

**SIMPSONVILLE ELEMENTARY SCHOOL AT
MORTON PLACE**

Mrs. Jackie Earle, Principal

**SCHOOL DISTRICT OF GREENVILLE COUNTY
Dr. W. Burke Royster, Superintendent**

**STRATEGIC PLAN
2013-14 THROUGH 2017-18**



**200 Morton Avenue
Simpsonville, SC 29681
864-355-8300**

<http://www.greenville.k12.sc.us/simville/>

Kindergarten through 5th Grade

SCHOOL RENEWAL PLAN COVER PAGE***SCHOOL INFORMATION AND REQUIRED SIGNATURES*****SCHOOL:** Simpsonville Elementary**GREENVILLE COUNTY SCHOOL DISTRICT****SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)****SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*one year*)****Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)).

The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

| | | |
|---------------------|------------------|-------------|
| Mrs. Lisa Wells | | |
| PRINTED NAME | SIGNATURE | DATE |

SUPERINTENDENT

| | | |
|----------------------|------------------|-------------|
| Dr. W. Burke Royster | | |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|---------------------|------------------|-------------|
| Mrs. Meghann McCall | | |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|---------------------|------------------|-------------|
| Mrs. Jackie Earle | | |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

| | | |
|----------------------|------------------|-------------|
| Mrs. Sharon Clyborne | | |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL'S ADDRESS: 200 Morton Avenue Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-8300

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

List the names 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 | <u>Jackie Earle</u> |
| 2. | Teacher | <u>Angela Watts</u> |
| 3. | Parent/Guardian | <u>Jaime Mogle</u> |
| 4. | Community Member | <u>Peter Bergstrom</u> |
| 5. | School Improvement Council | <u>Meghann McCall</u> |
| 6. | Others* (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

| Position | Name |
|----------------------------------|--------------------------|
| Assistant Principal | Julie Cooke |
| Parent/Teacher | Pam Reece |
| Parent/Teacher | Antoinette Boller |
| Parent/Teacher | Angela Watts |
| Instructional Coach | Jennifer King |
| Parent/Teaching Assistant | Patricia Idarraga |
| P.T.A. President | Jaime Mogle |

* **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 RENEWAL PLANS
(Mandated Component)**

Act 135 Assurances

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

- × **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).
- × **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).
- × **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.
- × **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*.
- × **Technology**
 The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- × **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.
- × **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).

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

Table of Contents

| | | |
|--------------|---|----------------|
| I. | Title Page | 1 |
| II. | SDE Cover Page | 2 |
| III. | SDE Stakeholder Involvement Page | 3 |
| IV. | SDE Assurances | 4-5 |
| V. | Table of Contents | 6 |
| VI. | Introduction | 7 |
| VII. | Executive Summary | 8 - 10 |
| VIII. | School Profile | 11 - 27 |
| IX. | Mission, Vision, and Beliefs | 28 |
| X. | Data Analysis and Needs Assessment | 29 – 43 |
| | A. Student Achievement Needs Assessment | |
| | B. Teacher and Administrator Quality | |
| | C. School Climate Needs Assessment | |
| XI. | School Renewal Plan 2013-14 through 2017-18 | 44-68 |
| XII. | Website Link to 2014-2015 School Report Card | 68 |

INTRODUCTION to Our Strategic Plan/School Portfolio

The Simpsonville Elementary Strategic Plan/School Portfolio was developed to document the progress our school has made while working to continuously improve all areas of instruction, learning environment and parent/community involvement. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This strategic plan is an evolving document that describes Simpsonville Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of student demographics and needs, and school partnerships.

A team of teachers was involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions by the staff in the process of evaluating our work using the AdvancedED Self-Assessment. In future yearly assessments, the staff will be asked to contribute "evidence" of progress, actual documents that show the changes in our practices.

Staff and community members listed on page 3 were involved in the development of our Strategic Plan along with our Faculty Leadership Team composed of administration and grade level/department chairs. The members of our Faculty Leadership Team are Jackie Earle (Principal), Julie Cooke (Assistant Principal), Jennifer King (Instructional Coach), Cheryl Ritter (K5 teacher), Pam Reece (1st Grade teacher), Angela Watts (2nd Grade teacher), Teresa Finchum (3rd Grade teacher), Kelly Mangum (4th Grade teacher), Jennifer Hauser (5th Grade teacher), Zoe Hudson (Special Education teacher), Cheri Owesnby (Music teacher), Dee Jacobs (Media Specialist), and Anne Henderson (school counselor).



EXECUTIVE SUMMARY to Our Strategic Plan/School Portfolio- **Our Goals for 2013-14 to 2017-18**

Goal #1: Raise the academic challenge and performance of each student

- Objectives:
 - The percentage of students who score met or exemplary in PASS Reading/Research will increase from 81% in 2012-13 to 83.5% in 2017-18.
- The percentage of students who score met or exemplary in PASS MATH will increase from 82.8% in 2012-13 to 85.3% in 2017-18.
- Strategies:
 - Use test scores to determine strengths and weaknesses in the curriculum.
 - Provide additional support to students identified as having weaknesses in math, reading/research, and/or writing with Leveled Readers and *Compass Odyssey*.
 - Use state math and language arts standards, district curriculum guides while transitioning to CCSS.
 - Continue Morning Math Program for students who scored MET but are within 4-8 points of scoring Exemplary on PASS Math in 2014 and in the 30th to 50th percentile on MAP in Math.
 - Continue Great Math Race to maintain and improve enthusiasm for math.

Goal #2: Teacher/Administrator Quality

- Objectives:
 - Core Teachers will be provided Professional Development Activities so that our ELA and Mathematics goals for student achievement will be reached from 2014-15 to 2018-19.
- Strategies:
 - Faculty and staff will participate in classes, workshops, and site visits to observe quality instruction.
 - Balanced Literacy training will be provided in school-level workshops along with District training.
 - Authentic Assessment Workshop will be provided to our teachers.
 - New State Standards workshop will be provided at our school.
 - Technology workshops provided for teachers at our school.

Goal # 3: School Climate (Parental involvement, Safe/Healthy schools, etc.)

- Objectives:
 - Increase number of parents who are satisfied with our school's learning environment from 88.5% in 2012 to 91% in 2017-2018.
 - Maintain at least a 95% attendance for all students and all AYP subgroups for the 2013-2014 school year through the 2017-2018 year.
- Strategies:
 - Encourage greater parent participation in classroom enrichment programs and P.T.A. activities such as Build-a-book, ESOL P.T.A. Parent Group, and Tutoring.
 - Schedule teacher-parent conferences.
 - Involve Hispanic parents in our school activities and provide translators.
 - School will participate in an "Attendance Blitz."
 - Administration will hold attendance conferences with students/parents for excessive tardies/absences.
 - Teachers and staff will highlight positive behaviors.

Overview of Simpsonville Elementary's significant accomplishments, challenges, and results for the past three years:

Significant Accomplishments:

- ▶ Technology Refresh
 - Internet and Wireless access in all classrooms
 - Promethean Boards in all classrooms
 - New teacher laptops
 - New student laptops, DellPads, Chromebooks, and iPad minis
- ▶ Every Day Counts Math training for all teachers
- ▶ Balanced Literacy training for all teachers and implementation at all grade levels
- ▶ Morning Math Program in computer lab before school
- ▶ School-wide educational incentive programs, Great Math Race and Reading Counts
- ▶ Realignment of Action Teams and Vertical Teams
- ▶ Implementation of new State Standards at all grade levels
- ▶ Good News Club
- ▶ Continued support from P.T.A. and business partners
- ▶ Creating a warm, friendly environment, a home away from home

Significant challenges facing our school:

- ▶ Limited funding for mandated programs
- ▶ Adding students and mainstreaming Intermediate ED and LD classes
- ▶ Communicating with ESOL parents (we are making significant progress with Hispanic Family Nights, in-house translators, and our parent information line.)
- ▶ Time to carry out innovative ideas
- ▶ Increased class sizes, up to 28 students in some classes, due to Special Ed inclusion

Major Findings:

- ▶ Need for an after school remediation program
- ▶ Increase in Challenge student population
- ▶ Need for parent education programs



Achievements/Awards

2012, 2013, 2014, 2015 SC GOLD Award for General Performance

2012, 2013, 2014, 2015 ESEA Federal Accountability “A” Rating

2004, 2005, 2006, 2012, 2014 *Closing the Achievement Gap* Award from SDE

2005 – 2015 Safe Kids School Award

2013, 2014, 2015 Live Well Grant

2015 Live Well Elementary School of the Year

2011-2015 Energy Star Certified School

South Carolina Red Carpet School 2009-2013

Palmetto Silver Award Winning School

2010, 2011, 2012 SC Overall Performance Award

2013 Project Fit America National Educator

2012-13 SC School Nurse of the Year

2013 SC Board of Education Individual Volunteer Award Winner

2010-11 Top Ten District Teacher of the Year

Project Fit America Grant

Numerous Donor’s Choose Grant Recipients

Numerous Alliance for Quality Education Grants

Eight National Board Certified Teachers

First School in South Carolina to raise over \$100,000 for Jump Rope for Heart

Mr. Peter Bergstrom was named State Individual Volunteer of the Year by the South Carolina State Board of Education at a ceremony in Columbia in 2014. Mr. Peter was recognized for his dedication to our students as he volunteers before school each morning in our math computer lab. He coordinates additional volunteers from our Corporate Sponsor, Sealed Air. He is always looking for ways to improve student achievement. He has served on SIC for over 5 years and was the catalyst behind our Great Math Race program.



SCHOOL PROFILE

Simpsonville Elementary School at Morton Place

"Simpsonville Elementary School at Morton Place is a neighborhood school working in partnership with committed parents, eager students and dedicated professionals striving to achieve success...nothing less."

Simpsonville Elementary School is a kindergarten through grade five public school. We also have a Pre-K Special Education Typical Peers Mentor program. We moved into our new facility in August, 2003. Our new school is the result of combining Morton Elementary and Simpsonville Elementary in 2002-2003 and is located on the old Morton site. We lost a portion of our higher socio-economic population in 2002 with the opening of the new Bell's Crossing Elementary. At the same time, we merged with a Title I School.

Our building houses 805 students and 48 instructional staff members. It is one of 50 elementary schools in the Greenville County School District. Simpsonville Elementary School at Morton Place is located in Simpsonville, South Carolina. The facilities at Simpsonville Elementary School consist of 41 classrooms, 6 resource, speech and conference rooms, 2 art rooms, 2 music rooms, administrative offices, a cafetorium, multi-purpose room/gym, athletic track, media center, guidance office, health room suite, science lab, and a computer lab. Special features: Computers in all classrooms, lap-top cart with 30 computers, wall-mounted promethean boards in every classroom, broadcast room for TV morning show, communication (phone) access in each classroom, outdoor dining area, covered playground area for Kindergarten, P.T.A. office, separate bus and car pick-up areas, etc.

Our school leaders promote quality instruction by actively supporting teaching and learning. Teachers are encouraged to attend workshops, conferences and other professional development activities throughout the year in addition to workshops that are offered at our school.



Old Simpsonville Elementary School building



Old Morton Elementary School building

Simpsonville Elementary joined Morton Elementary to form *Simpsonville Elementary at Morton Place*



Combined facility, Simpsonville Elementary School at Morton Place

Overview of our Simpsonville Community

Simpsonville, South Carolina has a population of 18,238. Of the 18,238 residents, 1320 were foreign born, a statistic that reflects the increasing diversity of the area. About 75% of households consider themselves to be families and 59.4% are married. There is a significant percent of single-mother households--11.9%. More than 52% of families with children have both parents working. The racial composition of Simpsonville is as follows: 88% are white, 8.8% is African American, 1.5% is Asian, 2.4% are Hispanic/ Latino, and 2.4% are listed as "other." Over 88% of the residents own their own homes, and the median household income in 2000 was \$63,643. Among those employed, 60% are in management, professional or sales occupations. A small percent, 2.7% work at home. The remaining 33% work in production, transportation and material-moving occupations. Of Simpsonville's residents, 9.8% have less than a high school diploma, 90.2% are high school graduates or higher and 38.9% have a Bachelor's degree or higher. According to the Simpsonville Chamber of Commerce, the top four industrial employers are as follows:

The largest employer in the area is Cryovac, Sealed Air Corporation. They design, manufacture, and sell proprietary packaging materials and equipment and are located next door to our new site. Kemet Electronics Corporation is the second-largest employer with its corporate headquarters and a plant located in Simpsonville. The third-largest employer is Fiberweb North America. They produce nonwoven materials for the hygiene, medical and industrial markets. Woven Electronics is the fourth-largest employer. They manufacture custom inter-connects for commercial and military original equipment manufacturers.

Simpsonville Area Schools

There are six elementary schools, three middle schools, one high school, and one career center in the growing Simpsonville/Fountain Inn area. Opportunities for a college education also are available nearby through Greenville Technical College's Brashier Campus, named for local businessman T. Walter Brashier. The Brashier Campus facility has been in operation since August, 1996 and also offers a middle/high school program.

Other opportunities for furthering one's education are located with a few miles of Simpsonville: Bob Jones University, Furman University, and University Center of Greenville, serving students of the University of South Carolina, Clemson, South Carolina State University and Lander University and many more.



Our School Board Representative is Dr. Crystal Ball O'Connor, *Board member for*

Area 27: Crystal Ball O'Connor, Ph.D. is serving her third term on the Greenville County School Board. She received her doctorate in Education and Human Development from Peabody Teacher's College, Vanderbilt University. She is a highly regarded educator and children's book author who writes books with the mission of helping children preserve and protect the gifts of family, literacy and nature. Dr. O'Connor provides writing instruction to students across the state. She also provides professional development and conference presentations on writing and arts integration for academic associations including the South

Carolina International Reading Association, South Carolina Association of Curriculum and Instruction, Upstate Writers Program, Hands-on Minds-on Edventure Science Center, South Carolina Teachers of English, and more. Dr. O'Connor served on the Committee to Develop the Education Plan for the School District, the Roper Mountain Science Center Board, the Committee to Review the South Carolina State Board of Education Gifted and Talented Regulations, and the Charles Townes Center Student Improvement Council. Dr. O'Connor lives in Simpsonville, South Carolina with her husband Jim and their three children.

Our principal is Mrs. Jackie Earle: Mrs. Jackie Earle is the Principal at Simpsonville Elementary. She



received her Elementary and Early Childhood Degree from Lander College and obtained her master's degree in Administration from Clemson University. She taught elementary and middle school for 12 years before serving as an Assistant Principal in several Greenville County schools over the course of 6 years. She served as Assistant Principal at Simpsonville Elementary for 11 years before taking on the role as principal in 2013. Mrs. Earle was married in 2004 and has a wonderful husband who works at Hillcrest High School.

Our assistant principal is Mrs. Julie Cooke: Mrs. Julie R. Cooke serves as the assistant principal at Simpsonville Elementary. She grew up in the Greenville area where she attended Taylors Elementary, Hillcrest Middle, and Mauldin High School. She holds a Bachelor's Degree in Elementary Education from the University of South Carolina Upstate and a Master's Degree in School Administration and Supervision from Clemson University. Mrs. Cooke has eleven years of experience as a classroom teacher and administrator. She is a member of South Carolina Association of School Administrators (SCASA). She has attended leadership conferences provided by this organization and has presented at the state SCASA conference. This is Mrs. Cooke's first year at Simpsonville Elementary School. Mrs. Cooke has two beautiful daughters. Her husband is also an assistant Principal with Greenville County Schools.



Our Instructional Coach is Mrs. Jennifer King: Mrs. Jennifer King joined our staff at Simpsonville Elementary in August 2013. She earned a BS from USC Upstate and a M.Ed. in Elementary Education from Southern Wesleyan University. Mrs. King received her National Board Certification in 2010. She taught 4th and 5th grades at Bethel Elementary for 8 years, where she awarded 2009-10 Teacher of the Year. As an Instructional Coach at Simpsonville Elementary, she strives to increase student achievement, continuously working to help teachers diagnose student needs more analytically. Mrs. King shares Professional Development with best practices to help teachers plan more productively and teach more effectively. She lives in Simpsonville with her husband and 6 year old daughter.



Student Support Services at Simpsonville Elementary

Counseling Services- Students at Simpsonville Elementary receive a high level of support service from Dr. Anne Henderson, our full time school counselor. Dr. Anne has a B.A. in Early Childhood Education from USC, an M.A. in Personnel from Clemson, and a Doctorate in Education- Child, Youth and Family Services from Nova Southeastern University. We also have a part time counselor, Mrs. Kim Genoble. Mrs. Genoble received a Bachelor's degree in psychology from Gardner Webb University and her Master's degree in Elementary Guidance from USC. I have worked with Greenville County Schools as a school counselor for 19 years. Prior to this I worked with Juvenile Justice and as a counselor to victims of violent crimes with the Solicitor's office in Spartanburg. The Guidance program at Simpsonville Elementary consists of guidance lessons in the classroom twice a month, small group guidance, character education and parent education. Individual planning includes consultation and placement input. Response services include individual counseling and small group counseling. System support includes planning, staff and community relations, professional development. Our school counselors teach the program 7 Habits of Highly Effective Students. Our Guidance Advisory Committee, or GAC, is led by our counselors. This committee meets monthly to discuss ways to help students and counseling programs in our school.

Literacy Specialist- Our school's Literacy Specialist is Mrs. Shay Willimon. Mrs. Willimon joined the staff at Simpsonville Elementary in August of 2002 as an Instructional Coach. She earned a BS and a M.Ed. degree in Elementary Education from Converse College as well as an Ed.S. Degree in School Administration. She taught 4th grade at Mauldin Elementary before becoming a district ADEPT Teacher Leader. At Simpsonville she is currently our Literacy Specialist, which is an initiative from the SC Read to Succeed Act. Mrs. Willimon works collaboratively to implement a quality reading program by actively supporting teachers and provides specialized instruction directly to students to support core classroom instruction. Mrs. Willimon was a 1998 Milken National Educator and a 1997 Presidential Awardee for Excellence in Mathematics and Science Teaching.

School Psychologist- Mrs. Jelena Popovic is a nationally certified school psychologist that serves Simpsonville Elementary. She earned her B.S in Psychology from University of Maryland-College Park and an M.A. and C.A.G.S in School Psychology from Tufts University. Mrs. Popovic provides direct support, interventions and assessment to students, consults with teachers, families and works closely with the special education, guidance department and mental health program at Simpsonville Elementary. In addition, Mrs. Popovic teaches relaxation and mindfulness skills to students and staff and her Chill Skills after-school class supports social-emotional learning, reinforces positive coping and decision making skills, and assists in anger management, conflict resolution and promotes resilience.

Mental Health Counselor- Mrs. Kelly French, a National Certified Counselor, is a counselor with Piedmont Mental Health Center. She has an on-site office at our school as part of Piedmont Mental Health Center's school-based services program. The mission of the program is to identify and intervene at early points in emotional disturbances, and to assist parents, teachers, and counselors in developing comprehensive strategies for resolution. Mrs. French earned her Bachelor's Degree in Psychology from Northern Arizona University and her Master's Degree in Mental Health Counseling from Walden University. Before coming to Piedmont Mental Health Center, Mrs. French served as a lead counselor for a rural outpatient mental health clinic for adults, adolescents, and children.

Overview of Simpsonville Elementary School's Students and Staff

| Students (n = 787) | |
|---|-----------|
| Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index) | 55.4 |
| Attendance Rate | 96.7 |
| With disabilities | 12.4 |
| Out of school suspensions or expulsions for violent and/or criminal offenses | 0.0 |
| Percentage of students served by gifted and talented programs | 11.1 |
| Percentage of students retained | 1.0 |
| Teachers (n = 44) | |
| Percentage of teachers with advanced degrees | 50.0 |
| Percentage of teachers on continuing contract | 95.5 |
| Teachers returning from previous year | 93.5 |
| Teacher attendance rate | 94.9 |
| Average teacher salary* | \$51,006 |
| Professional development days / teacher | 7.2 days |
| Percentage of teacher vacancies for more than 9 weeks | 0.0 |
| School | |
| Principal's years at school | 2.0 |
| Student-teacher ratio in core subjects | 21.3 to 1 |
| Prime instructional time | 90.6 |
| Opportunities in the arts | Good |
| Opportunities in foreign languages | Poor |
| AdvancEd (SACS) accreditation | Yes |
| Parents attending conferences | 100.0 |
| Character development program | Excellent |
| Avg. age of books / electronic media in the school library | 13.0 |
| Number of resources available per student in the school library media center | 28.2 |
| Bandwidth capacity per student | <25 Mbps |
| Percent of classrooms with wireless access | 76-100% |
| District-issued learning devices per student | 0.5 |
| District-issued technology devices per teacher | 1.1 |
| Percentage of classes not taught by highly qualified teachers | 0.0 |
| Dollars spent per pupil** | \$6,411 |
| Percent of expenditures for instruction** | 65.7 |
| Percent of expenditures for teachers' salaries** | 67.2 |

* Includes current year teachers contracted for 190 days or more.

** Prior year audited financial data are reported.

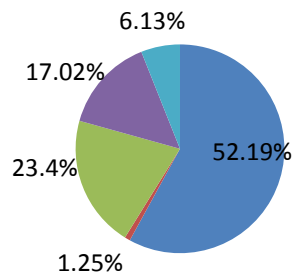
Simpsonville Elementary's Student Population Data

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. For the 2014-2015 school year (this is the latest available data), the student attendance rate was 96.7%, which is down from 97.4 in the previous year. This is higher than the state average for schools like ours at 96.3%, and the district mean at 96.4%. The retention rate at Simpsonville Elementary is currently 1.0%, down from 1.8% the previous year. At Simpsonville Elementary School, the poverty index is currently 55.4, down from 61.8 the previous year. The student population is comprised of students with 3 home languages. These languages, in order of student enrollment, are English, Spanish, and Arabic. These students are served by our pull out ESOL program. Simpsonville Elementary has a gifted and talented program for identified students. Currently, 11.1% of our students serve in the GT program. 12.4% of our students have disabilities and receive services from our special education teachers. Simpsonville Elementary School has community volunteers, business tutors and high school students who come during the school day to tutor at-risk students.

In the 2015-16 school year, the student enrollment at Simpsonville Elementary School consists of 1.25% Asian, 17.02% Hispanic, 23.4% Black or African American, 52.19% White, and 6.13% Other Ethnicity, as shown in the pie chart below. Our student population's ethnicity has changed very little in the last three years.

Simpsonville Elementary Enrollment by Ethnicity 2015-2016

■ White ■ Asian ■ African American ■ Hispanic ■ Other



Our enrollment count at Simpsonville Elementary is currently* 799. Please see a detailed enrollment summary in the table below:

Simpsonville Elementary Enrollment by Ethnicity **as of 03/15/2016*

| Grade Level | TOTAL IN GRADE | Asian | Black or African American | Hispanic/Latino | Other | White |
|--------------|----------------|-----------|---------------------------|-----------------|-----------|------------|
| K-4 | 17 | 0 | 2 | 2 | 0 | 11 |
| Male/Female | 8/9 | 0/0 | 1/1 | 1/1 | 0/0 | 5/6 |
| K | 127 | 1 | 28 | 19 | 9 | 70 |
| Male/Female | 56/71 | 0/1 | 13/15 | 8/11 | 5/4 | 30/40 |
| 1 | 144 | 2 | 37 | 23 | 12 | 70 |
| Male/Female | 78/66 | 2/0 | 21/16 | 14/9 | 6/6 | 35/35 |
| 2 | 118 | 4 | 30 | 22 | 6 | 56 |
| Male/Female | 68/50 | 2/2 | 14/16 | 16/6 | 4/2 | 32/24 |
| 3 | 141 | 1 | 37 | 21 | 9 | 69 |
| Male/Female | 78/63 | 1/0 | 18/19 | 12/9 | 3/6 | 42/27 |
| 4 | 118 | 1 | 26 | 21 | 9 | 61 |
| Male/Female | 71/47 | 0/1 | 15/11 | 11/10 | 3/6 | 42/19 |
| 5 | 134 | 1 | 27 | 24 | 4 | 78 |
| Male/Female | 80/54 | 0/1 | 14/13 | 14/10 | 4/0 | 48/30 |
| TOTAL | 799 | 10 | 187 | 136 | 49 | 417 |
| Male/Female | 439/360 | 5/5 | 96/91 | 78/58 | 25/23 | 235/182 |
| Percentiles | | 1.25% | 23.4% | 17.02% | 6.13% | 52.19% |

Simpsonville Elementary's School Personnel Data

The staff at Simpsonville Elementary School includes 1 principal, 1 assistant principal, 1 instructional coach, 1 literacy specialist and 35 regular education teachers. We have a pre-k teacher, 2 resource teachers and 1 special education self-contained teacher. We have 3 full-time related arts teachers, 3 part-time related arts teachers and 1 media specialist. We have a .8 ESOL teacher and 1.5 guidance counselors. We also have a .6 Gifted and Talented teacher, a .5 reading coach and a .5 math aide.

Support personnel available to assist in meeting the needs of Simpsonville Elementary School students include a district psychologist, a contract school nurse, and 3 speech and language specialists, one of which serves pre-school students. We have 2 pre-k assistants and 5 kindergarten assistants. We have 1 special education assistant teacher, and 1 media assistant. We also have an on-site social worker from Piedmont Mental Health.

Additional personnel include the plant engineer, custodial staff, and food services workers. We also have a staff of extended day workers. Several bus drivers and utility workers also provide services to our students.

Our staff includes 1 male teacher, 1 male teaching assistant, and 1 African-American teaching assistant. We have no teachers teaching with an out-of-field permit and all teachers are “highly qualified” under No Child Left Behind. 50% of our teachers have advanced degrees. 5 of our teachers are National Board Certified.

Teacher attendance at Simpsonville Elementary for the 2014-2015 school year (this is the latest available data) was 94.9%, right at the state average for schools like ours at 95%.

Teaching experience for our certified teachers is highlighted in the chart below. Data is represented by the number of years the teachers have taught and is organized by grade level:

| | 1-3 | 4-5 | 6-8 | 9-10 | 11-15 | 16-20 | 21-25 | 26+ |
|--------------------|-----|-----|-----|------|-------|-------|-------|-----|
| Pre-K | | | | | | | | 1 |
| K | | 2 | | | 2 | | 1 | 1 |
| 1 | 2 | | | 1 | | | 3 | 1 |
| 2 | | 1 | | | 1 | 2 | 2 | 1 |
| 3 | | | 1 | | | 2 | 1 | 1 |
| 4 | | | 2 | | 1 | 1 | | 1 |
| 5 | | | 1 | | 1 | | 1 | 2 |
| Other Areas | | 1 | 1 | 1 | 3 | 3 | | 4 |

The education attainment of our staff, by grade level, is shown below:

| Grade Level | Bachelors | Bachelors + 18 | Masters | Masters + 30 | Doctorate | National Board |
|--------------------|------------------|---------------------------|----------------|-------------------------|------------------|-----------------------|
| Pre-K | | | | 1 | | |
| K | 2 | 1 | 2 | | | 1 |
| 1 | 3 | 2 | 2 | | | 2 |
| 2 | 1 | 1 | 3 | 1 | | |
| 3 | 2 | 2 | 2 | | | 1 |
| 4 | 1 | 1 | 2 | 1 | | |
| 5 | 2 | 1 | 2 | | | |
| Other Areas | 2 | 1 | 10 | | | 1 |

Simpsonville Elementary's Academic and Behavioral Programs

Academic Program and Initiatives:

Balanced Literacy- We teach reading through Fountas & Pinnell, or F & P, a guided reading model that is being implemented in all Greenville County Schools. Through guided reading, small-group reading instruction takes place, designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time (similar guided reading levels).

The Great Math Race- The Great Math Race is a school-wide program designed to encourage students to master their basic math facts. Students qualify for the race by passing a timed math facts quiz that is appropriate for their grade level. Winners receive a ribbon to wear and their name posted on the school's "Winner's Wall". Once grade level tests are passed, students can move on in the race by passing tests from higher grade levels. Additionally, all qualifiers are invited to our semester celebrations, such as grade level dance parties or games played against the teachers.

Project Fit America- Simpsonville Elementary School is the only school in Greenville County that has won a Project Fit America Grant sponsored by Bon Secours St. Francis Hospital System. Just recently, our Physical Education teacher was named to the National All Star Teacher Recognition. The goal of the program is to transform sedentary students into moving machines whirling from one activity to another using math, nutrition, character development and goal setting. During Physical Education class, students exercise on outside fitness equipment that include pole-climb bars, pull-up bars, horizontal ladders, vault bars and more. Other equipment inside the gym, include 3-4 pound hula hoops, jump ropes, weights and 1000 building cups. Students earn gold, silver and bronze recognition for different levels of physical achievement. Student names are posted in the hallway just outside the gym for achievement of different physical skills. The challenges motivate students to achieve what they thought they couldn't before. Last year a student from our school completed 800 sit-ups in 40 minutes. He is ranked 5th in the nation and has earned National Elite recognition.



Power Writing- Our students are taught a school-wide writing strategy called Power Writing. This approach begins in kindergarten and teaches students to use a graphic organizer to construct their writing. By the end of the students' elementary career, they are able to write a well-written essay consisting of five paragraphs.

Reading Counts- We have school- wide reading incentive program called "Reading Counts". This program enables teachers to assess the reading progress of their students. The classroom teacher sets a reading goal for the students to achieve each grading period. Students earn points by taking and passing tests on the books they have read. The points can be redeemed at the end of each grading period at the Reading Counts Store in the Media Center. Some teachers offer additional incentives by having a "date" with the students who accumulate the most Reading Counts points each quarter.

RTI – Response to Intervention- The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate, reading tools and strategies are taught so that children can become independent and successful readers on or above grade level. The Soar to Success curriculum published by Houghton-Mifflin is used for instruction. There are 30 literature selections that include both a fiction and a non-fiction story for students. Each lesson is composed of the following components: Revisiting, Teaching, Reading, and Responding. These lessons are taught by trained staff in small groups of approximately 5 children. Through frequent benchmarking data, individual student progress is monitored in each area tested, allowing teachers to see if students are on target for meeting end of the year reading goals.



Morning Math Achievers- Simpsonville Elementary's computer lab is open each morning from 7:15-8:00 for students to work on Larson's Math program software. We targeted students that were within a few points of scoring Proficient or moving from Not Met to Proficient on SCPASS and invited them to attend. The lab is staffed by parent volunteers, volunteers from Cryovac, and volunteers from our community.

ESOL Program- The goal of Greenville County School's English for Speakers of Other Languages (ESOL) Program is to provide equal educational opportunities to students who have a primary or home language other than English. The primary focus is to provide an English-rich environment, providing opportunities to reach English language proficiency as soon as possible. In order for students to receive a fluent designation, they must be proficient in the listening, speaking, reading, writing and comprehension of the English language.

Gifted and Talented Program- Gifted and Talented Identification Criteria included in State Regulation 43-220 has been implemented since our 2000-2001 school year. Our program now serves students being taught in Special Education and individuals with severe math, reading or writing deficiencies. Mrs. Stone meets the needs of all her students, working with them using many varied instructional strategies, and utilizing Yale University's Program for Diversified Instruction and Assessment. Often our smaller groups of highly gifted students serve as mentors demonstrating advanced standards to their peers in an academic and creative atmosphere. This non-competitive situation enhances learning in many areas.

Simpsonville Elementary Media Center- The Media Center has over 13,000 books in the collection, an average of 20 books per student. We also have over 5,00 ebooks available. The Media Center is open every day from 7:30 am to 3:00 pm, with a flexible schedule. Teachers sign up and plan lessons using state standards with the Media Specialist. The Media Specialist provides curricular support for the teachers in the classroom. The Media Center is open to students for study, computer use, research and book check-out throughout the day. The Media Center is also open to parents for check out, study and computer use. A Media Center web page on the school web site is kept up-to- date with pertinent information. The Media Center broadcasts a student morning announcement program produced by 5th grade students. Students are responsible for their part in the program, which includes 2 news anchors, a tech, camera operator and reporter. The Media Center sponsors several programs each year, including the Build-a-Book Program, Author visits, Reading Assemblies, Book Fairs, Reading Contests, a Summer Reading Program, our Reading Counts Program, and a Before School Program.



Science Lab- Simpsonville Elementary has a Science Lab that teachers use for demonstration lessons and regular classroom instruction. Our Science Lab is furnished with supplies that include microscopes, anatomical models, weighing and measuring devices, and miscellaneous supplies required for teaching our elementary school science curriculum. It is furnished with laboratory tables that are sized to accommodate students from K-5th grade. We have a television, computer, and a computer microscope set up for teachers to use. The storage areas are all labeled for easy access to supplies. The lab is user friendly for our teachers and our students. The lab enables us to have more room for our hands-on activities when using our district science kits.



Computer Lab and Computer Access- Simpsonville Elementary School is currently equipped with a 32 student station Computer Lab. All grades, first through fifth, have weekly hands-on instruction in the Computer Lab. Kindergarten has Computer Lab bi-monthly. Classroom teachers coordinate their weekly lesson plans to include technology (utilizing a wide variety of software and internet) to support and enhance their classroom instruction. We also have 2 rolling laptop carts, as well as portable Dell Pad carts and iPad mini carts, to be used during Guided Reading, eBooks, research., QR codes, center rotations, and much more. Additionally, we have Dell Pads stationed in the Media Center where students are taught keyboarding and research skills. We have 58 networked Dell teacher laptop computers and 194 Dell networked student computers. All classrooms have a teacher computer, at least 4 networked student stations and a Kyocera B/W printer. We have a school-wide color Kyocera printer located in the front office. All of our classrooms have Promethean Boards that are used daily.



Extended Day Program- Simpsonville Elementary offers an extended day program for our students after school. Our mission in the After-School Program is to provide each and every child with a safe and caring environment where they all can flourish. In addition, our mission is to also provide the after-school students with an environment that includes education, nourishment, and all other physical and mental needs. Students have the opportunity to work in our media center and computer lab in addition to homework help and outside play and craft activities. We offer clubs for students to participate in during the Extended Day hours. Clubs are created due to interest and availability of volunteers. Participation in these clubs will be strictly voluntary. Along with these clubs, we offer special events during the school year. These may include, but are not limited to, arts and crafts, holiday activities, movie days, pizza parties, ice cream parties and contests.

School Store- Our school store is operated by 5th grade students. Through managing the store they learn life skills and gain exposure to real-world math problems. Students enjoy the opportunity to interact with all students and provide a service to their peers.



Miscellaneous Clubs and Student Activities:

Yearbook Club- Our school's Yearbook Club is organized by a parent volunteer who works with a select group of students to take photographs and submit write-ups for our annual school yearbook.

Science Bee- Every year, our 3rd through 5th grade students participate in a Science Bee as part of their standardized test preparation. Students study their grade level standards to prepare for their classroom level science bee. Classroom winners then participate in a grade level bee.

Student Council- Our Student Council is made up of second through fifth grade students. One member from each homeroom class is chosen as a representative. Some activities that the students participate in are making and delivering Valentine's for local nursing homes, pet food drives, canned food drives, and generally pitching in whenever a need arises around the school. Their motto is "Service in Simpsonville." Student Council also organizes and leads one fundraiser a year. The money raised from the fundraiser is used for projects around the school, such as purchasing mulch for playgrounds, buying new soccer goals for P.E., replacing the broken cement benches and tables in the front and the picnic area, and more.

Science Fair- Our 3rd through 5th grade students create a science fair project for our annual Science Fair. Winning projects are then entered in the district level science fair.

Safety Patrols-Simpsonville Elementary School continues to implement a strong Safety Patrol Program. Fifth grade students are chosen to help oversee the safety of our students as safety patrols. The primary purpose of the program is to enhance the safety of our students. In addition, this promotes the development of leadership skills and good citizenship qualities. A safety patrol's job is to model for students the safety rules that have been taught in the classroom, to encourage students in safe transitions throughout the building, and to assist students in and out of their vehicle during arrival and dismissal. Patrols receive instructions in safety guidelines and procedures during their training and regular patrol meetings.

Good News Club- The Good News Club is an opportunity offered to our students by a local church in our community. Through these monthly meetings, students receive character lessons and devotions.

Book Club- Our Instructional Coach and Media Specialist hold a Book Club with a group of interested fifth grade students. During their monthly club meetings, they participate in a book discussion and view live webinars with authors and illustrators.

Chorus- The SES Chorus is made up of 70 fourth and fifth graders who sing correctly on pitch. Interested students audition in the fall of each year. If accepted, rehearsals are held every Monday that we are in school from 2:30-3:15 p.m. The chorus has sung for many school and community events, including The Rotary Night of Singing at Brookwood Church, caroling at Greenville Memorial Hospital, Greenville Drive Baseball, Furman University, Hyatt Regency Hotel, The Springs Assisted Living, and more.

Community Events:

Family Literacy Event- Family Reading Night is an annual event in which we offer a variety of events for families to attend. Activities include informational presentations on our Balanced Literacy reading program and ways for families to support reading at home. Other activities include a book walk, book mark making, the book fair, & more. Students can participate in our character showcase by dressing up as a book character and writing a book review of their book.

Veterans' Day Program- Every year, our school holds a Veteran's Day program to honor the Veterans in our community. We serve the Veterans breakfast, our Chorus students present a variety of patriotic songs, and then some of the Veterans speak to our students.

International Night- Simpsonville Elementary holds an annual International Night in which the students in our ESOL program present pieces of their work. The ESOL teacher provides an information presentation for the parents on reading and writing at home. Additionally, families bring their favorite dish to share for a pot luck meal.

Annual Art Show- Visual arts plays a big role in our school as the art teachers often collaborate with classroom teachers overlapping core standards with visual arts standards. The students love to showcase their artwork on various art display boards throughout the school. In addition to several community art shows, every year we have a special "Art Show" in the evening where families are invited to view the terrific artwork. Every student in our school, K4-5th grade has an original piece displayed in a frame for the special night. Families can choose to purchase the frames to support the art department or may take home unframed work at no cost.

Safe & Healthy Kids Fair- This is an annual event at your school, and this year we had over 400 people present. Activities included kick boxing, outdoor games of lacrosse, dancing in the cafeteria, and a Zumba class taught by a certified instructor. Guest speakers from around the community included a Nutritional Counselor and a Personal Trainer. Additionally, free healthy snacks were provided by community businesses.

K5 Sneak Preview- This event, offered in the spring of the school year prior to the students' kindergarten year, allows parents and students the opportunity to get to know more about our kindergarten program at SES. K5 teachers offer a presentation to parents and guardians on how to help prepare their child for kindergarten, as well as other helpful information related to our school. This time is also used to screen these future students by assessing them on what they know prior to starting school.

1st Grade Parent Information Night- Our school offers an informational night to the parents and guardians of our first graders at the beginning of the school year. During this event, presentations are offered for introducing and explaining some of our school's policies and procedures.

CATCH School:

Simpsonville Elementary is a CATCH school. CATCH stands for Coordinated Approach To Child Health. CATCH is the most proven program to prevent childhood obesity and launch kids and communities toward healthier lifestyles. Our goal is to encourage healthy choices that will not only impact students and families now, but will influence their future as well. This endeavor correlates with our school tagline; Academics + Fitness “Seal” Our Success!

Culinary Creations Menu- Our school provides students with the Culinary Creations Menu, a concept that emphasizes scratch cooking in lieu of processed foods and promotes the consumption of whole grains and fruits and vegetables. Four entrees are offered daily, and two are vegetarian choices. We also have a Vegetation Station where students can choose items daily from the soup and salad bar. All soups are made from scratch.

Walk to School Event- Our school participates annually in the International Walk to School Day and SC Walk to School Day. Hundreds of miles are completed on the track by parents, teachers and students during these special events.

Community Turkey Trot- As part of our CATCH endeavor, we provide extra opportunities to promote health and fitness. To encourage exercise around a time when people are consuming a lot of extra food, our school invites parents and community members to join our students and staff as we walk the track.

Other:

Watch Dog Dads- Watch Dog Dads is a program we have at Simpsonville Elementary that is run by our male parents and community members. The acronym “DOG” stands for Dads of Great Students. Volunteers work on a scheduled basis to walk the parameters and hallways of our school, looking for anything out of the ordinary or simply serving as a male presence, helping students feel safe during the school day.

Vertical Teams- Every teacher at SES serves on a Vertical Team. Each team is divided up by core subject area and has a member from each grade level or specialty area represented. These groups of teachers come together monthly to discuss a specific focus and vision for their content area. By having grade levels represented vertically, cross curricular standards are one of many items that can be effectively addressed.

Data Teams/Data Centers/Data Wall- Our school places a strong emphasis on data driven instruction. Each teacher serves on their grade level data team in which they analysis and discuss common assessments for the purpose of guiding their instruction and increasing student achievement. Each classroom has a Data Center in which teachers track their student’s data and goal progression. In our atrium, we have a school-wide Data Wall in which we track school-wide data, such as tardies, absences, Great Math Race participants, and Reading Counts points.

Jump Rope for Heart- Jump Rope for Heart is a national education and fundraising event sponsored by the American Heart Association. Every year, Simpsonville Elementary participates in this fundraiser. This year our school donated over \$8,000 to the American Heart Association, the largest donation we have made in over 8 years. Our school received a Service Celebration Award by the American Heart Association. For over twenty years, our school has raised over \$100,000 for the Jump Rope for Heart program. We were also recognized as a top fundraiser school for the state of South Carolina.

Parent and Community Support

Parent Teacher Association (PTA)- Parents are valuable resources for our students. Our parent volunteers log well over 15,000 hours of service during the school year with approximately 1,000 volunteers. Their efforts include serving as resource speakers, participating in career awareness sessions, American Education Week and Red Ribbon Week activities. Support is further provided through their involvement with Teacher Appreciation Week, health room assistance, Jump Rope for Heart, chaperones for field trips, book fair, clerical assistance, making copies for teachers, field days, securing needed classroom resources (e.g. computers, copier machines, classroom supplies). The PTA also runs a Food Pantry and the Kool Kids Closet, for families in need. Volunteers are not limited to supporting extra and co-curricular activities, but are also directly involved in the classrooms as tutors in reading, math and other areas of the curriculum and the SEEDS (Starting Early with Enrichment Designs for Students) Program. With tight budget constraints, fundraising has become a high priority for our P.T.A. Board. They run several fundraisers each year, including Boosterthon, in which they raised over \$17,000 in 2014 alone. The PTA used that money to purchase Dell Pads and iPads for your students. One of the most important aspects of parental support comes from their commitment to assisting and encouraging their children to participate fully in the academic program of the school. This year, our PTA hosted our first Mother

annual Daddy Daughter Dance and Son Movie Night.



School Improvement Council (SIC)- The School Improvement Council (SIC) serves as an advisory committee to our principal and faculty. Our SIC plays a key role in the education of our children, bringing together parents, educators and community stakeholders to collaborate on the improvement of our school. Our SIC allows us to connect to the community and share successes and seek ideas to further enhance our community relations. Our SIC participated in the development of the five-year school improvement plan (ACT 135) and continues to monitor the implementation of the plan as well as evaluation of the improvements and innovations. This year, helped our school proposals' for our Advisory committee.



Volunteer Academic Tutors- Business partners from Cryovac and area churches serve children through individual tutoring and computer assistance in our computer lab. They also work with the second grade in an Emergency Preparedness Program. Employees from Caterpillar provide Junior Achievement instruction. Parents and retired come to our school on a one-on-one learning children. Our academic positive difference in our










community members daily basis to provide experiences for our volunteers truly make a school.

Mission, Vision, and Beliefs

Mission: Our mission at Simpsonville Elementary School is to prepare students to be productive, respectful and responsible.

Vision: Simpsonville Elementary School's vision stems from a child-centered focus on improving the curriculum, instruction, assessment, and environmental factors that support effective learning for our students.

Beliefs: At Simpsonville Elementary School, we believe...

-  Each student has an equal and fundamental right to an education.
-  All children have significant worth and should be provided the best educational opportunities for reaching their greatest potential.
-  The educational process is a partnership among students, parents, educators, and the community.
-  Each child, through his/her cultural diversity, contributes to an enriched society.
-  A nurturing environment encourages success in learning.
-  Early school success fosters continued positive learning/achievement.
-  The primary focus of education is to provide the building blocks that facilitate growth and life-long learning.

School Mascot: Seal

School Tagline: Academics + Fitness "Seal" our Success!



Data Analysis and Needs Assessment

Student Achievement Needs Assessment

SDE School Report Card- <http://ed.sc.gov/data/report-cards/state-report-cards/2015/district/?ID=2301>

State Ratings History of School

| Year | Absolute Rating | Growth Rating |
|------|-----------------|---------------|
| 2014 | Excellent | Good |
| 2013 | Excellent | Good |
| 2012 | Excellent | Good |

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

DEFINITIONS OF SCHOOL RATING TERMS

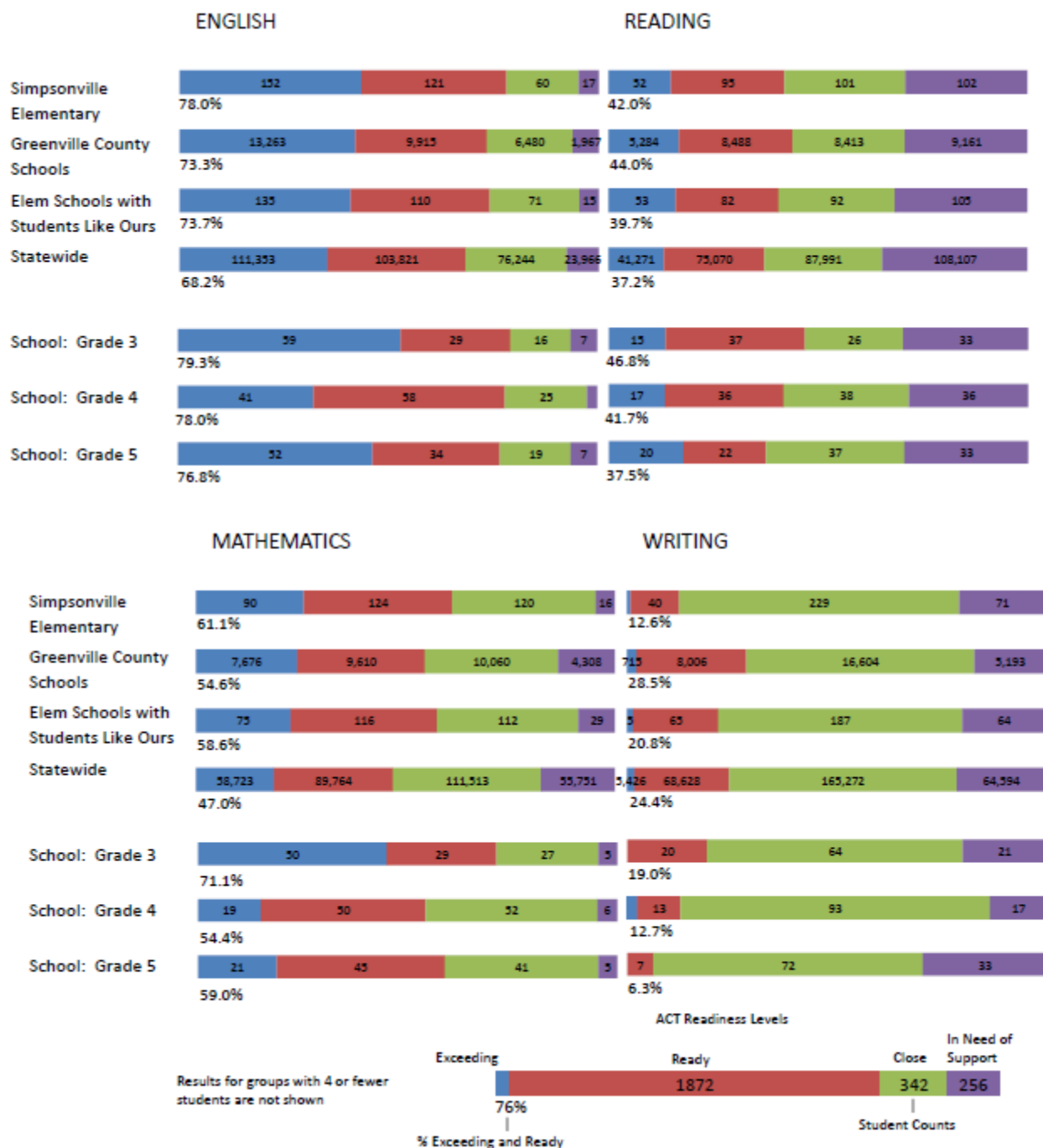
- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

2015 ACT Data for Simpsonville Elementary

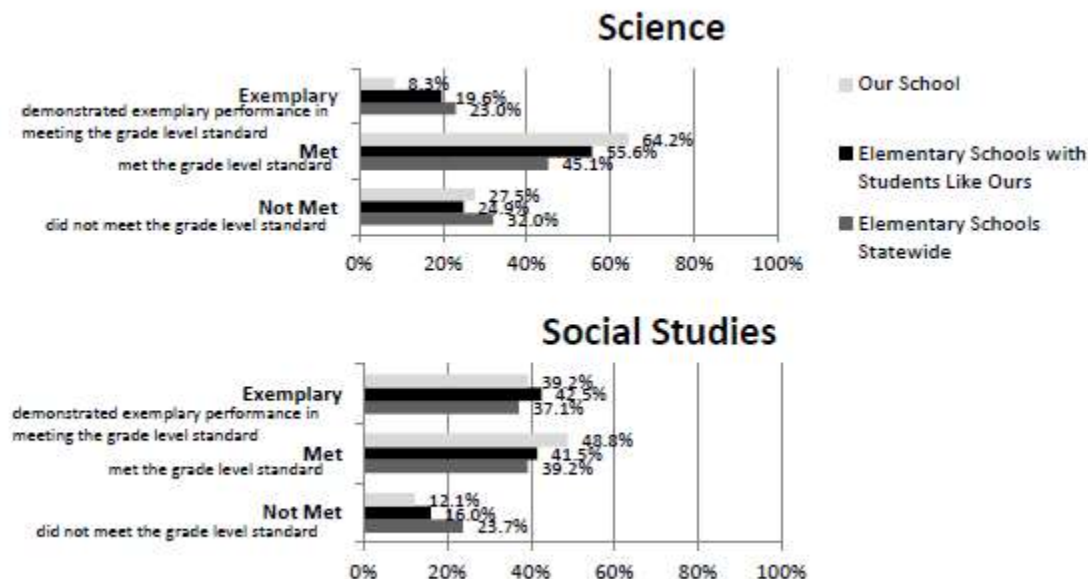
The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing



*The 2014-2015 school year was the first year that students were assessed in ACT Aspire, prohibiting trend data for this assessment.

2015 SCPASS Data for Simpsonville Elementary

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



| Science SCPASS | |
|--|-----------|
| Our School: Percent Met and Above for each grade level | |
| 4th grade | 5th grade |
| 73.2 | 71.7 |
| Social Studies SCPASS | |
| Our School: Percent Met and Above for each grade level | |
| 4th grade | 5th grade |
| 89.0 | 86.7 |

Note: Results include SC-Alt assessment results.

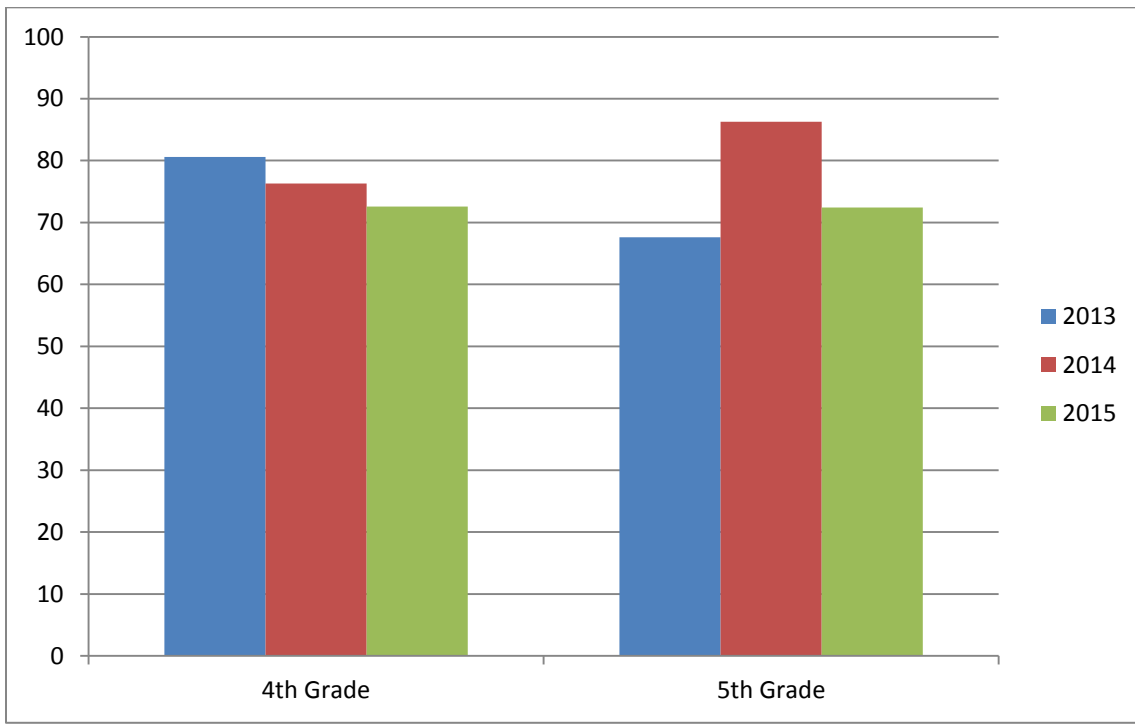
| | |
|-----------|--|
| Exemplary | "Exemplary": student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met": student met the grade level standard. |
| Not Met | "Not Met": student did not meet the grade level standard. |

Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

*In the 2014-2015 school year, all 4th & 5th graders took science & social studies SCPASS. This is a change from previous years, when a sampling of students took either science or social studies.

SCPASS DATA for SIMPSONVILLE ELEMENTARY SCHOOL

Comparing 2015 Science SCPASS Performance with 2013 and 2014 SCPASS Performance by Grade Level



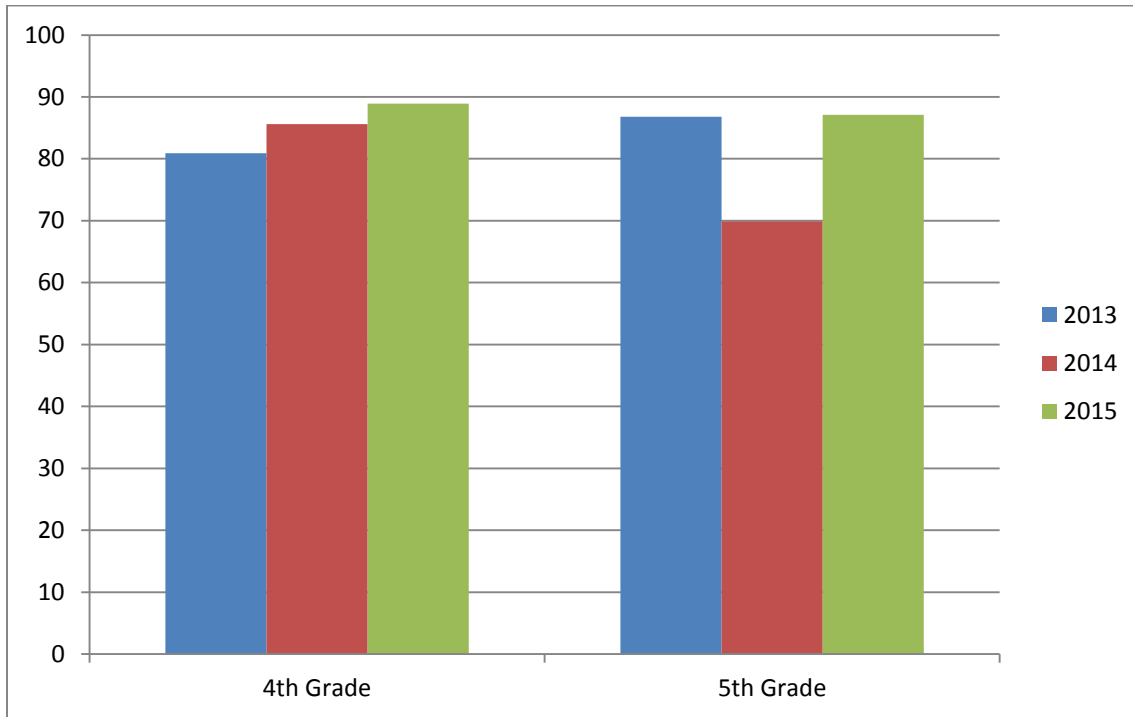
| SCIENCE | Grade 4 | | | Grade 5 | | |
|-------------------|---------|-------|-------|---------|-------|-------|
| Performance Level | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Not Met | 19.4% | 23.7% | 27.4% | 32.4% | 13.7% | 27.6% |
| Met | 57.5% | 59.3% | 68.1% | 54.4% | 56.2% | 58.6% |
| Exemplary | 23.1% | 16.9% | 4.4% | 13.2% | 30.1% | 13.8% |
| Met/Exemplary | 80.6% | 76.3% | 72.6% | 67.6% | 86.3% | 72.4% |

In 2015, 72.6% in 4th grade and 72.4% in 5th grade scored Met/Exemplary on SCPASS Science. Overall, 72.5% of our students met or exceeded the standard in science, down from 2014 81.3%. These scores are below our expectations for Science achievement, we are encouraging stronger correlation to the district supplied science kits for hands-on instruction. Our Instructional Coach is teaching enrichment lessons to our 4th and 5th grade students.

SCPASS DATA for SIMPSONVILLE ELEMENTARY SCHOOL

SCPASS DATA for SIMPSONVILLE ELEMENTARY SCHOOL

Comparing 2015 Social Studies SCPASS Performance with 2013 and 2014 SCPASS Performance by Grade Level



| SOCIAL STUDIES | | Grade 4 | | | Grade 5 | | |
|-------------------|--|---------|-------|-------|---------|-------|-------|
| Performance Level | | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Not Met | | 19.1% | 14.4% | 11.1% | 13.2% | 30.1% | 12.9% |
| Met | | 36.0% | 43.2% | 47.4% | 42.6% | 39.7% | 50.9% |
| Exemplary | | 44.9% | 42.4% | 41.5% | 44.1% | 30.1% | 36.2% |
| Met/Exemplary | | 80.9% | 85.6% | 88.9% | 86.8% | 69.9% | 87.1% |

In 2015, 87.85% of students scored Met/Exemplary on SCPASS Social Studies. This is an increase from 2014. In 2015, 88.9% of our 4th graders and 87.1% of our 5th graders scored Met/Exemplary. We are pleased with the increase in both 4th and 5th grade scores. In addition to using Rubicon Atlas, our district created portal for support and resources, our 5th grade Social Studies teacher is working with our Instructional Coach on supplementary Language Arts integration.

November 2014 CogAT and IOWA Scores for Simpsonville Elementary:

CogAT:

In the fall of 2014, 149 of our students participated in CogAT testing. The Composite results show an average Universal Scale Score of 178.2, which is an increase from 168.2 in the fall of 2013. The average Standard Age Score decreased slightly from 102.6 in 2013 to 101.6 in 2014. The Percentile Rank of Age Scores decreased from 56 to 54 and from 58 to 57 for Grade Scores. The Stanine for both Age Scores and Grade Scores was 5 in 2014, a constant for Age Scores from 2013, and a decrease for Grade Scores from 2013. The APR of Building Average Graph shows a slight decrease from 56 to 54 from 2013 to 2014.

| | | Number of Students Included | Average USS | AGE SCORES | | | GRADE SCORES | | | APR of Building Average Graph | | | | |
|--|-----------------|-----------------------------|-------------|-------------|----|---|--------------|---|----|-------------------------------|----|----|----|----|
| | | | | Average SAS | PR | S | PR | S | | 1 | 25 | 50 | 75 | 99 |
| Simpsonville Elem Level: 8 Number of Students Tested = 149 | Verbal | 145 | 177.0 | 101.2 | 53 | 5 | 58 | 5 | 53 | | | | | |
| | Quantitative | 146 | 175.2 | 100.7 | 52 | 5 | 61 | 6 | 52 | | | | | |
| | Nonverbal | 145 | 182.3 | 102.3 | 56 | 5 | 60 | 6 | 56 | | | | | |
| | Composite (VQN) | 144 | 178.2 | 101.8 | 54 | 6 | 57 | 6 | 54 | | | | | |

In the fall of 2014, 149 of our students participated in IOWA testing. Results show a slight decrease in every area from 2013 to 2014. In detail, the Average Standard Score for Reading Comprehension fell from 167.0 to 162.7 and from 159.3 to 156.8 in Math. The National Percentile Rank of the Average Standard Score dropped from 76 to 69 in Reading Comprehension and from 60 to 54 in Math. From 2013 to 2014 the National Stanine Average remained constant at 6 for Reading Comprehension and decreased from 6 to 5 in Math.

**Strands could not be compared from 2013 to 2014, as testing categories were different. Specifically, Vocabulary in Reading (not a subgroup in 2013) and Concepts, Problems, and Computation in Math (combined subgroups in 2014).*

| | | English Language Arts | | | | | | | Mathematics | | | CORE COMPOSITE | Social Studies | Science | COMPLETE COMPOSITE |
|--|--|-----------------------|----------|------------|-----------|---------------|-----------|--------------------|-------------|-------------|------------|----------------|----------------|---------|--------------------|
| | | Reading | Language | Vocabulary | ELA TOTAL | Word Analysis | Listening | EXTENDED ELA TOTAL | Mathematics | Computation | MATH TOTAL | | | | |
| Simpsonville Elem 2301081 Level: 7 Iowa Assessments/CogAT | | | | | | | | | | | | | | | |
| Number of Students Included | | 143 | | 2 | | | | | 143 | | | | | | |
| Average Standard Score (SS) | | 162.7 | | 126.0 | | | | | 156.8 | | | | | | |
| Average Predicted Standard Score (PSS) | | 156.5 | | 137.5 | | | | | 153.9 | | | | | | |
| Difference (SS-PSS) | | 6.2 | | -11.5 | | | | | 2.9 | | | | | | |
| National Percentile Rank of Average SS | | 69 | | 5 | | | | | 54 | | | | | | |
| National Percentile Rank of Average PSS | | 54 | | 16 | | | | | 47 | | | | | | |
| Difference (NPR-PNPR) | | 15 | | -11 | | | | | 7 | | | | | | |
| Iowa Assessments | | | | | | | | | | | | | | | |
| Number of Students Tested = 149 | | | | | | | | | | | | | | | |
| Number of Students Included | | 144 | | 2 | | | | | 144 | | | | | | |
| Average Standard Score (SS) | | 162.7 | | 126.0 | | | | | 156.8 | | | | | | |
| National Percentile Rank of Average SS | | 69 | | 5 | | | | | 54 | | | | | | |
| Percent of Students in NPR Range 75-99 | | 38 | | | | | | | 24 | | | | | | |
| 50-74 | | 30 | | | | | | | 35 | | | | | | |
| 25-49 | | 20 | | | | | | | 28 | | | | | | |
| 1-24 | | 12 | | 100 | | | | | 13 | | | | | | |
| National Stanine of Average SS | | 6 | | 2 | | | | | 5 | | | | | | |

MAP Data 2015:

| Grade Level | Math Count | Math Count Meeting Growth Projection | Reading Count | Reading Count Meeting Growth Projection |
|-------------|------------|--------------------------------------|---------------|---|
| 3 | 111 | 67 | 111 | 71 |
| 4 | 128 | 65 | 128 | 72 |
| 5 | 112 | 69 | 113 | 75 |
| Total | 351 | 201 | 352 | 218 |

School-Wide Percent Meeting Target Growth

| Math | Reading |
|------|---------|
| 57% | 62% |

3-Year Summary of MAP Reading; % of students meeting growth projection

| | 2013 | 2014 | 2015 |
|---------|------|------|------|
| Grade 3 | 46.2 | 55.7 | 64 |
| Grade 4 | 53.1 | 46 | 56.3 |
| Grade 5 | 54.2 | 67.9 | 66.4 |

3-Year Summary of MAP Math; % of students meeting growth projection

| | 2013 | 2014 | 2015 |
|---------|------|------|------|
| Grade 3 | 46.2 | 61.5 | 60.4 |
| Grade 4 | 36.2 | 50.4 | 50.8 |
| Grade 5 | 40.5 | 64.2 | 61.6 |

MAP Testing: Overall MAP scores dropped slightly from 2014 to 2015, but trend data shows student growth and improvement every year on MAP testing. In 2015, 62% of students met their target growth in reading and 57 % of students met their target growth in math. Teachers continue to use itemized MAP reports to target instruction and student needs.

Teacher and Administrator Quality:

All teachers at Simpsonville Elementary are Highly Qualified. Our staff was provided with 25 hours of Professional Development in the 2015-16 school year (*see Professional Development Plan below*). We have focused on providing Professional Development related to Curriculum and Instruction and the new State Standards and Rubicon Atlas, our new District Curriculum Portal. Specifically, these offerings included, Effective Common Planning & Effective Lesson Plans, Elements of Learning Focused, Best Practices in Assessment, Technology Tidbits, Grant Writing, Effectively Incorporating Science Probes, Teaching the Standards for Mathematical Practices, Data Teams, and Balanced Literacy with Small Groups. We will continue to provide additional training as we implement the new State Standards. In addition to what was offered at the school level, teams of teachers attended the District offered workshops on Data Driven Instruction, Standards Based Instruction, 21st Century Instruction, and Student Centered Instruction. As we look into the needs of our school, we have begun planning data-driven Professional Development for the 2016-2017 school year (*see Professional Development Plan following the 2015-2016 PD Plan below*).

2015-2016 Professional Development Plan:

| Title | Presenter | Description | Date | Time | Number Attended | Targeted Group | Correlation to School Goals |
|---|--|--|-------------|-------------|------------------------|-----------------------|---|
| Guiding Teacher Leaders | Jackie Earle, Julie Cooke, & Jennifer King | Expectations for new year and the leadership team, student achievement focus, etc. | 7/30/15 | 8:00-2:00 | 12 | Faculty Council | Goal 2: Teacher/Admin Quality Goal 3: School Environment |
| Expectations for a Successful School Year | Jackie Earle | The principal will share expectations for the new school year, back-to-school procedures, etc. | 8/12/15 | 8:00-10:00 | 40 | All Teachers | Goal 2: Teacher/Admin Quality Goal 3: School Environment |
| Introduction Effective Planning: Common Planning & Lesson Plans | Jackie Earle, Julie Cooke, Jennifer King | The focus of this session is to help teachers understand lesson plans & common planning expectations. | 8/13/15 | 1:00-3:00 | 40 | All Teachers | Goal 2: Teacher/Admin Quality Goal 3: School Environment |
| New Teacher Orientation | Jennifer King | New teachers will learn the routines, procedures, & expectations of our school and school district. <i>*There will be a follow-up meeting with all new teachers on the 1st Thursday of</i> | 8/12/15 | 11:00-12:00 | TBD | New Teachers | Goal 2: Teacher/Admin Quality Goal 3: School Environment |

| | | | | | | | |
|--|--|--|----------|------------------------------|--------|------------------------------------|---|
| | | <i>every month.</i> | | | | | |
| SLO Training | Jennifer King | Teachers will be given a training on the new guidelines for SLO's, including how to write them. | 8/26/15 | 3:00-4:30 | 50 | All Teachers | Goal 1: Academic Achievement/ |
| MAP Testing In-service | Jennifer King | Teachers will be given a refreshers course on expectations of MAP testing, test security, and other testing guidelines, as well as new policies/procedure for MAP Testing. | 9/1/15 | 3:00-4:00 | 30 | 1st-5 th Grade Teachers | Goal 2: Teacher/Admin Quality |
| Technology Tidbits: Creating QR Codes & Using them in your Classroom | Jennifer King, Christine Mack | Teachers will learn how to create a QR code and will be shown a variety of ways to use QR codes in their classroom. | 9/15/15 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Continuing Effective Planning: Common Planning & Lesson Plans | Jackie Earle, Julie Cooke, Jennifer King | The focus of this session is to assist teachers by offering feedback and support for their grade level in regards to lesson plans & common planning. | 9/21 | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Assessments Part 1: Best Practices in Assessment | Julie Cooke, Jennifer King | Teachers will learn how to create effective assessments for their students, the importance of identifying what they are truly assessing, and more. | 9/30/15 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Data Teams | Jackie Earle, Julie Cooke, Jennifer King | Grade level teams will meet to discuss the data analysis of their common | 10/19/15 | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |

| | | | | | | | |
|---|--|--|----------|------------------------------|--------|--------------------------------|---|
| | | assessments. | | | | | |
| CogAT/IOWA Testing In-service | Jennifer King | Teachers will be given a refreshers course on expectations of CogAt/IOWA testing, test security, and other testing guidelines. | 10/21/15 | 3:00-4:00 | 7 | 2 nd Grade Teachers | Goal 2: Teacher/Admin Quality |
| Motivating & Challenging Struggling Students | TBD | Teachers will be shown a variety of ways to motive and challenge the hardest to reach students. | 10/28/15 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Best Practices at the Elementary Level | Jennifer King | Teachers will gather ideas and best practices to implement in their own classrooms. | 11/18/15 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Technology Tidbits: GoogleDocs & Google Apps | TBD | Teachers will learn how to create GoogleDocs and ways to implement them in education. There will be a brief overview of finding/using google apps. | 12/8/15 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Data Teams | Jackie Earle, Julie Cooke, Jennifer King | Grade level teams will meet to discuss the data analysis of their common assessments. | 12/14/15 | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Continuing Effective Planning: Common Planning & Lesson Plans | Jackie Earle, Julie Cooke, Jennifer King | The focus of this session is to assist teachers by offering feedback and support for their grade level in regards to lesson plans & common planning. | 1/11/16 | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Assessments Part 2: Giving Formative | Julie Cooke, Jennifer King | Teachers will learn how to use formative assessments to | 1/27/16 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |

| | | | | | | | |
|--|--|---|---------|------------------------------|--------|--|---|
| Assessments & What to Do with the Data | | drive instruction. | | | | | |
| Data Teams | Jackie Earle, Julie Cooke, Jennifer King | Grade level teams will meet to discuss the data analysis of their common assessments. | 2/15/16 | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Assessments Part 3: Re-teaching (the when & how) | Julie Cooke, Jennifer King | Teachers will learn when it's best to re-teach and the most effective ways to do so; when to do whole-groups, small group and one-on-one re-teaching. | 2/24/16 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Technology Tidbits: Best Practices in Technology | Jennifer King | Teachers will take examples of some effective uses of technology back to their classrooms. | 3/8/16 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| ACT/SCPA SS Testing In-service | Jennifer King | Teachers will be given a refreshers course on expectations of MAP testing, test security, and other testing guidelines. | 3/30/16 | 3:00-4:00 | 20 | 3 rd 5 th Grade Teachers | Goal 2: Teacher/Admin Quality |
| Data Teams | Jackie Earle, Julie Cooke, Jennifer King | Grade level teams will meet to discuss the data analysis of their common assessments. | 4/18/16 | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| <i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i> | TBD | <i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i> | 4/27/16 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| <i>*TBD (Introduction/overview)</i> | TBD | <i>*TBD (Introduction/overview of school)</i> | 5/25/16 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin |

| | | | | | | | |
|---|--|---|--|--|--|--|---------|
| <i>of school focus for 2016-2017 school year)</i> | | <i>focus for 2016-2017 school year)</i> | | | | | Quality |
|---|--|---|--|--|--|--|---------|

2016-2017 Professional Development Plan:

| Title | Presenter | Description | Date | Time | Number Attended | Targeted Group | Correlation to School Goals |
|--|--|---|----------|-------------|-----------------|---|---|
| Guiding Teacher Leaders | Jackie Earle, Julie Cooke, & Jennifer King | Expectations for new year and the leadership team, student achievement focus, etc. | 7/27/16 | 8:00-2:00 | 12 | Faculty Council | Goal 2: Teacher/Admin Quality Goal 3: School Environment |
| Expectations for a Successful School Year | Jackie Earle | The principal will share expectations for the new school year, back-to-school procedures, etc. | 8/9/16 | 8:00-10:00 | 40 | All Teachers | Goal 2: Teacher/Admin Quality Goal 3: School Environment |
| New Teacher Orientation | Jennifer King | New teachers will learn the routines, procedures, & expectations of our school and school district. <i>*There will be a follow-up meeting with all new teachers on the 1st Thursday of every month.</i> | 8/11/16 | 10:00-11:00 | TBD | New Teachers | Goal 2: Teacher/Admin Quality Goal 3: School Environment |
| MAP Testing In-service | Jennifer King | Teachers will be given a refresher course on expectations of MAP testing, test security, and other testing guidelines. | 8/23/16 | 3:00-4:00 | 30 | 2 nd -5 th Grade Teachers | Goal 2: Teacher/Admin Quality |
| <i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i> | TBD | <i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i> | 9/28/16 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| CogAT/IO | Jennifer | Teachers will be | 10/18/16 | 3:00- | 7 | 2 nd Grade | Goal 2: |

| | | | | | | | |
|---|--|---|------------------------------|------------------------------|--------|--------------|---|
| WA Testing In-service | King | given a refreshers course on expectations of CogAt/IOWA testing, test security, and other testing guidelines. | | 4:00 | | Teachers | Teacher/Admin Quality |
| Motivating & Challenging Struggling Students | TBD | Teachers will be shown a variety of ways to motive and challenge the hardest to reach students. | 10/26/16 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Best Practices at the Elementary Level | Jennifer King | Teachers will gather ideas and best practices to implement in their own classrooms. | 11/30/16 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Data Teams | Jackie Earle, Julie Cooke, Jennifer King | Grade level teams will meet to discuss the data analysis of their common assessments. | TBD *1 st quarter | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Data Teams | Jackie Earle, Julie Cooke, Jennifer King | Grade level teams will meet to discuss the data analysis of their common assessments. | TBD *2 nd quarter | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Data Teams | Jackie Earle, Julie Cooke, Jennifer King | Grade level teams will meet to discuss the data analysis of their common assessments. | TBD *3 rd quarter | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Data Teams | Jackie Earle, Julie Cooke, Jennifer King | Grade level teams will meet to discuss the data analysis of their common assessments. | TBD *4 th quarter | Grade Level Planning Periods | Varied | Grade Levels | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| <i>*TBD (Data Driven PD, based on current needs assessment,</i> | TBD | <i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i> | 1/25/17 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |

| | | | | | | | |
|--|---------------|---|---------|-----------|----|--|---|
| <i>test scores, etc.)</i> | | | | | | | |
| <i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i> | TBD | <i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i> | 2/22/17 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| Best Practices in Technology at the Elementary Level | Jennifer King | Teachers will gather ideas and best practices to implement in their own classrooms. | 3/22/17 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| SCReady/ SCPASS Testing In-service | Jennifer King | Teachers will be given a refreshers course on expectations of MAP testing, test security, and other testing guidelines. | 4/4/17 | 3:00-4:00 | 20 | 3 rd 5 th Grade Teachers | Goal 2: Teacher/Admin Quality |
| <i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i> | TBD | <i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i> | 4/26/17 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |
| <i>*TBD (Introduction/overview of school focus for 2016-2017 school year)</i> | TBD | <i>*TBD (Introduction/overview of school focus for 2017-2018 school year)</i> | 5/24/17 | 3:00-4:00 | 40 | All Teachers | Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality |

Our student attendance goal was to maintain an annual student attendance rate of 95% or higher. Our school counselors have also assisted in helping our school reach this goal. We will continue to make personal contact with the family of any student that is out more than 8 days. We are also closely monitoring tardies as they accumulate students are held accountable by not being awarded Perfect Attendance Ribbons on Awards Day if they have over 3 tardies in a quarter. Additionally, we encourage students to attend school regularly and arrive on time by keeping track of daily tardy and attendance counts with a school-wide graph. We celebrate our successes as a school, further encouraging students to help us reach our school wide attendance and tardy goals.

Our parent participation by our ESOL parent group continues to increase. We have teachers who are bi-lingual in Kindergarten and 1st grade, and an ESOL Teaching Assistant that is bi-lingual. This is beneficial in helping parents communicate with our school family. Attendance at our ESOL Family Nights continues to be very good and surpasses our goal. Parent-teachers conferences are scheduled to meet the needs of our ESOL parents with translators as needed. We will continue to implement these strategies to meet the needs of our ESOL community.

2014-2015 SDE School Report Card

Link to full report card: <http://ed.sc.gov/data/report-cards/state-report-cards/2015/district/?ID=2301>

State Ratings History of School

| Year | Absolute Rating | Growth Rating |
|------|-----------------|---------------|
| 2014 | Excellent | Good |
| 2013 | Excellent | Good |
| 2012 | Excellent | Good |

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

2014-2015 SDE School Report Card Survey results

Evaluations by Teachers, Students, and Parents

| Evaluations by Teachers, Students, and Parents | | | |
|--|----------|-----------|----------|
| | Teachers | Students* | Parents* |
| Number of surveys returned | 43 | 113 | 60 |
| Percent satisfied with learning environment | 100.0 | 89.0 | 95.0 |
| Percent satisfied with social and physical environment | 100.0 | 81.0 | 90.0 |
| Percent satisfied with school-home relations | 98.0 | 89.0 | 80.0 |

* Only students at the highest elementary school grade and their parents were included.

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.

SC READY READING

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by SC READY.

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

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

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

Baseline data to be established in 2015-16.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

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

Baseline data to be established in 2015-16.

SC READY % TESTED

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

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

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

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

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

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

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

| % Tested Math – School | Baseline 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.

SCPASS SCIENCE

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

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

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

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

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

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------------|-----------------------------|---------|---------|---------|
| School Projected | X | | | |
| School Actual | 72.45 | | | |
| District Projected | X | | | |
| District Actual | 72.9 | | | |

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

SCPASS SOCIAL STUDIES

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

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

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

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

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

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|-----------------------------|---------|---------|---------|
| School Projected | X | | | |
| School Actual | 87.85 | | | |
| District Projected | X | | | |
| District Actual | 81.2 | | | |

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

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

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

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

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | Indicators of Implementation |
|--|-----------------------------|--|--|---------------------------------------|---|
| The instructional coach will: observe in classrooms, provide resources and materials as needed, and work with teachers individually and in grade levels to implement best practices for Common Core Writing, L.A. and Math | August –June 2013 – 2018 | Instructional Coach | n/a | n/a | IC Portfolio Examples |
| Teachers will integrate writing and reading standards into all areas of the curriculum. | August –June 2013 – 2018 | Teachers Instructional Coach | n/a | n/a | Work Samples Lesson Plans |
| We will provide additional support for students having weaknesses in Language Arts with Leveled Readers and Compass Odyssey | August –June 2013 – 2018 | Teachers, I/C, Parents, volunteers | n/a | n/a | Reports from Compass Odyssey |
| Teachers will attend local workshops and conferences in balanced literacy and the integration of technology. | August –June 2013 – 2018 | Principal | Substitutes, Conference/workshop/ travel | Professional Development Budget | Report from participants/work samples/certificates |
| Teachers will use “Reading Counts” as a support tool for balanced literacy. | August –June 2013 – 2018 | Media Specialist Classroom Teachers | n/a | n/a | n/a |
| Teachers will evaluate pre, post, and F & P Benchmark Assessments in reading and writing to inform instruction. | Quarterly | Grade Level Chair IC | n/a | n/a | Curriculum Update document |
| Teachers will review MAP, PASS and ITBS data in Language Arts and Math | Fall 2013 - Fall 2018 | IC | n/a | n/a | Completed Data Notebook |
| Teachers will use CCSS ELA standards and district ELA Instructional Guide. | August –June 2013 – 2018 | Teachers IC | n/a | n/a | Lesson Plans |
| Encourage technology integration when | August –June | Teachers | n/a | Refresh | Lesson Plans |

| | | | | | |
|---|---------------------------|---|--|---------------------------------------|---------------------------------------|
| teaching reading and writing | 2013 – 2018 | Principal | | | |
| Encourage integration of ELA and Social Studies through novels and children’s literature | August –June 2013 – 2018 | Principal, District ELA Consultant, Instructional Coach | n/a | n/a | Lesson Plans |
| Use parent volunteers to work with students who are struggling academically as well as our students who are working above grade level. | August – June 2013 – 2018 | Principal, PTA Volunteer Coordinator, Teachers | n/a | n/a | Parent Volunteer Log |
| Teachers will use current CCSS math standards and district Math Instructional Guide. | August –June 2013 – 2018 | Teachers | n/a | n/a | Lesson Plans |
| The teachers will attend math workshops that model the use of math manipulatives as <i>Best Teaching Practices</i> to address and meet the diverse needs of learners. | August –June 2013 – 2018 | Instructional Coach Classroom Teachers | Substitutes, Conference/workshop/ travel | Professional Development Budget | Certificates/Reports/ Work Samples |
| Teachers will report progress according to Greenville County Pacing Guide each quarter | Quarterly | IC | n/a | n/a | Curriculum Update document |
| Teachers will evaluate pre, post, and benchmark assessments in math to inform instruction | Quarterly | Grade Level Chair IC | n/a | n/a | Curriculum Update document |
| Teachers will participate in “Everyday Calendar Math Counts” training and implement school wide. | August –June 2013 – 2018 | Teachers | n/a | Professional Development Budget | Certificate |
| Teachers will conference with students and parents about MAP, PASS, ITBS and ELDA scores if appropriate. | Fall 2013 – June 2018 | 2 nd -5 th grade Teachers | n/a | n/a | Conference Log |
| Students will set individual MAP RIT growth goals based on expected growth by the normed group. | Fall 2013 – June 2018 | 2 nd -5 th grade Teachers | n/a | n/a | Conference Log |
| All students who scored Not Met on PASS MATH will be recommended for | Fall 2013 – June 2018 | IC 4 th & 5 th Grade | n/a | n/a | Conference Log |

| | | | | | |
|--|-----------------------|---------------------|-----|-----|-----------------------------|
| Larson's Morning Math | | Teachers | | | |
| Students will participate in the Great Math Race at all grade levels with requirements to win based on grade level standards | Fall 2013 – June 2018 | IC All SES staff | n/a | n/a | Log of student Race Winners |

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

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% | 100% | 100% |
| Actual | 100% | 100% | 100% | 100% | 100% | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | Indicators of Implementation |
|---|------------------------|----------------------------------|-----------------------|------------------------|-------------------------------------|
| Instructional staff will participate in site visits to observe Fountas & Pinnell implementation | August –June 2013-2014 | Instructional staff | Substitutes Pay | District P/D Funds | Log of school visits |
| Instructional staff will participate in Cycle 1 training to implement Fountas & Pinnell Balanced Literacy | August –June 2013-2014 | Instructional staff | n/a | District P/D Funds | Professional Development portal log |
| Instructional staff will participate in Cycle 2 training to implement Fountas & Pinnell Balanced Literacy | August –June 2014-2015 | Instructional staff | n/a | District P/D Funds | Professional Development portal log |
| Instructional staff will participate in Cycle 3 training to implement Fountas & Pinnell Balanced Literacy | August –June 2014-2015 | Instructional staff | n/a | District P/D Funds | Professional Development portal log |
| Common Core State Standards and Learning Focused Cycle strategies will be highlighted in school-level workshops | August –June 2013-2018 | Principal Instructional Coach | n/a | n/a | Portal sign-in sheets |
| Technology workshops provided at the school level | August –June 2013-2018 | Instructional Coach | n/a | n/a | Portal sign-in sheets |
| Data Analysis workshops by grade level | August –June 2013-2018 | Principal Instructional Coach | n/a | n/a | Portal sign-in sheets |

STUDENT ATTENDANCE

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

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

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

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

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|--------------------------------------|----------------|----------------|-------------|-------------|-------------|
| School Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| School Actual | 97.0 | 96.7 | 97.4 | 96.7 | | | |
| District Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| District Actual | 95.9 | 95.6 | 95.0 | 95.6 | | | |

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 96.5% or higher through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 96.5% of parents who are satisfied with the learning environment.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|--------------------------------------|----------------|----------------|-------------|-------------|-------------|
| School Projected | X | X | 96.5 | 96.5 | 96.5 | 96.5 | 96.5 |
| School Actual | 96.5 | 96.5 | 89.2 | 95.0 | | | |
| District Projected | X | X | 89.0 | 89.5 | 90.0 | 90.5 | 91.0 |
| District Actual | 88.0* | 88.1 | 88.1 | 89.8 | | | |

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 88.5% in 2012 to 91% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|-----------------------------|--------------------------------------|----------------|------------------------|-------------|-------------|-------------|
| School Projected | X | X | 89.0 | 89.5 | 90.0 | 90.5 | 91.0 |
| School Actual | 88.5 | 92.5 | 91.9 | 89.0 | | | |
| 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) | | | |

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 97.6% or higher through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 97.6% of 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 | 97.6 | 97.6 | 97.6 | 97.6 | 97.6 |
| School Actual | 97.6 | 100.0 | 97.9 | 100.0 | | | |
| District Projected | X | X | 92.5 | 93.0 | 93.5 | 94.0 | 94.5 |
| District Actual | 98.0 | 92.6 | 93.5 | 93.3 | | | |

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 94.8% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.7 percentage point(s) annually parents who indicate that their child feels safe at school.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|--------------------------------------|----------------|----------------|-------------|-------------|-------------|
| School Projected | X | X | 95.5 | 95.5 | 95.5 | 95.5 | 95.5 |
| School Actual | 94.8 | 95.5 | 96.8 | 95.0 | | | |
| District Projected | X | X | 93.9 | 94.3 | 94.7 | 95.1 | 95.5 |
| District Actual | 93.5* | 92.8 | 93.1 | 91.7 | | | |

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

STUDENT SATISFACTION – SAFETY

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

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

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

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|--------------------------------------|----------------|----------------|-------------|-------------|-------------|
| School Projected | X | X | 93.5 | 93.5 | 93.5 | 93.5 | 93.5 |
| School Actual | 93.5 | 93.2 | 84.5 | 89.3 | | | |
| District Projected | X | X | 91.9 | 92.3 | 92.7 | 93.1 | 93.5 |
| District Actual | 90.9 | 90.2 | 89.2 | 91.3 | | | |

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 97.6% in 2012 to 98.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.9 percentage point(s) in 2013-2014 and maintain 98.5% or higher teachers who feel safe at school during the school day.

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 | 98.5 | 98.5 | 98.5 | 98.5 |
| School Actual | 97.6 *+2.4 Don't Know" | 100.0 | 100.0 | 97.7 | | | |
| 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 | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | Indicators of Implementation |
|---|-------------------------|--|---------------------------|----------------------------|--|
| Encourage greater parent participation in classroom enrichment programs and P.T.A. activities such as Build-a-Book, ESOL, P.T.A., and Tutoring. | Fall 2013 – June 2018 | 2 nd -5 th grade Teachers | n/a | n/a | Conference Log |
| Schedule teacher-parent conferences | | | | | |
| Involve Hispanic parents in our school activities and provide translators for conferences | Fall – Spring 2013-2018 | Teachers, Guidance Counselors | n/a | n/a | Conference Log |
| Hispanic Family Nights | Fall 2013- June 2018 | Administration, Teachers, TESOL staff | n/a | n/a | Attendance Log |
| School will participate in an “Attendance Blitz”. | 2013-2018 | Teachers Administration Guidance Counselor Attendance Clerk | \$0 | N/A | <ul style="list-style-type: none"> Weekly attendance percentage totals will be calculated. Student made posters will be displayed around school to encourage students Attendance conferences will be held with administration and documentation will be kept in office. |
| Teachers and staff will utilize School Wide Behavior/Discipline Program. <ul style="list-style-type: none"> Steps, buddy teacher, parent contact, etc. | 2013-2018 | Teachers Administrators | N/A | N/A | <ul style="list-style-type: none"> Teachers will follow the steps outlined in the Handbook Referrals will document steps taken prior to referral to ensure program is being |

| | | | | | |
|--|-----------------|--|---------|-----|---|
| | | | | | used. |
| Teaches will conduct required Parent-Teacher Conferences and positive phone contacts. | 2013-2018 | Teachers | N/A | N/A | <ul style="list-style-type: none"> Teachers will maintain Conference Logs as documentation in the PAS-T notebook and copies will be provided for administration each nine weeks. |
| The counselor will conduct guidance lessons on positive behaviors and bully prevention. Bully Program for 3 rd & 4 th Cyber-Safety Program 4 th & 5 th SafeKids Night, Watch Dogs (Dads of Great Students) begin 2013-14 | 2013-2018 | Guidance Counselor | N/A | N/A | <ul style="list-style-type: none"> A schedule will be maintained by counselor and administration for classroom lessons. Lesson plans by guidance counselor will reflect character education units and topics for positive behaviors in school. |
| Administration will hold attendance conferences with students and parents for excessive tardies and absences. | 2013-2018 | Teachers Administrators Guidance Counselor Parents Attendance Clerk District Attendance Officer | N/A | N/A | <ul style="list-style-type: none"> Attendance reports will be pulled by clerk on a regular basis. Letters will be sent to parents regarding excessive absence/ tardy issues and copies will be maintained by administration. A conference intervention form will be maintained by administration after each attendance conference. |
| Teachers and staff will highlight positive behaviors. | 2013-2018 | Teachers Administrators Morning News Crew Afternoon Announcements | N/A | N/A | <ul style="list-style-type: none"> Teacher and staff will recognize students as they see good behaviors. Decreased number of referrals will indicate positive reinforcement is working |
| The school will reward all students with | Each nine Weeks | Teachers | \$3,000 | PTA | <ul style="list-style-type: none"> List of students with |

| | | | | | |
|--|---------------------------------|---|-----|-----------|--|
| perfect attendance each nine weeks and hold quarterly awards ceremonies for 2 nd through 5 th grades. | | Administration | | | perfect attendance each nine weeks |
| Teachers and staff will utilize the Assistance Team to provide behavior strategies for struggling students. | October – February 2013-2018 | Teachers Administration A-Team | N/A | N/A | <ul style="list-style-type: none"> An A-Team log and meeting minutes will be kept for documentation. Professional development of A-Team processes and strategies will be conducted for teachers. Attendance will document participation. |
| The school will continue partnerships with Community Groups to recognize positive behaviors. <ul style="list-style-type: none"> Terrific Kids – Kiwanis Certificates for recognition | 2013-2018 | Teachers Administration Kiwanis Club Business Managers | N/A | Donations | <ul style="list-style-type: none"> A schedule will be sent for TK recognitions. |
| Partner with the Simpsonville Police Department to provide an office for our community patrol officer at our school. | 2013-2018 | Administration Simpsonville Police Dept. | N/A | N/A | <ul style="list-style-type: none"> Officer sign-in |

Website Link to 2014-2015 School Report Card:

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301081.pdf>

