Pre and post assessments of students Progress monitoring during summer sessions
Review and update classroom projects to reflect 21st Century skills with projects such as Barrier Island, Famous Americans, science fair projects, Wax Museum, etc.	2013-2018	Teachers Media Specialist	n/a	n/a	Projects displayed

Teachers will continue to incorporate "Every Day Counts Calendar Math," and "Every Day Math Partner Games," in their classroom instruction.	2013-2018	District Personnel	n/a	n/a	Portal Logs Lesson Plans
Teachers will attend virtual district math meetings in vertical teams to incorporate discussion across grade levels.	2015-2016	District Personnel Teachers	n/a	n/a	Portal Logs
Assistant principals will continue a "Math Master" incentive program at all grade levels.	2015-2016	Assistant Principals	Cost of certificates and pencils	Local Funds	Award Certificates
Teachers will attend workshops pertaining to Math, ELA, Science, and Social Studies instruction during the district's Summer Academy.	2013-2018	Teachers	n/a	n/a	Portal Attendance Forms
Teachers will use Larson's Elementary Leapfrog Math, Math Connects, RAZ Kids, Think Central and Compass Learning, to encourage skills practice in ELA and math.	2013-2018	Teachers	n/a	n/a	Progress reports
Teachers will use "Brain Compatible and Learning Focused Teaching Strategies" in planning classroom instruction in science, social studies, ELA and math, to aid students in remembering, thinking, and solving problems while using higher order thinking skills.	2013-2018	Teachers	n/a	n/a	Lesson plans, graphic organizers, rubrics work samples, and other evidence observed in classroom walk-throughs

Training will continue to aid teachers as they integrate the use of technology in the classroom by using wireless laptops, Promethean Boards, video streaming, handheld voting devices, virtual field trips, iPads, ActivTables, tablets, web based programs, flipped classrooms, etc.	2013-2018	Teachers Instructional Coach Computer Lab Assistant	Local Funds	District Funds Local Funds PTA	Continued use and expansion of technology use as evidenced by classroom lesson plans, observations and projects
Teachers will continue to use "Core Bites" software program incorporating spiral morning math review in grades 2-5.	2015-2016	Teachers	Local Funds	Local Funds	Evidenced in lesson plans
Continue special math events with students, such as Math Olympics in second grade, and Hands on Equations during Challenge time.	2013-2018	Teachers Challenge Teachers	Varied	Local Funds	Lesson Plans Classroom Observation
Continue to use and create Activote and ActivExpression pre and post tests with math lessons.	2015- 2016	Teachers	n/a	n/a	Lesson Plans Observations Gradebook
Teachers will continue to use Marcy Cook Math activities in their classroom for differentiation.	2013-2018	Teachers	n/a	n/a	Lesson Plans Classroom Observation
Teachers will attend vertical teaming workshops, within the school, to analyze PASS math goal strand weaknesses and compare pacing across grade levels in order to plan new strategies for student improvement.	2015-2016	Administrators Teachers Instructional Coach	n/a	n/a	Portal attendance forms

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Teachers will attend vertical teaming workshops, within the school, to analyze balanced literacy strategies and implementation from one grade level to the next.	2015-2016	Administrators Teachers Instructional Coach	n/a	n/a	Portal attendance forms
Continue with special events such as Math, Science and Technology Night, 100 Days, and Fossil Fun Day, with a focus on math integration.	2013-2018	Administrators Teachers	Varied	Local Funds	Event Agendas
Continue Math Olympiads Math Club and Lego Robotics for 4th and 5th grade students.	2013-2018	Teachers	n/a	n/a	Attendance Logs
Continue special events such as Colonial Day, Vocabulary Parade, South Carolina in Review, Wax Museum, Space Day, Thanksgiving Plays, Native American Plays, Thirteen Colonies Plays etc. to enhance student understanding of social studies and ELA.	2013-2018	Teachers	Varied	Local Funds	Completed Projects Presentations Lesson Plans Observations
Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as science fair, Where in the World is Hootie, Owl Find Out, Wax Museum, Barrier Island etc.	2013-2018	Teachers Media Specialists	n/a	n/a	Presentations Lesson Plans Completed Projects
Continue to offer Virtual Field Trips	2013-2018	Principal	Varied	Varied	Lesson Plans

and video conferencing for students to expand learning in content areas as students visit and confer with others across the nation and beyond.		Instructional Coach District Personnel			Distance Learning Lab Calendar Schedule
Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas, come together to focus on planning and sharing best practices in all areas.	2013-2018	Administrators All Faculty	na	na	Grade Level Agendas

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of our core academic and special education faculty will be trained in the theory and implementation of the Balanced Literacy model using Fountas and Pinnell from 2013-2018.

ANNUAL OBJECTIVE: 100% of our instructional staff will complete the next cycle of the Balanced Literacy model training in 2016-2017.

DATA SOURCE(S):

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Core academic staff will participate in cycle 3 training to implement Fountas and Pinnell Balanced Literacy.	2015-2016	Teachers Instructional Coach District Trainers	n/a	n/a	Portal Log
Continue to offer varied "in house" workshops for teachers in technology, and 21st Century Skills as they relate to science, social studies, ELA and math.	2013-2018	Instructional Coach Teachers Media Specialist District Personnel	n/a	n/a	Portal Log
Instructional staff will participate in varied workshops during the district Summer Institute.	2015-2016	Instructional Coach Teachers District Personnel	n/a	n/a	Attendance Reports
Teachers will attend Upstate Consortium workshops related to writing and balanced literacy.	2015-2016	Teachers Instructional Coach	Substitute Pay	PD Funds	Attendance Reports

☐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	97.7	97.5	97.8	97.3			
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: Maintain the percent of parents who are satisfied with the learning environment at 92% through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 92% of 5th grade parents who are satisfied with the learning environment.
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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	92.0	92.0	92.0	92.0	92.0
School Actual	90.0	98.2	96.7	92.2			
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 Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL Maintain the percent of students who are satisfied with the learning environment at 92% through 2018.

ANNUAL OBJECTIVE: : Beginning in 2014-15, maintain at least 92% of 5th grade students who are satisfied with the learning environment. .
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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	92.0	92.0	92.0		
School Actual	90.0	98.2	92.3	93.0			
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)			

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

FIVE YEAR PERFORMANCE GOAL: : Maintain the percent of teachers who are satisfied with the learning environment at 94% in 2014 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 94% annually for 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	94.0	94.0	94.0	94.0	94.0
School Actual	100.0	100.0	94.5	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			

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 94% through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 94% of 5th grade parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	94.0	94.0	94.0	94.0	94.0
School Actual	92.6	98.9	98.7	98.1			
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 Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who indicate that they feel safe at school at 95% through 2018.

ANNUAL OBJECTIVE: : Beginning in 2013-14, maintain 95% of 5th grade students who indicate that they feel safe at school.
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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	95.0	95.0	95.0	95.0	95.0
School Actual	93.2	94.6	95.6	98.3			
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: Maintain the percent of teachers who feel safe at school at 98% through 2018.

ANNUAL OBJECTIVE: : Beginning in 2013-14, maintain 98% of teachers who indicate that they feel safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	98.5	98.0			
School Actual	100	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
Quarterly, students are recognized for perfect attendance and are rewarded with a certificate from various local restaurants.	2015-2016	Principal Teachers Attendance Clerk	Varied	Business Partners	Attendance Reports
Recognition of students with perfect attendance for each quarter posted on the honor wall.	2013-2018	Attendance Clerk Teachers Principal	na	na	Attendance Reports
Weekly, teachers post their attendance percentage in their Monday Memos newsletter.	2015-2016	Attendance Clerk Teachers Principal	na	na	Attendance Reports
Students with perfect attendance for the year, are rewarded with a certificate and a pencil.	2013-2014	Attendance Clerk Teachers Principal	na	na	Attendance Reports
Special activities are planned for Attendance Awareness Week. Students may get lunch with the principal or may choose friends to sit with at lunch.	2014-2015	Teachers	na	na	Attendance Reports
Conduct monthly School Improvement Council meetings.	2013-2018	Principal	na	na	Meeting Agendas, Schedule & Minutes
Schedule teacher conferences to communicate with parents and meet the needs of students.	2013-2018	Faculty and Administration	na	na	Completed Parent Conference Cards
Increase PTA attendance by involving students in programs.	2013-2018	Faculty	na	na	PTA Meeting Program Agendas

Provide training for parents as Reading Tutors, Computer Lab volunteers, etc.	2014-2015	Instructional Coach	na	na	Training Session Schedule & Agendas
Offer volunteer opportunities through programs such as Culture Fest, Arts Festival, SEEDS, Book Fair, Field Days, off campus field trips, Real Men Read, Space Day, Math Olympics, Geography Bee, 5th Grade Day, Hootenanny, etc.	2014-2018	Faculty, Administration and PTA	na	na	PTA Volunteer Form & Event Sign Up Sheets
Review and update school safety plan annually.	2013-2018	Administrators All Faculty	n/a	n/a	Safety Plan Document
Continue to evaluate and implement school safety practices such as securing building doors, background checks, secure check in requiring photo ID, regular school drills, (fire, tornado, lock down), safety patrols and police officer daily patrol.	2014-2018	Administrators All Faculty	Varied	District where required	Check in Logs Drill Reports
Communicate and update parents on safety concerns using the school messenger, email etc.	2013-2018	Administrators Teachers	n/a	n/a	Log of messages Email
Collaborate with the School District of Greenville as appropriate, on new safety initiatives.	2013-2018	Administrators	n/a	n/a	Implementation of new initiatives
Continue Safe School Training for all staff in the fall of each new school year.	2014-2015	Administrators Teachers	n/a	n/a	Test Completion Reports

Oakview School Report Card Link http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301108.pdf