

Title Page

Sue Cleveland Elementary School

375 Woodmont School Road Ext.

Piedmont, SC 29673

Virginia K. Chambers – Principal

School District of Greenville County

W. Burke Royster– Superintendent

Action Plan 2013 – 2014 through 2017 – 2018

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jessica Garza	<i>Jessica Garza</i>	3-23-16
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

V.K. Chambers	<i>V.K. Chambers</i>	3-23-16
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jodi Cowart	<i>Jodi Cowart</i>	3-23-16
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 375 Woodmont School Road Ext.
Piedmont, SC 29673

SCHOOL'S TELEPHONE: (864) 355-4200

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	V. Karen Chambers
2. TEACHER	Alisha Riddle
3. PARENT/GUARDIAN	Beth Oliver
4. COMMUNITY MEMBER	Charity Kilgore
5. SCHOOL IMPROVEMENT COUNCIL	Jessica Garza
6. Read to Succeed Reading Coach –Tammy Boggs – Instructional Coach	
7. School Read to Succeed Literacy Leadership Team Lead – Jodi Cowart – Literacy Specialist	
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
** Must include the School Read to Succeed Literacy Leadership Team	

<u>POSITION</u>	<u>NAME</u>
Michelin Volunteer	Michele Hernandez
Community and Schools	Shayna Holman
Public Education Partner	Dr. Susan Shi
PTA President	Tina Clark
PTA Secretary	Amy Tate
PTA Treasure	Beth Oliver
PTA Vice President	Jessica Garza
SIC Member	Desmona Kamoto
SIC Elected Member	Jessica Garza
SIC Appointed Member	Sue Hooper
SIC Ex-officio Member	Lara Fernicola
Parent	Beth Oliver
Parent	Christine Clark

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

X **Academic Assistance, PreK–3**

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

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

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

X **Parent Involvement**

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

X **Staff Development**

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

X **Technology**

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

X **Innovation**

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

X **Collaboration**

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

X **Developmental Screening**

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

X **Half-Day Child Development**

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

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

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

X **Parenting and Family Literacy**

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

X **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

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

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

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Introduction

Sue Cleveland Elementary has implemented a systematic plan for self-improvement throughout the school year. At the beginning of the school term in the fall, the principal and the instructional coach meet to analyze ACT Aspire and SCPASS data for students in grades 3-5. Strengths and weaknesses are identified for students and class profile sheets are created in an individual student data notebook and a teacher summary file. Students are provided instructional support as based on their learning needs through differentiation, a Response to Intervention program and daily drill. Mid-year results are based on teacher observation and test performance. At mid-year, recommendations are made after a meeting with the instructional coach and administration. The school psychologist may intervene to assist intermediate students who may require more intensive services. In the primary grades, students are administered a universal screening from Aims Web. The results are analyzed by the teacher, instructional coach, and principal. A plan of action to address academic needs is implemented through a Response to Intervention program: entitled Fast ForWord, SRA Number Worlds, Early Reading Intervention, Soar, or LLI. Results are reviewed after midwinter universal screenings and in the spring. Groups are kept fluid to achieve the maximum results for all students. At the mid-winter intervention conferences, the school psychologist is in attendance to assist SCE in making the best decisions for students who may require more intensive services.

The process for the 2015-2016 school portfolio: committees were assigned by the instructional coach and administration to assure balance. A representative from each grade level is appointed to be on one of the eight committees. A committee chairperson is assigned to schedule the meetings and gather the required information. Each committee prepares their findings and emails the information to the instructional coach. The instructional coach reviews the information and embeds it into the final document. The completed project is presented to the faculty for questions and revisions. The changes are made and the final documents are sent to the district office.

School Portfolio Team

- Tammy Boggs, Instructional Coach – School Leader
- Virginia K. Chambers – School Principal
- Renee McCall – School Assistant Administrator
- Paula McCallister – Title I Facilitator
- Wanda Dunn – Guidance Counselor

Portfolio Committees

<p><i>Reading Committee</i></p> <p>Mrs. Jodi Cowart - Chairperson Ms. Avery Pierron Mrs. Deborah Hill Mrs. Courtney Wood Ms. Lillian Carlisle Mrs. Gwen Thompson Mrs. Amanda Hendrich</p>	<p><i>Math Committee</i></p> <p>Mrs. Melissa Smith - Chairperson Mrs. Kelley Candler Mrs. Mary Hulett Franklin Mrs. Leah Sanders Mrs. Allison Standridge Mrs. Maria Wooldridge Mrs. Rebecca Barnhill Ms. Ashley Luker</p>
<p><i>Social Studies Committee</i></p> <p>Ms. Jenniffer Grinstead - Chairperson Mrs. Helen Powell Ms. Casey Altman Mrs. Bailey Hurt Ms. Brooke Foster Mrs. Ginger Standish Mrs. Anita Culbertson</p>	<p><i>Science Committee</i></p> <p>Mrs. Kerry Hughes – Chairperson Mrs. Amber Allenspach Mrs. Maggie Kelley Mrs. Allison Landreth Mrs. Allison Morton Mr. Breslin Steverson Mrs. Amanda Childress</p>
<p><i>Technology Committee</i></p> <p>Mrs. Alison Riddle - Chairperson Mrs. Paula Aydt Mrs. Mary Aldridge Mrs. Lara Fernicola Mrs. Karen Hughes Ms. Stephanie Carberry</p>	<p><i>Writing Committee</i></p> <p>Mrs. Bonnie Elrod – Chairperson Mrs. Michelle McClellen Mrs. Pam Walters Mrs. Kristin Adams Mrs. Katelyn Luna</p>
<p><i>PBIS</i></p> <p>Ms. Jenniffer Grinstead - Chairperson Mrs. Renee McCall Mrs. Wanda Dunn Mrs. Kristin Adams Mrs. Pam Walters Mr. Sean Baker</p>	<p><i>Leadership</i></p> <p>Mrs. Karen Chambers – Principal Mrs. Renee McCall – Assistant Principal Ms. Tammy Boggs – Instructional Coach Mrs. Paula Aydt – Title I Facilitator Mrs. Wanda Dunn – School Councilor</p>
<p><i>Fitness and CATCH Team</i></p> <p>Mr. Nathan Stewart – Chairperson Mrs. Ann Hastings - Co-Chairperson Mrs. Bonnie Elrod Ms. Gloria Clark Mrs. Helen Powell Mrs. Ann Marie Mizell</p>	

Executive Summary

Student Achievement

Student achievement continues to be our number one priority at Sue Cleveland.

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

About Sue Cleveland

Sources used: 2015 Annual School Report Card and survey results from teachers

- Percentage of teachers with advanced degrees – 39%
- Teachers returning from previous year – 92.6%
- Teacher attendance rate – 95.1%
- Average teacher salary - \$44, 637

School Climate

Source used: 2015 Annual School Report card

Satisfied with learning environment:

Teachers – 100%, Students – 98.0%, Parents – 87.0%

Satisfied with social and physical environment:

Teachers – 98%, Students – 94%, Parents – 86%

Satisfied with school-home relations:

Teachers – 71%, Students – 88%, Parents – 71%

Significant Challenges from the past 3 years

2013-2014

- Maintaining academic growth and continual growth to meet the moving AYP benchmark
- Disabled subgroups ability to meet the moving AYP benchmark
- High student mobility
- Many students entering K5 are 18 months to 24 months behind where they should be developmentally

2014 – 2015

- Maintaining academic growth and continual growth to meet the moving AYP benchmark
- Disabled subgroups ability to meet the moving AYP benchmark
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2015 – 2016

- Maintaining academic growth and continual growth to meet the moving AYP benchmark
- Disabled subgroups ability to meet the moving AYP benchmark
- High student mobility
- Many students entering K5 are 18 months to 24 months behind where they should be developmentally

Significant Awards, Results, or Accomplishments from the past 3 years

2013-2014

- Public Education Partners Early Grades Reading Initiative Grant
- Teacher Grant – 7 Portable CD players \$197.00
- Teacher Grant – 1 Apple iPad mini - \$443.46
- Teacher Grant – 13 Scholastic Children’s Dictionaries - \$278.00
- Teacher Grant – 1 Floor Rug - \$500.00
- Second Grade Grant from Target - \$500.00
- Science Lab Grant from Michelin – Lego Engineer Unit - \$1900.00
- Professional Development Grant from Michelin – Ron Clark Training - \$1800.00
- Health Grant - \$1000.00

2014 – 2015

- Public Education Partners (PEP) – 14,981.00
- Verizon STEM Grant - \$20,000.00
- Michelin Grant for African Drums - \$1,800.00
- Michelin Grant Biographies for 2nd grade - \$1,000.00
- Michelin Grant for supplies - \$2,000.00
- Bike Safety Grant
- Avanasie Oliver – Essay Winner for the District

2015 – 2016

- Public Education Partners (PEP)
- Teacher Grant - Keller Williams Connie Rice and Partners, Simpsonville, SC – Mini iPads (2) - \$1200
- Teacher Grant – Donors Choose – Mini iPads (2) - \$1057
- School Grant - Keller Williams Connie Rice and Partners, Simpsonville, SC – Author Visit - \$225
- School Grant – Dr. Ryan Fitzgerald Piedmont, SC – Author Visit - \$3500
- School Grant – Acadia Development Association – Author Visit - \$400
- School Grant – Specialty Insulation – Author Visit - \$300
- Teacher Grant – Donors Choose – Music Classroom Rug - \$914
- Teacher Grant – Music Club of Greenville and Elks Lodge #858 – Orff Instruments - \$1,000
- Teacher Grant – Donors Choose – Google Android Tablets (5) – Donors Choose - \$250
- Teacher Grant – Donors Choose – Classroom Rug - \$379
- Teacher Grant - Yard Appeal Greenville, SC – Wooble Stools (4) - \$250
- Teacher Grant – Burlington – Classroom Rug - \$647
- Teacher Grant – Target Field Trip Grant - \$700
- Teacher Grant – Donors Choose – Rolling Cart - \$200
- Teacher Grant – Donors Choose – Classroom Rug - \$647
- Teacher Grant – Pets in the Classroom Grant – Terrarium, pet, supplies - \$200
- Teacher Grant – Donors Choose – Classroom Rug - \$647
- Teacher Grant – Donors Choose – Google Android Tablets (6) and Otterbox Cases - \$495
- Teacher Grant – Arbordable – Classroom Picture Books (10) - \$250
- Teacher Grant – Donors Choose – Wobble Stools and Carpet Squares (6 each) - \$610
- Teacher Grant – Donors Choose – 10 CD Players and 20 Books on CD - \$290

School Profile

School Community

The Leadership Team follows through and facilitates support, increases team building with the whole faculty, improves communication and establishes definite timelines to complete projects, and plans vertical team meetings. They coordinate the committees and inform the faculty council of all agenda items and discussions. Then, grade level chairs share with their teams. The leadership team then brings back discussions from the grade levels to address their concerns.

- Principal- Karen Chambers
- Assistant Principal- Renee McCall
- School Counselor- Wanda Dunn
- Instructional Coach- Tammy Boggs
- Title I Facilitator- Paula McCallister

Committee Structure- Each committee is to investigate different approaches for achieving our goals for the given focus areas. They recommend strategies and the staff professional development that are needed to implement a high quality instructional program aligned with our district's emerging standards.

- Math Committee Chairperson – Melissa Smith
- Reading Committee Chairperson – Jodi Cowart
- Writing Committee Chairperson – Bonnie Elrod
- Social Studies Committee Chairperson – Jenniffer Grinstead
- Science Committee Chairperson - Kerry Hughes
- Faculty Council - Each grade level represented

Support Staff Leadership

- Title I Liaison - Judy Graham
- Speech Pathologist - Ashleigh Lewis
- School Improvement Council Chairperson - Jessica Garza
- Parent Teacher Association Chairperson - Tina Clark
- Special Education Department Chairperson - Gloria Clark

Local Leaders

School Board Members

- Roger D. Meek,, Area 26
- Debi C. Bush, Area 19 (Secretary)
- Glenda Morrison-Fair, Area 23
- Derek Lewis, Area 24
- Lynda Leventis-Wells, Area 22
- Dr. Crystal Ball O'Connor, Area 27 (Vice Chair)
- Joy Grayson, Area 17
- Kenneth Baxter, Area 25
- Danna Rohleder, Area 21
- Charles J. "Chuck" Saylor, Area 20

- Pat Sudduth, Area 18
- Lisa Wells, Area 28 (Chair)
- Kiwanis Club- Terrific Kid Sponsor

Historical Facts

Sue Cleveland Elementary was originally built in the 1940s and was located at the intersection of Highways 20 and 86. At that time, it primarily served students and their families who resided in the rural communities of Piedmont and Pelzer, South Carolina. A vast majority of these students' parents were employed at the nearby J. P. Stevens Piedmont Plant which was at that time a vibrant and prosperous textile mill in southern Greenville County.

Textile manufacturing continued to be the economic driving force surrounding the Sue Cleveland community for roughly the next three decades. Therefore, the population it served remained fairly steady. However, during the late 1970s and early 1980s, the textile industry faced a significant downturn not only locally, but more importantly nationally.

As the majority of the textile business left the area so did many of the families whose children attended the school. The school's attendance area became more of a commuter neighborhood which included several small businesses along with just a couple of scaled back manufacturing plants. It was also during this time that the school received a major renovation. This improvement occurred in 1983.

Despite the modifications of the school; the complexity of the population it served continuously ebbed and flowed over the next twenty or so years. It was indeed a reflection of the ups and downs of the local and national economy. Also, Sue Cleveland began to experience the trend of a transient student population which exists to this present day.

Another significant and major blow to the local economy occurred in 2004. The Delta Mills Estes Spinning and Weaving Plant in Piedmont shut its doors in October of 2004. A few months before this event occurred, the school had just begun to receive funds for Title I targeted assistance.

Sue Cleveland's Title I status expanded school-wide during the school year of 2004-2005. It remains as such to this day. The school also moved its location during the spring of 2005. It is presently housed at a state of the art facility on Woodmont School Road Extension which is approximately four and a half miles from the original school. However, even with the move to a brand new facility, the number of students who receive free/reduced lunch assistance continues to climb, as the overall economy has faltered over the last few years. The poverty index for 2015 was at 83.23%. In December 2015, due to the high number of students receiving free/reduced lunch and the poverty index of the community, Sue Cleveland began a Universal Feeding program for lunch. That meant that all students began receiving free lunch as well as the free breakfast that all students were already receiving.

Facilities

Sue Cleveland Elementary School is located in rural southern Greenville County. It is located within the small town of Piedmont, which has early textile mill history. Sue Cleveland is a relatively new school having been completed in the spring of 2005. The campus is complete with asphalt play areas, such as tennis and basketball courts. The interior of the building is air-conditioned and equipped with an automated library, computer lab, science lab, and cafetorium. There are playground areas for all grade levels and there are currently two portable units on site. Three additional K5 classrooms were added in 2010.

Parent Involvement

Sue Cleveland Elementary is a Title I school. One of our main priorities is School/Parent Involvement. As a result, there are numerous ways parents can be involved. In addition to volunteer opportunities through the PTA (such as being room parents or helping out with fundraisers), Sue Cleveland Elementary also offers parents numerous involvement activities throughout the school year. These activities include Meet Your Teacher Night and PTA Health Fair, Sip and Sob for New Parents, Title I Planning Meetings (2), Awards Days (4), Curriculum Night, Breakfast with Grandparents, Donuts with Dad, Muffins with Mom, Parent Involvement and Volunteerism, How Homework Helps Students Achieve, PIP Meeting, Parent's Rights Under Title I, Bullying (with Greenville Family Partnership), Fall Conferences, Math for Mom's and Dad's: How to Help Your Child Succeed, Drop Everything and Read with Your Child/Book Fair, MAP Reporting, Test Taking Strategies to Help Students Achieve, Gang Awareness, Writing Strategies to Use with Your Child, Fast ForWord for Parents, Science Night, Guided Reading Night, Family Math (Game) Night, How Does MAP Data Drive Student Achievement, Social Media and Internet Safety for Parents, Extreme Math for the Whole Family, Transition to Middle School, ACT Aspire Prep for Parents: Helping Your Child Achieve, Kindergarten Transition (2), and Title I Spring Meeting.

Parent Teacher Association and School Improvement Council

The PTA and active members provide services and funding for school-wide goals and implementation. The SIC group analyzes current programs and their effectiveness in regards to student achievement.

Partnerships

Sue Cleveland Elementary has many business partnerships. Through these partnerships we are better prepared to meet the needs of our students. Many of them provide achievement rewards, reading tutoring, and organization for student's data, counseling, book bags filled with food on the weekend, Math curriculum, and Christian fellowship after school. Without these partnerships we would not be able to meet all these needs for our students. Below is a list of partnerships:

- Michelin Prime
- Michelin US6
- Michelin USO
- Augusta Road Methodist
- Bessie Road Baptist Church
- Valley Brook Baptist
- Little Caesar's Pizza
- Chik-fil-A
- Carolina Center for Excellence
- Greenville Chamber
- Public Education Partners
- Piedmont Mental Health
- South Greenville Fire Department
- Kiwanis Club

School Personnel update

Data Source: 2013 – 2014 Teacher Survey and 2014 Report Card

Teaching Experience for Instructional Staff

- 1-5 years: 13 teachers
- 6-10 years: 10 teachers
- 11-15 years: 6 teachers
- 16-20 years: 1 teacher
- 21-25 years: 3 teachers
- 26-30 years: 1 teacher

- 31-35 years: 3 teachers

Advanced Degrees – 30.8% of teachers

Gender

- Female 32
- Male 3

Race

- White 42
- African American 2

Teacher Attendance Rate – 96.7%

Student Population

The Student Population of Sue Cleveland Elementary was taken from the 45th day report from PowerSchool. Our school enrollment on the 45th day was 631 students (321 males, 310 females). The following are the NCLB subgroups that are accountable for AYP:

- Asian or Pacific Islander - 1 students
- Black or African American - 282 students
- Hispanic/Latino - 28 students
- American Indian or Alaska Native - 5 students
- Two or More Races - 45 students
- Native Hawaiian or other Pacific Islander – 1 student
- White -269 students
- Unclassified -0 students
- Free/Reduced Lunch - 82%
- IEP (special education) – 98 students
- LEP (Limited English Proficiency) - 42

Gifted and Talented - 24 Students

Retention for 2014 – 2015 – 13 students

Current enrollment on day 137 – 628 students

Academic and Behavioral Features/Programs/Initiatives

Sue Cleveland Elementary has many effective and valuable academic features, programs, and initiatives that encourage and increase student achievement across all grade levels including:

- FastForWord, SOAR to Success, LLI, and ERI (Response to Intervention)
- SRA Corrective Reading and Connecting with Math Concepts (Special Education)
- Compass Learning Odyssey and Larson Math
- Continuous Improvement Process and Data Notebooks (Malcolm Baldrige Model)
- Standards Based, Differentiated, and Integrated Units of Instruction
- Project Read (Phonics, Written Expression, and Reading Comprehension)
- Everyday Counts Calendar Math
- Mountain Math
- Team Teaching (Grades 4 and 5)
- A-Team
- Honor Roll and BUG Club (Awards Day Ceremonies each nine weeks)
- Beta Club
- Reading Counts
- K5 Transition Program
- Michelin Volunteers (First Grade Reading and Math Tutors)
- Wee Deliver
- Art Club
- Sue Cleveland Singers
- PE Club
- Computer Club
- Robotics Club

In addition, Sue Cleveland Elementary utilizes several character development and behavior-related programs and initiatives that focus on developing our students into the leaders of tomorrow including:

- Mission, Vision, and Core Beliefs
- Positive Behavior Interventions and Supports (School wide Behavior System)
- CHAMPS (Classroom Behavior System)
- Character Education based on Stephen R. Covey's *The Seven Habits of Highly Effective People*
- Terrific Kid Program
- Anger Management Groups/Lessons
- Conflict Resolution groups/lessons
- Study Skills Groups/ Lessons
- Safety Patrols
- Weekly Related Arts Awards
- "Take Pride in the Ride" (Bus Behavior Incentive Program)
- Positive Office Referrals and Book of Honor
- School wide Bullying Promise and Bullying Box
- Student Handbook
- Bus Behavior Contracts (signed by students and parents each year)

Mission, Vision, and Beliefs

Our Mission Statement

Leaders shine all the time.

Our Core Beliefs

**In our school,
we are responsible for what we say and do,
we recognize the value of planning ahead,
we work before we play,
we seek fair solutions,
we listen before we speak,
we work together as a team, and
we celebrate success.**

Our Vision

**At Sue Cleveland Elementary, we cultivate
respectful and responsible leaders
who are ready, willing, and able to succeed.**

School Theme

Inspiring leadership. . . one child at a time.

Mascot

Koala Bear, "Starsky"



School Colors

Blue and White

Data Analysis and Needs Assessment

Student Achievement outcomes

- ESEA/Federal Accountability Rating – District Rating - B
- Report Card Summary –
 - Absolute Rating – Average
 - Growth Rating – Below Average up from At-Risk
 - ACT Aspire
 - English
59.3% Exceeding and Ready
67.9% State Wide Exceeding and Ready
 - Reading
24.5% Exceeding and Ready
37.2% State Wide Exceeding and Ready
 - Writing
15.1% Exceeding and Ready
24.4% State Wide Exceeding and Ready
 - Math
46.3% Exceeding and Ready
46.7% State Wide Exceeding and Ready
 - SCPASS
 - Science
71.7% Met or Exemplary
 - Social Studies
74.3% Met or Exemplary
 - IOWA Assessment
 - Reading
SCE at the 52nd percentile
 - Math
SCE at the 44th percentile

Needs Assessment

Continue training in the following areas: Balanced Literacy (guided reading, interactive read aloud, shared reading, and conferencing), Soar to Success, Number Worlds, Project Read Literacy, and Early Reading Literacy

Continue the following programs: Early Intervention in reading and math, Response to Intervention, Compass, Starfall, Intervention Groups,

Teacher and Administrator Quality

Sources used: 2014 - 2015 Teacher Survey results

Positives:

- The school administration has high expectations for teacher performance
- The school administration provides effective instructional leadership.
- Student assessment information is used to set goals and plan programs for my school.
- School administrators visit classrooms to observe instruction.

Needs Improvement:

- My school offers effective programs for students with disabilities.
- The level of teacher and staff morale is high at my school.
- Our school has sufficient computers for instructional use.
- There is sufficient space for instructional programs at my school
- Students at my school behave well in class.

Needs Assessment

- Teachers will meet in grade-level teams once per month to discuss rigor and relations.
- Teachers will continue meeting in grade-level and vertical teams to discuss best practices in classrooms in order to continue fostering respect among colleagues.
- Professional staff development in the use of Google will be designed.
- Leadership will use a variety of communication methods.
- Leadership team will check weekly grade entries.

SCE Calendar for Teachers 2015-2016

Updated 9/8/15

SCE Exchange Days - October 16, 2015 and January 15, 2016. Please note there are not many meetings scheduled before 10/16/15 that earn exchange time, so you may want to think about Summer Academy or classes at MT Anderson.

- **Wednesdays are meeting days for whole group, grade level or cluster meetings. Please do not make any appointments after school on Wednesdays. All of our meetings dates have not been scheduled.**

July

30th - 2nd and 3rd grade with Academic Specialist -Stephanie Burdette

August

11th – Title I Information, Parent Communication, AUP, Expectations/ Procedures, PBIS and Safety Info - Chambers, McCall and Aydt
12th – Inclusion, SCE Belief Systems, Cowart
13th – 9:00 First in Math – Media Center. Work in Classrooms. Meet Your Teacher 4 to 6 p.m. (Teacher and para-pro HQ posted outside classroom and SC Standards in PowerPoint)
14th - Schoolwide Data Update (Aims, MAP, etc.) – ½ day work in classrooms
17th - Burgess- Standards and Lesson Alignment - Primary Grades 8:00- 10:00, Intermediate 1-2:30
18th- **First Day Students** (Sip and Sob for K5 parents in PI Room #K007)
26th- SLO Training 3-5
28th - SIC/PTA Board
Assembly for PTA Fall Fundraiser

September

2nd – New Teacher Meeting
3rd – Title I, Parent Involvement for Student Success- PTA Volunteer Meeting 8:15
(Send class requests for volunteers to Lara)
7th No School
8th – Fundraiser due
9th – Faculty Council
15th PTA Volunteer Meeting w/Video 2:00
16th – Inclusion, Committee Reports, ELA/Math Data
17th & 18th – Grandparents Breakfasts
21st –PTA Curriculum Night –Annual Title I Meeting – Required 6:30
23rd - Title I, Parent Conferences, PIP and Compact Review, Procedures – Flowcabulary 3-5
25th – SIC/PTA/Title I-Summary Data Report
30th – Google Chrome Overview, Setup, Docs 3-4 p.m.

October (Title I Inventory Check and Parent Conferences All Month)

7th – P. Burgess In/Out Grade 3
7th - Google Docs Continued, Slides 3-4 & New Teacher Mtg.
8th PTA - Fall Festival – Required
9th - PTA Canned Food Drive and Box Top Winners announced
13th - P. Burgess In/Out Grade 2
14th – Faculty Council
15th Fall Conference Day- no students
16th Exchange Day 1
23rd Breakfast with Dad 7:15 a.m.
21st – Google Forms for Surveys and Assessments 3-4
28th – Inclusion Training
29th – PTA Skate Night

30th - SIC/PTA (Aydt/Fernicola SCATA)

November (Teacher Survey for planning year 2016-2017)

4th - New Teacher Meeting

6th Awards Day #1

9th PTA Book Fair/Literacy Night/ 2nd Grade Veteran's Day Program - Required

11th – Faculty Council

16th – Wooldridge, Carberry, Adams – ½ day with S. Burdette & Burdette In/Out Observations

18th – Childress, Luker, Standridge – ½ day with Burdette & Burdette In/Out Observations

18th - Map/Aims Web Data for Teachers/ School Report Card-Planning Classroom Data Charts –PDSA

20th – SIC/PTA – Title I Planning Meeting #1 9:15 for 2016-2017

Nov. 25th-29th Thanksgiving Break

December

2nd – New Teacher Meeting

4th Muffins for Mom

7th PTA Food Drive and Santa Shop starts

9th – Faculty Council

14th – Title I Planning Meeting # 2 for 2016-2017/SIC 5:30

16th - Annual Title I Staff Planning Meeting for 2016-2017 (RS, Survey Reviews, prioritize Initiatives)

18th Winter Parties

21st – Jan. 3rd Winter Break

January

6th – New Teacher Meeting

11th PTA Science Night – Required

13th – Faculty Council

15th Exchange Day 2

18th – No School

20th – Inclusion

21st – PTA Movie Night

27th – Google Sheets (Excel) 3-4

29th – SIC/PTA

February

3rd – Google Classroom 3-4

New Teacher Meeting

5th - Awards Day #2

10th – Faculty Council - Update displays - District Budget Presentation Visit in February/March

8th -12th PTA Valentine Shop

12th - PTA- Valentine Dance and Court

15th No School

18th – Family Clay Night

26th – SIC/PTA

March

1st – PTA Spring Fund Raiser –Cookie Dough

2nd – New Teacher

9th – Faculty Council

10th PTA Skate Night 6:30

16th **Leadership Day** - (Reminder- Update Classroom Data Charts and displays – PDSA)

18th - SIC/PTA - Spring Picture Day

15th Spring Fundraiser due

17th Talent Show
24th Spring Parties
25th Snow Day
28th - 31st Spring Vacation

April

6th - New Teacher Meeting
8th - Awards Day # 3
13th - Faculty Council
20th - Title I: New Plan for 2016-2017 and Summer School
Schoolwide Data Update - Test Prep
22nd - Make Up Day #1
25th - Make Up Day # 2
29th - SIC/PTA

May

4th - New Teacher Mtg.
5th Kindergarten Transition 6-7 p.m.
9th - Related Arts Night - Spring Book Fair
11th - Faculty Council
12th - Kindergarten Transition 6-7 p.m.
19th - PTA Sock Hop Celebration
20th - Title I Spring Meeting/SIC/ and Volunteer Lunch
25th - K5 & 1st Field Day
26th - Grades 2 & 3 Field Day
27th - Grades 4 and 5 Field Day
30th - **No School**
31st - **Awards Day #4 in Classrooms.** K5 @ 8:30 Grades 1-4 at 9:00 A.M. First ½ Day

June

1st - 5th Grade Day ½ Day
2nd - K5 Day ½ Day
3rd - Teacher Work Day
6th - Teacher Last Day

School Climate

The evaluation results using surveys from teachers, students and parents are as follows:

- Number of surveys returned: Teachers 421, Students 100, Parents 53.
- Percent satisfied with the learning environment: Teachers 100%, Students 98%, Parents 87%.
- Percent satisfied with social and physical environment: Teachers 98%, Students 94% Parents 86%.
- Percent satisfied with school/home relations: Teachers 71%, Students 88%, Parents 74.2%.

Needs Assessment

1. To increase number of *parent surveys returned*:
 - Offer an incentive such as a coupon or a drawing for those turned in by a certain date.
 - Ensure understanding/ explain “wordage”
 - Distribute to parents on a high volume parent involvement occasion such as Fall Conference day etc.
2. To increase satisfaction with the *learning environment and social and physical environment*:
 - Ensure understanding of survey vocabulary for parents
 - Offer more opportunities for parent involvement with the assistance of the Parent Involvement Coordinator.
 - Brainstorm with other schools/administrators as to how to involve parents more.
3. To increase satisfaction with school/home relations:
 - Host more “make and take” nights
 - Set a standard ratio of positive communication as opposed to negative types of communication, much like the 4 to 1 ratio in the classroom suggested by PBIS.

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.

☒ 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	71.7			
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	74.3			
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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	44 th percentile	52 nd percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	35 th percentile	44 th percentile		

Fall 2014 students began taking a new form of the ITBS

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Continue to implement balanced literacy	Annually	Teacher	0	N/A	ITBS, AIMSWeb, MAP
Implement PDSA for math facts	Annually	Teacher	0	N/A	ITBS, AIMSWeb, MAP
Provide math and reading resources	Annually	Administration	\$5000.00	General fund And Title I	Artifacts

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Achieve 100% Highly Qualified status for all contracted teachers

ANNUAL OBJECTIVE: Maintain 100% Highly Qualified status for all contracted teachers

DATA SOURCE(S): School Report Card

	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%			

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Monitor teachers' certificates	Annually	Principal	0	N/A	Teacher certification
Attend and recruit at "Shining Stars"	Annually	Principal and/or Assistant Principal	0	N/A	Teacher certification

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	95.8	95.5	95.9	95.3			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 83.6% in 2012 to 86.6% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84.1	84.6	85.1	85.6	86.1
School Actual	83.6	82.0	84.9	87.0			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 88.4% in 2012 to 90.9% 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	88.9	89.4	89.9	90.4	90.9
School Actual	88.4	89.2	84.1	87.0			
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: Increase the percent of teachers who are satisfied with the learning environment from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100	100			
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 88.5% in 2012 to 90.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 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	88.9	89.3	89.7	90.1	90.5
School Actual	88.5	83.3		98.3			
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 92.9% in 2012 to 94.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.3	93.7	94.1	94.5	94.9
School Actual	92.9	95.9	82.5	89.9			
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 94.6% in 2012 to 96.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.4	95.8	96.2	96.6
School Actual	94.6	97.3		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			

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Continue to implement the PBIS Program	Annually	PBIS Team	\$2,000.00	General Fund	Artifacts
Provide Safe Schools Training	Annually	Wanda Dunn	\$1,000.00	General Fund	Agendas and materials

Sue Cleveland Elementary 2014 – 2015 Report Card link

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301043.pdf>

Sue Cleveland Elem 2013 – 2014 ESEA link

<http://ed.sc.gov/data/report-cards/esea-title-i-part-a/>