Armstrong Elementary School Portfolio

Armstrong Elementary School
2016-2017

Greenville, SC 29617

Superintendent: Burke Royster

"Striving for Excellence"

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Armstrong Elementary

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 *(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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Martha Harris	*Martha*	3/27/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Tracy Atkins	*Tracy S. Atte*	
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Tracey Lloyd	*Tracey Lloyd*	3/27/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 8601 White Horse Road
Greenville, South Carolina 29617

SCHOOL'S TELEPHONE (864) 355-1100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	NAME
1. PRINCIPAL	Tracy Atkins
2. TEACHER	Joann Wroten
3. PARENT/GUARDIAN	Jennifer Rogers
4. COMMUNITY MEMBER	John Rogers
5. SCHOOL IMPROVEMENT COUNCIL	Martha Harris
6. Read to Succeed Reading Coach	Caroline Sweeting
7. School Read to Succeed Literacy Leadership Team Lead	Tracey Lloyd

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
   ** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	NAME
Administrative Assistant	**Shane Kenney**
Instructional Coach	**Kani Garren**
Federal Programs	**Randolyn Harmon**
Title 1 Facilitator	**Suzie Hill**
Parent Involvement Coordinator	**Martha Harris**
Faculty Council Chairperson	**Laura Griner**
Community Member	**Bob Bugos**

*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 school complies with all applicable Act 135 requirements.

__X__ **Academic Assistance, PreK–3**

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

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

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

__X__ **Parent Involvement**

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

__X__ **Staff Development**

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

__X__ **Technology**

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

_____ **Innovation**

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

__X___ **Developmental Screening**

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

__X___ **Half-Day Child Development**

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

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

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

__X___ **Parenting and Family Literacy**

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

__X___ **Recruitment**

The school 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 school 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

Introduction

Our school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories utilized in this school portfolio are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- Annual School Report Card

This school portfolio is a living document that describes Armstrong Elementary and includes actual evidence of our work. It describes the Armstrong Elementary Community, our vision for the school, goals, plans, progress, and achievements in the context of client demographics, school/stakeholder needs, and school partnerships. The portfolio describes how we build and utilize our overall school plan for the purpose of increasing student achievement and learning, which is our ultimate outcome. One can see an overview of all the progress and changes we have been able to accomplish within each section and throughout the school during this time. This portfolio also shows how all of these parts fit together to make our school a positive, safe place for our students and faculty members

A team of teachers were involved in developing the narrative for our school portfolio based on input from the whole staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work on the school portfolio. In addition, information for the SACS School Report was gathered through input by parents, students, and community stakeholders, as well as teachers. Each SACS accreditation subcommittee had parent and/or community stakeholder representation. Input was also received by students, parents, and teachers as reported on The School Report Card survey.

Leadership

The Principal at Armstrong Elementary School is Tracy S. Atkins. This is Mrs. Atkins' second year serving in this capacity. Leadership is supported by Shane Kenney (Administrative Assistant), T. Kani Garren (Instructional Coach), Tracey Lloyd (Literacy Coach), and Suzie Hill (Title I Facilitator).

Here at Armstrong, the decision making process is a collaborative effort that involves school and district administration as well as faculty, staff, and members of the community. Recognizing the growing demands for higher student achievement and accountability at the classroom level, our teachers have become increasingly involved in the decision-making process over the past five years as demonstrated in the diagram below:

- The Armstrong Faculty Council, made up of the Principal and Grade/Department Representatives was established to:
  - -ensuring the implementation of district and state standards and school vision

  - -reviewing data and planning for improvement

  - -encouraging and modeling school wide-expectations

  - –updating and reviewing the school portfolio plan

  - -guide, enforce, and reinforce the school portfolio plan

  - -coordinating grade level activities

  - -attending monthly council meetings

  - -communicating team concerns, successes, and feedback

  - -participating in the development of Title I Needs Assessment

- School Accreditation Teams and Committees are also in place to coordinate events throughout the school year such as American Education Week, Black History Month, and a variety of other activities.   A key role of these teams is to investigate different approaches to achieving our goals. The teams may recommend specific courses of action that will support the implementation of a high quality instructional program aligned with the state's curriculum standards to celebrate various national holidays and observances.

- Grade Level Team/Data Teams - The purpose of grade-level teams are to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher will:
    - -participate in meetings with his/her grade level

    - -coach and support the implementation of the standards

    - -study and support each other's implementation of *Best Practices*

    - -support grade level efforts to integrate writing across the curriculum

    - -plan instruction based on current common assessment data

- 3. Vertical Teams - The purpose of the vertical teams is to maintain consistency, specifically to:
    - -improve instruction school-wide
    - -create continuums to implement the state standards across the grade levels
    - -advise the strategic planning team of progress and concerns of grade-level and
    - vertical team meetings
    - -coach and support the quality implementation of subject areas
    - -demonstrate the implementation of subject standards for teachers in each
    - subject area
    - -review data for improvement

Executive Summary

- Needs Assessment for School Climate: (Parent Survey)

  o According to our parent survey, more communication needs to take place to keep parents informed of: PTA meetings, classroom activities, school safety, and curriculum/assignments for students.

- Needs Assessment for Student Achievement: (PASS data, Student Survey)

  o Spring, 2015 PASS data indicated that the following trends:

Content	2015-2016 SC Ready and SC PASS Data
Writing	*Percentage student scoring Low- 51% Middle- 32% High- 17%
ELA/Reading	*Percentage of students Meets/exceeds- 37.8% Approaching- 34.6%, Did not meet- 25.9%
MATH	**Percentage of students Meets/exceeds- 41.6% Approaching- 30.8 % Did not meet- 27.6%
Science	*Decrease of 8.9% in number of students scoring Met or Exemplary
Social Studies	*Increase of 1.*% scoring Met or Exemplary

  o Professional Development and scheduling need to take place to address PASS data and teacher surveys to allow time for more vertical articulation, content integration, and inclusion training to address this issue.

- Needs Assessment for Teacher and Administrator Quality: (Survey)

    o According to our faculty survey, teacher lesson plans, and observations, all faculty and administration need professional development in the following areas: creating common assessments, technology integration across content areas, balanced literacy components, inclusive practices, Student Centered Learning, and Differentiated Instruction.

- **Significant Challenges for 2011-2016:**

    o Armstrong Elementary's population of English Language Learners has increased. This increase in ELL students was the guiding force behind the decision to try and include as many inclusion model ESOL classes, as well as RTI/LLI inclusion classes so students are able to remain in their home classrooms rather than being pulled for small group instruction. In the 2016 school year, we also realized our students need additional support in the area of vocabulary development, Text Dependent Analysis in ELA,   interpreting and creating charts and graphs, informational text, and mathematical problem solving. We are continuing to address these challenges with professional development, focused professional learning communities, and a school wide book study.

- **Significant awards, results, or accomplishments for 2011-2016:**

    o Armstrong was a SEED 2 Grant Recipient for the 2012-2013 school year, and participated as a Program School for the Upstate Writing Project. This training has enabled our 3rd through 5th grade teachers to receive 45+ hours of Common Core-Based Writing Instruction. Alexander Elementary was our partner school in this grant, and both schools have pooled resources to provide Year 2 training for 3rd through 5th as well as Year 1 training for 5K-2nd grade teachers.

    o Armstrong was a PEP Grant Recipient for the 2012-2013, 2013-2014, 2014-2015 and 2015-2016 school years. This grant provided many instructional resources for all teachers as well as a collection of 10 books for every student to take home in a book bag and keep for their own personal use.

    o Armstrong began a Buddy Program during the 2013-2014, 2014-2015, and 2015-2016 school year to have faculty and staff members serve as mentors for students recommended by their teachers. These buddies meet weekly to check on their students' academic and emotional needs and reach out to the proper personnel and agencies to assist these students.

    o Armstrong began a STEAM After School Program in the winter of 2015 and continues with STEM in 2016 to better serve our students' needs through integrated, hands-on activities. All activities are standard driven and project-based whereby the teacher serves as a facilitator and the students are involved in most of the decision making and research necessary to complete such projects.

    o Armstrong began enrichment clubs (2015-2016 and continued 2016-2017 school year)based on Greenville County's G+ initiative which gave our students opportunities to develop their skills in sports, dramatic arts and physical fitness. Teachers and community members volunteered to serve as instructors and shared with the students' information and knowledge that promoted career readiness.

School Profile

Armstrong Elementary

8601 White Horse Road
Greenville, SC 29617
Telephone: (864) 355-1100
Fax: (864) 355-1158
www.greenville.k12.sc.us/armstrng/
Grades: K (4 Year Olds) - 5th Grade
Enrollment: 455
School Location: 8601 White Horse Road
Directions - http://www.greenville.k12.sc.us/gcsd/Schools/directions.asp
Principal: Tracy S. Atkins
email: *tsatkins@greenville.k12.sc.us*

School Facility Summary
- Building includes Gym, Music, Art Rooms, Computer Lab, Science Lab
- Building with 33 Classrooms, Library, Guidance Office, Social Work Office
- Speech Lab • Parent Resource Room • PTA Office, Psychologist/Occupational Therapy Room, Mental Health Counselor, Cafeteria, Small Dining Room, Faculty Lounge
- Faculty Workrooms on each hall

Awards and Honors
- Artist In Residence (SMARTS Grant)
- Donors Choose Grant
- Palmetto Silver Award (5years)
- Public Education Partners
- Red Carpet School
- Safe Kids School
- Terrific Kids
- Wal-Mart Grant Recipient
- Webmaster's Choice Silver Award

School Personnel Data- reflects 2015-2016 (State Report Card)
o Administrators - 2
o Teachers - 30
o Support Staff - 22
o National Board Staff - 4
o Percentage of Teachers with Master's Degree or above – 64.5%
o Percentage of Teacher Attendance – 93.7%

School Profile Summary

Armstrong Elementary School (AES) has continued to be a transient population throughout the years. Our student enrollment has changed in terms of cultural diversity, and our faculty and staff continue to work diligently to accommodate our changing population. As we have grown, our student population has become more diverse regarding both ethnicity and socio-economic status. Our free and reduced lunch percentages have risen rapidly. One hundred percent of our student population receives free lunch and universal free breakfast to all students. Armstrong also provides universal free breakfast to all students. Due to our percentage of students on free and reduced lunch, we became a Title I school for the 2004-2005 school year. Through research, best practices, and targeted professional development, our school strives to improve student achievement with a focus on math and language arts.

In addition to excellent educational opportunities, Armstrong Elementary School encourages participation in various enrichment clubs and social/academic groups. Our programs include chorus, after school extended day program, Mind Play, character education, Jump Rope for Heart, Safety Patrols, and Student Council. Armstrong has an active Parent Teacher Association (PTA) that supports school activities, provides quarterly newsletters, and is available to support teachers by purchasing instructional materials and student incentives. The PTA hosts various events for the teachers, students and their families, including Meet the Teacher, Teacher Appreciation Week, Skate Nights, Family Movie Nights, Parent Trainings, Parent Lunch and Learns, Spring Carnival and host quarterly PTA meetings.

Armstrong rewards academic achievement in many ways. We have an Academic Honor Roll, Principal's Honor Roll, End of the Year Celebrations, and classroom-based student recognition programs such as Terrific Kids. In addition to this, on any given day, a student may come to share a note of praise from the teacher and receive special recognition from the office. Armstrong promotes reading through many parent involvement activities that focus on the importance of reading with your child. Our PTA is constantly planting academic seeds to help our students reach academic success.

Armstrong Elementary School also teaches students that in order to become responsible individuals, we must reach out to others. Each year at Christmas the faculty and staff, business partners, and Santa Helpers provide Christmas toys and gifts for numerous families in need. To help others in our community and beyond, our students also participate in many goodwill and fundraising activities such as: *Goodies for Soldiers, Jump Rope for Heart,, Canned Food Drive, Community Blood Drive and Juvenile Diabetes*. Armstrong faculty members have made donations to the United Way and sponsored canned food drives for local food pantries along with Toys for Tots during the holiday season. In addition, we assist Berea First Baptist Church by providing week end food bags for many families in our community.

As we continue our path to excellence, our challenge remains to meet the needs of each student, both academically and socially as we prepare tomorrow's leaders and help them achieve their personal best. Each child is important and deserves our very best efforts.

School Governance and Financial Management

Armstrong Elementary school is under the jurisdiction of Greenville County Schools. All financial claims and monies are handled using the processes outlined by Greenville County School District. Additional funds that may become available at the school level are requisitioned using the appropriate forms and are approved by the principal. PTA allows teachers the opportunity to request funds for special projects within their classrooms. Teachers submit proposals and the PTA Board decides whether or not to grant their request.

Parent Involvement

Title I has provided funding for a full-time Parent Involvement Coordinator. This position provides many services for school personnel as well as our school community. Our Parent Involvement Coordinator is bilingual, so she serves as a translator at parent trainings, teacher conferences, and whenever her services are needed at the school. A complete analysis and breakdown of this position can be found in the AES Title I Plan. Classroom teachers are also responsible for numerous parent involvement activities which include PASS/SC Ready Review, Rockin' Reading Night, Dinner/Dessert Theater Café and Multicultural Day.

Business Partnerships

Partner	How Partner is Utilized
Furman University	Clinical observations and America Reads tutors and Standard Code of Dress donations
North Greenville University	Clinical observations and Practicum Students
Wal-Mart	Donations and reduced pricing when purchasing large quantities of materials for students In-house Food Bag Project
Berea First Baptist	Weekend Food Bags
Berea First Baptist	Good News Club
Mt. Sinai Baptist Church	Facility use for Christmas Program
Greenville Drive	Reading All Stars
Greenville Road Warriors	Corporate Sponsorship
Kiwanis Club	Sponsor of Terrific Kids Program
Lowes	Donations for landscaping
Hagins Landscaping	Donations for landscaping
Forestville Baptist Church	Donations for students and faculty

Chic -fil-a	Fundraisers and in-house event catering
Ingles	In-house event catering
Masonic Lodge	George Washing ton Portrait donation and guest speaker for Career Day
Mamma Maria's	Food Donations for big events
Bojangles	Teacher appreciation donations
Donaldson Career Center	Career Day Speaker

Instructional and Organizational Priorities

In our instructional setting, the content of the curriculum, instructional strategies, the monitoring of student achievement, and the professional development programs of our school are congruent with each other and well aligned with the schools mission and beliefs.

Based on studies done for the SACS and our school portfolio, the following instructional organizational priorities have been established:

- Student achievement and performance standards for self-assessment, as well as school-wide improvement
- Continuing development of collaborative networks with families and community members
- Continuing development of a collaborative decision-making process these same studies have helped us to establish the following student learning needs and desired results
- Personal and social responsibility-increased evidence of students taking responsibility for personal actions, demonstrating respect for self and others, and good citizenship
- Thinking and reasoning skills-increased evidence of students gathering information and using varied strategies to learn and generate new ideas
- Communication Skills-increased evidence of students using, understanding, and analyzing a variety of communication forms

School's major academic and behavioral features/programs/initiatives:

•Academic Honor Rolls •Advanced Technology (ActiveExpressions, computers, laptops, promethean boards, mini iPads, Chromebooks) •American Reads Furman Tutors •Bi-Lingual Parent Involvement Coordinator •Chorus/Glee Club •Classroom Libraries •Curriculum and Family Nights •ERI/RTI/LLI •Extended Day Program •Girl Scouts •Good News Club	•Jump Rope For Heart •Junior Achievement •Paper/Cans Recycling Program •Balanced Literacy •Quarterly Celebrations & •Awards Day (end-of-year) •Safety Patrols • Spooktacular Writing Experience • Battle of the Books •Digital Learning Corps Trainers	•Terrific Kids Ceremonies (quarterly) •Title 1 parent trainings •ESOL classes •Furman and North Greenville Student Tutors •Student Council •Community Partnerships •Multicultural Day •Rosetta Stone Training for parents •Rockin' Reading Night •Math and Science Carnival

Mission, Vision, Values, and Beliefs

The implications of current educational research were reviewed and discussed by the planning team, which helped us take into account "best practices" identified through research and the challenges and opportunities our students will likely face in the future.

Mission

The mission of Armstrong Elementary School is to build an integral community of successful citizens by empowering all stakeholders, promoting and celebrating student achievement, while developing positive relationships throughout Greenville.

Vision

WE PROMISE TO………….
Collaborate productively and efficiently to cultivate a community of learners;
Develop the potential of individual students while promoting a love for life-long learning;
Empower our students to make a difference and achieve excellence;
Encourage our students to be confident learners as we collectively share best practices through a quality education.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and Beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Staff was asked to brainstorm independently before we produced our core beliefs about what curriculum, instruction, assessment, and environment will increase our students' learning.

We believe…

o   We believe all children can learn.
o   We believe all people have positive qualities.
o   We believe everyone is entitled to equal access to the educational process.
o   We believe in respect and dignity for all people.
o   We believe children are entitled to a nurturing atmosphere at home and at school, enabling them to reach their full potential.
o   We believe learning is a lifelong process.
o   We believe all people are responsible for their actions.
o   We believe education must equip everyone to succeed in a changing world

Shared Vision

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Armstrong Elementary School students:

<u>Curriculum</u>
- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of rigorous standards for measuring and improving the quality of school work
- Focus on Pacing as set through District Rubicon Atlas

<u>Instruction</u>
- Developmentally appropriate instructional programs
- Every student engaged in learning
- Experience - based instruction
- Instruction that matches the learning style of the students
- Instruction utilizing available technologies
- Inclusive Practices

<u>Assessment</u>
- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real world tasks in a system of standards based instruction
- Common Assessments
- Data Teams/PLC that focus on assessment and student growth

<u>Environment</u>
- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide
- Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success

Data Analysis and Needs Assessment
SDE School Report Card

PASS Performance Levels: All Students								
ELA	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
% Met and Exemplary	66.1	69.4	66.3	73.0	68.5	76.0	n/a	n/a
Exemplary	26.0	31.1	28.5	34.6	37.4	30.0	n/a	n/a
Met	40.1	38.3	37.8	38.4	31.1	46.0	n/a	n/a
Not Met	33.9	30.6	33.7	27.0	31.5	24.0	n/a	n/a
Math	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
% Met and Exemplary	57.7	75.2	67.4	71.9	64.7	70.0	n/a	n/a
Exemplary	15.0	27.8	30.1	30.3	29.1	34.0	n/a	n/a
Met	42.7	47.4	37.3	41.6	35.6	36.0	n/a	n/a
Not Met	42.3	24.9	32.6	38.1	35.3	30.0	n/a	n/a
Writing	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
% Met and Examplary	68.5	56.8	63.1	73.8	70.0	73.0	n/a	n/a
Exemplary	30.3	21.3	24.7	29.5	24.2	31.0	n/a	n/a
Met	38.2	35.5	38.4	44.3	45.8	42.0	n/a	n/a
Not Met	31.6	43.1	37.0	26.2	30.0	27.0	n/a	n/a
Science	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
% Met and Exemplary	52.4	52.8	53.6	63.9	58.30	67.0	65.2	51.2

	2009	2010	2011	2012	2013	2014	2015	2016
Exemplary	7.5	9.6	13.4	8.4	9.8	8.0	8.3	7.7
Met	44.9	43.2	40.2	55.5	48.3	59.0	56.9	44.4
Not Met	47.6	47.3	48.5	36.1	42.0	33.0	34.9	47.9
Social Studies	2009	2010	2011	2012	2013	2014	2015	2016
% Met and Exemplary	69.6	59.6	66.9	74.1	75.5	78.0	72.5	71.8
Exemplary	15.5	12.1	13.5	18.3	31.0	29.0	23.9	24.8
Met	54.1	47.5	53.4	55.8	44.5	49.0	48.6	47
Not Met	30.4	40.4	33.1	25.8	24.5	22.0	27.5	28.2

ELA has shown a growth of 9.1% from 2009-2014

Math has shown a increase of 12.3% from 2009-2014

Writing has shown a growth of 4.5% from 2009-2014

The first year of ACT Aspire was 2015 and comparison data unavailable.

Science has shown a growth of 14.6% from 2009-2014, and a slight decrease of 1.8% in 2015.

Social Studies has shown a growth of 8.4% from 2009-2014, and a decrease of 5.5% in 2015.

First year of SC Ready was the 2015-2016- we do not have comparable data for this year.

ITBS

ITBS Percentile Rank of Average SS: National Student Norms						
	2011	**2012**	**2013**	**2014**	**2015**	**2016**
Reading Comprehension	50.0%	52.0%	/	54.0%	37%	44%
Math Concepts	42.0%	41.0%	?	37%	32%	35%

- Reading Comprehension has decreased17% from 2014 to 2015

- Math concepts has decreased by 5% from 2014 to 2015

- Reading increased from 2015 to 2016 (37% to 44%)

- Math increased 2015 to 2016 (32% to 35%)

Subgroups	2013 ELA Mean	2014 ELA Mean	2013 Math Mean	2014 Math Mean	2013 Science Mean	2014 Science Mean	2015 Science Mean	2016 Science Mean	2013 SS Mean	2014 SS Mean	2015 SS Mean	2016 SS Mean	2013 ELA % Tested	2014 ELA % Tested	2013 Math % Tested	2014 Math % Tested
PASS 2013, PASS 2014, and PASS 2015 Performance by Group																
All	648.9	629.2	638.8	632.9	605.4	612.6	609.2	609.9	636.1	635.4	630.8	638	100	100	100	100
Male	644.1	623.5	635.4	633.6	603.7	611.3	607.8	604.4	639.7	640.2	629.8	632.3	100	100	100	100
Female	653.9	635.3	642.4	632.2	607.4	614.0	610.9	616	632.4	630.4	632.3	644.3	100	100	100	100
White	654.3	632.5	646.4	640.2	612.7	622.2	619.3	614.2	641.1	635.4	634.2	633.6	100	100	100	100
African American	637.3	610.6	620.7	611.1	584.1	N/A	N/A	596.6	623.2	N/A	N/A	63652.43.4	100	100	100	100
Asian/Pacific Islander	N/A	682.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
Hispanic	647.5	635.0	645.2	631.8	610.9	611.7	608.4	612.9	638.4	642.9	637.5	648.4	100	100	100	100
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	602.6	605.9	589.9		562.5	N/A	598.1	565.1	595.1	N/A	599.4	600.8	100	100	100	100
Limited English Proficient	651.3	645.3	646.6	647.7	618.1	N/A	613.7	615.6	645.8	N/A	643.1	652.4	100	100	100	100
Subsidized meals	645.5	627.3	634.5	631.6	600.1	610.7		609.9	634.7	629.8		638	100	100	100	100
Annual Measurable Objective	635.0	640.0	635.0	640.0	635.0	640.0			635.0	640.0			95.0	95.0	95.0	95.0

2016- 2017 Professional Development Calendar

Date	PD Title	Presenter	Time	Pts.	Goal focus
8-11	Writing Rubric and More- Oh MY! Primary Session (K-2) _____ Writing Rubric and More- Oh MY! Intermediate Session (3-5)	Paula Burgess Paula Burgess	9:00-10:30 11:00-12:30	No points	Reading Goal
8-15	Math Updates/data	Stephanie Burdette/Austin Green/Kani Garren	9-10:30 (K-2) 10:30-noon (3-5)	No points	Math Goal
9-8	Literacy Lab: Shared Reading (Primary) Literacy Lab: Interactive Read Aloud Intermediate	Paula Burgess	8:00 - 11:00 11:30-2:30	No points	Reading goal
9-21	Apps for the Classroom part 1 (SMAR for ELA and Math)	Carrie Fesperman	3:00 -4:30	2 points	Reading and math goal
9-21	Math Rubicon planning and pacing	Stephanie Burdette/Austin Greene	3:00- 5:00	2 points	Math Goal

10-19	Best Practices in reading for Primary Grades (K-1st)	Shiree Fowler Turner	3- 4:30	2 points	Reading goal
10--29	Algebraic Thinking and Number Sense	Stephanie Burdette/Austin Green	3-4:30	2 points	Math goal
10-29	Apps in the Classroom- Seesaw	Carrie Fesperman	3-4:30	2 points	Reading goal
10-20	All Day Literacy Lab/Interactive Writing with Primary (K-2) (1.5 hours)	Paula Burgess	8- 2:30	No points	Reading goal
10-20	All Day Literacy Lab/ Interactive Read Aloud with Intermediate (1. hours)	Paula Burgess	8- 2:30	No points	Reading Goal
11-16	New GCSD Writing Rubrics at a glance	Paula Burgess	3-4:30	2 points	Reading Goal
11-16	Using Playdough in the Classroom	Abigail Roberts	3-4:30	2 points	Reading Goal
11-16	Apps in the Classroom- Popplet/chatterpix	Carrie Fesperman	3-4:30	2 points	Reading goal
1-18	Exploring Text Dependent Analysis	Paula Burgess	3-4:30	2 points	Reading Goal
1-18	Apps in the Classroom part 4 (Padlet/EPIC for shared reading)	Carrie Fesperman	3-4:30	2 points	Reading Goal
1-18	Math Their Way- Using hands on and manipulatives to teach today's math	Stephanie Burdette/ Austin Green	2-4:30	2 points	Math Goal
2-15	Building Towards Text Dependent Analysis	Paula Burgess	3-4:30	2 points	Reading Goal
2-15	Apps in the Classroom (Book Creator	Carrie Fesperman	3-4:30	2 points	Reading Goal
2-15	Algebraic Thinking and Number Sense	Stephanie Burdette	3-4:30	2 points	Math goal
3-15	Rubrics and Writing -oh my	Paula Burgess	3-4:30	2 points	Reading Goal
3-15	Plant Seeds for Successful Writing	Lauren Ellzey	3-4:30	2 points	Reading Goal
3-15	Best Practices /Digital Learning	Griner, Fluevog, Jordan, SImmons, Pack	3-4:30	2 points	Reading and Math Goals
4-19	Apps in the classroom (iMovie)	Carrie Fesperman	3-4:30	2 points	Reading Goal

4-19	Arts in Writing	Jed Dearbury	3-4:30	2 points	Reading Goal
4-19	Balanced Literacy-	Paula Burgess	3-4:30	2 points	Reading Goal

School Climate Needs Assessment

% Satisfied with Learning Environment

Evaluations by Teachers, Students, and Parents 2014-2015			
	Teachers	**Students***	**Parents***
Number of Surveys Returned	35	60	38
Percent satisfied with learning environment	100	86.6	92.1

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

According to the survey, improvement needs to be made in terms of students being satisfied with their learning environment. This survey targeted only 5th grade students within the school.

% Satisfied With School/Home Relations

Evaluations by Teachers, Students, and Parents 2014-2015			
	Teachers	**Students***	**Parents***
Number of Surveys Returned	35	60	38
Percent satisfied with feeling safe during the day	80.5	83.3	76.3

Survey indicates that teachers, students, and parents feel school/home relations need improvement.

% Satisfied With School Safety

Evaluations by Teachers, Students, and Parents 2014-2015			
	Teachers	**Students***	**Parents***
Number of Surveys Returned	35	60	38
Percent satisfied with feeling safe during the day	100	83.9	90.3

Survey indicates that teachers, students, and parents feel safe during the day at school.

Teacher/Student Attendance Rate							
	2009	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Student Rate of	96.6	96.3	96.4	96.8	96.3	96.3	86.26%

Attendance							
Teacher Rate of Attendance	**93.8**	**97.0**	**95.0**	**94.6**	**94.7**	**92.6**	**93.7%**

Students Attendance Rate has remained steady only fluctuating .2 of a percent in the past four years.

Teacher Attendance Rate has fluctuated by 1.5% from 2009 to 2014

Source: https://ed.sc.gov/data/report-cards/

% Satisfied With School/Home Relations

Evaluations by Teachers, Students, and Parents 2015-2016			
	Teachers	**Students***	**Parents***
Number of Surveys Returned	26	52	34
Percent satisfied with school – home relations	88.5	67.3	85.3

Survey indicates that teachers, students, and parents feel school/home relations need improvement.

% Satisfied With School Safety

Evaluations by Teachers, Students, and Parents 2015-2016			
	Teachers	**Students***	**Parents***
Number of Surveys Returned	26	52	34
Percent satisfied with feeling safe during the day(social and physical environment)	100	83.4	94.3

% Satisfied with Learning environment

Evaluations by Teachers, Students, and Parents 2015-2016			
	Teachers	**Students***	**Parents***
Number of Surveys Returned	26	52	34
Percent Satisfied with Learning environment	100	84.6	88.3

Teacher/Student Attendance Rate							
	2010	2011	2012	2013	2014	2015	2016
Student Rate of Attendance	96.3	96.4	96.8	96.3	96.3	86.26%	96%
Teacher Rate of Attendance	97.0	95.0	94.6	94.7	92.6	93.7%	91.8%

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 and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 73.8% in 2012 by ten points to 83.8% in 2018. ****Armstrong Elementary will use the 2012-13 results to determine a baseline for the next five years. This will give us a better picture of our writing performance since our third and fourth graders will be taking the writing portion of PASS this year.**

ANNUAL OBJECTIVE: Annually increase by two percentage points of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS), as applicable up to the 2013-2014 school year. 2015-2016 we began SC Ready as our state adopted test. For writing we have high, medium low. The percentage reflects total of high and medium.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.8	77.8			
School Actual	73.8	**	73.0	n/a (ACT ASPIRE)	49%		
District Projected	X	X	78.8	79.8	N/A		
District Actual	77.8			n/a (ACT ASPIRE)			

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

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Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

<div align="right">**PASS % ELA**</div>

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 73.0% in 2012 to 83.0% in 2018.

ANNUAL OBJECTIVE: Increase by two percentage points annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS), as applicable up to the 2013-2014 school year. 2015-2016 we began SC Ready as our state adopted test. For ELA we have Exceeds, Met, Approaches and Not Meet. The percentage reflects total of met and exceeds.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.0	77.0			
School Actual	73.0	X	76.0	n/a (ACT ASPIRE)	37.8		
District Projected	X	X	79.0	80.0			
District Actual	78.0			n/a (ACT ASPIRE)	49.9		

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS). In 2015-2016- data reflects percentage of student scoring Meets or Exceeds.

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630.0	635	640	645	650	655	660
Actual Performance:							
All Students	653.1		629.2	N/A	38.03		
Male	644.9		623.5	N/A	26.8		
Female	660.5		635.3	N/A	39.6		
White	663.4		632.5	N/A	42.03		
African-American	640.1		610.6	N/A	35.03		
Asian/Pacific Islander	N/A		N/A	N/A	N/A		
Hispanic	640.6		636.2	N/A	32.2		
American Indian/Alaskan	N/A		N/A	N/A	N/A		
Disabled	612.7		N/A	N/A	N/A		
Limited English Proficient	644.4		645.3	N/A	38.5		
Subsidized Meals	650.6		627.3	N/A	N/A		

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance:							
All Students	671.1		653.2	N/A	49.9		
Male	665.7		648.2	N/A	44.8		
Female	676.8		658.6	N/A	55.3		
White	685.1		667.1	N/A	63.2		
African-American	644.4		627.0	N/A	26.7		
Asian/Pacific Islander	696.1		682.1	N/A	74.2		
Hispanic	650.8		635.0	N/A	35.9		
American Indian/Alaskan	688.2		658.7	N/A	39.2		
Disabled	614.9		605.9	N/A	16.1		
Limited English Proficient	654.9		638.0	N/A	36.1		
Subsidized Meals	649.2		632.4	N/A			

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒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: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 71.9% in 2012 to 81.9% in 2018.

ANNUAL OBJECTIVE: Increase by two percentage points annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS), as applicable up to the 2013-2014 school year. 2015-2016 we began SC Ready as our state adopted test. For Math we have Exceeds, Met, Approaches and Not Meet. The percentage reflects total of met and exceeds.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	73.9	75.9			
School Actual	71.9		70.0	N/A ACTAspire	41.6		
District Projected	X	X	78.4	79.4			
District Actual	77.4			N/A ACTAspire	56.3		

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS). In 2015-2016- data reflects percentage of student scoring Meets or Exceeds.

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance:							
All Students	644.0		632.9	N/A	41.3		
Male	645.2		633.6	N/A	37.5		
Female	643.0		632.2	N/A	45.6		
White	648.8		640.2	N/A	45.1		
African-American	633.0		611.1	N/A	34		
Asian/Pacific Islander	N/A		N/A	N/A	N/A		
Hispanic	643.7		631.8	N/A	35.5		
American Indian/Alaskan	N/A		N/A	N/A	N/A		
Disabled	595.8		N/A	N/A	N/A		
Limited English Proficient	648.7		647.7	N/A	43.8		
Subsidized Meals	641.7		631.6	N/A	N/A		

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8		656.8	N/A	56.3		
Male	665.3		656.6	N/A	55.7		
Female	664.3		657.0	N/A	56.8		
White	677.8		627.0	N/A	68.3		
African-American	636.8		624.4	N/A	33.5		
Asian/Pacific Islander	703.1		699.7	N/A	81.1		
Hispanic	649.0		640.4	N/A	44.6		
American Indian/Alaskan	668.4		663.3	N/A	55.8		
Disabled	607.9		602.3	N/A	23.4		
Limited English Proficient	656.1		648.1	N/A	48.2		
Subsidized Meals	643.6		632.1	N/A	N/A		

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100		100	N/A	N/A		
Male	100		100	N/A	N/A		
Female	100		100	N/A	N/A		
White	100		100	N/A	N/A		
African-American	100		100	N/A	N/A		
Asian/Pacific Islander	N/A		N/A	N/A	N/A		
Hispanic	100		100	N/A	N/A		
American Indian/Alaskan	N/A		N/A	N/A	N/A		
Disabled	100		100	N/A	N/A		
Limited English Proficient	100		100	N/A	N/A		
Subsidized Meals	100		100	N/A	N/A		

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9		100	N/A	N/A		
Male	99.9		100	N/A	N/A		
Female	99.9		100	N/A	N/A		
White	99.9		100	N/A	N/A		
African-American	99.8		100	N/A	N/A		
Asian/Pacific Islander	99.8		100	N/A	N/A		
Hispanic	99.9		100	N/A	N/A		
American Indian/Alaskan	100.0		100	N/A	N/A		
Disabled	99.2		99.9	N/A	N/A		
Limited English Proficient	99.8		100	N/A	N/A		
Subsidized Meals	99.8		100	N/A	N/A		

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100		100	N/A	N/A		
Male	100		100	N/A	N/A		
Female	100		100	N/A	N/A		
White	100		100	N/A	N/A		
African-American	100		100	N/A	N/A		
Asian/Pacific Islander	N/A		N/A	N/A	N/A		
Hispanic	100		100	N/A	N/A		
American Indian/Alaskan	N/A		N/A	N/A	N/A		
Disabled	100		100	N/A	N/A		
Limited English Proficient	100		100	N/A	N/A		
Subsidized Meals	100		100	N/A	N/A		

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0		100	N/A	N/A		
Male	99.9		100	N/A	N/A		
Female	100.0		100	N/A	N/A		
White	100.0		100	N/A	N/A		
African-American	99.9		100	N/A	N/A		
Asian/Pacific Islander	100.0		100	N/A	N/A		
Hispanic	99.9		100	N/A	N/A		
American Indian/Alaskan	100.0		100	N/A	N/A		
Disabled	99.8		99.9	N/A	N/A		
Limited English Proficient	99.9		100	N/A	N/A		
Subsidized Meals	99.9		100	N/A	N/A		

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒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: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 63.9% in 2012 to 68.9% in 2018.

ANNUAL OBJECTIVE: Increase by one percentage point annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	64.9	65.9	66.9	67.9	68.9
School Actual	63.9		67.0	65.2	52.2		
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance:							
All Students	601.9		612.6	609.2	607.6		
Male	608.4		611.3	607.8	606.8		
Female	609.6		614.0	610.9	609.3		
White	621.0		622.2	619.3	621		
African-American	598.7		N/A	N/A	587.5		
Asian/Pacific Islander	N/A		N/A	N/A	N/A		
Hispanic	590.4		611.7	608.4	607.5		
American Indian/Alaskan	N/A		N/A	N/A	N/A		
Disabled	571.3		N/A	598.1	560.1		
Limited English Proficient	586.6		620.3	613.7	611.3		
Subsidized Meals	604.9		610.7	N/A	N/A		

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8		635.5	633.8	636.2		
Male	633.7		636.6	635.3	6374		
Female	631.8		634.3	632.4	634.9		
White	645.2		650.8	648.9	653.8		
African-American	607.3		607.2	604.2	603.2		
Asian/Pacific Islander	655.9		661.2	662.4	669.5		
Hispanic	617.0		616.0	614.9	617.2		
American Indian/Alaskan	640.3		638.6	N/A	624.55		
Disabled	585.9		592.0	592.9	590.6		
Limited English Proficient	620.7		620.5	618.4	619.7		
Subsidized Meals	614.1		614.4	N/A	N/A		

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒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: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 74.2% in 2012 to 79.2% in 2018.

ANNUAL OBJECTIVE: Increase by one percentage point annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.2	76.2	77.2	78.2	79.2
School Actual	74.2		78.0	72.5	71.9		
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance:							
All Students	625.6		635.4	630.8	627.9		
Male	624.1		640.2	629.8	626.2		
Female	627.2		630.4	632.3	631.3		
White	634.1		635.4	634.2	627.3		
African-American	611.6		N/A	N/A	629.2		
Asian/Pacific Islander	N/A		N/A	N/A	N/A		
Hispanic	623.5		642.9	637.5	633.7		
American Indian/Alaskan	N/A		N/A	N/A	N/A		
Disabled	592.7		N/A	599.4	591.1		
Limited English Proficient	624.4		N/A	643.1	614.1		
Subsidized Meals	620.9		629.8	N/A	N/A		

Social Studies - District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2		654.3	653.8	650.8		
Male	651.8		655.4	657.2	648.7		
Female	646.6		653.2	650.3	647.8		
White	661.3		665.7	666.1	663.9		
African-American	626.1		631.6	627.7	624.7		
Asian/Pacific Islander	676.9		682.9	N/A	683.4		
Hispanic	632.8		640.4	639.4	638.1		
American Indian/Alaskan	655.8		662.8	N/A	637.9		
Disabled	605.3		615.3	616.4	613.1		
Limited English Proficient	637.7		642.9	642.8	640.5		
Subsidized Meals	629.0		634.8	N/A	N/A		

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will use State Standards-when constructing lesson plans.	2014-2015	Teachers Administrators Instructional Coaches			Teacher lesson plans, classroom observation logs/feedback by coaches and administrators
Teachers will construct integrated units of study.	2014-2015	Teachers Administrators Instructional Coaches			Teacher lesson plans, classroom observation logs/feedback by coaches and administrators
Teachers will use Balanced Literacy instructional strategies, including small group reading to increase student reading achievement.	2014-2015	Teachers Administrators Instructional Coaches		Title I District Funds	Teacher lesson plans, teacher anecdotal notes, running records, formative and summative assessments, data recorded on triangulation sheets, observations by coaches and

					administrators
Provide early intervention literacy instruction for identified students in kindergarten through third grade.	2014-2015	Administrators Interventionists Instructional Coach District/Federal Programs (LLI Kits)		Title I (1 teacher)	AIMSweb, MAP, PASS data; interventionist lesson plans, observations by coaches and administrators
Students will work on ELA and Math standards and higher order thinking skills using Compass Odyssey in the Computer Lab and classrooms.	2014-2017	Teachers		Title I	teacher lesson plans and Computer Learning Lab lesson plan
Students will work on reading level specific comprehension, fluency, and phonics skills using the Reading Counts web-based program.	2014-2016	Media Specialist Teachers		General Fund	Reading Counts reports; Media Specialist/teacher lesson plans
Teachers in grades 5K-5th/LD/Media will focus on opinion writing, Common Core State Standards implementation, cross-curriculum planning, and	2014-2015	Administrators Instructional Coaches Teachers		Title I	Professional development meeting agendas, teacher lesson plans, observations by administrators and coaches

the writer's workshop through training by the Upstate Writing Project.		UWP facilitators			
Provide access to appropriate materials, including leveled text, benchmarking materials, math manipulatives, and science kits to support curriculum standards to teachers.	2014-2016	Administrators Title I Facilitator Instructional Coaches Teachers		Title I General Fund District Fund	Teacher lesson plans, observations by administrators and coaches, materials requests/orders
Continue to implement district recommended programs such as Everyday Calendar Math and Go! Math textbook adoption.	2014-2016	Administrators Instructional Coach Teachers Title I Academic Specialists		General Fund District Fund Title I	Classroom observations by administrators and coaches, teacher lesson plans
Instructional Coach and will be utilized in order to improve instructional strategies implemented by classroom teachers.	2014-2017	Administrators Instructional Coach		Instruction Coach (District)	Grade level professional development meeting agendas, classroom observation logs, model lessons, professional

					development calendars; curriculum meeting agendas
District Curriculum Specialists, UWP, and Instructional Coach and will provide training to help teachers identify and understand the shifts in the implementation of CC state standards.	2014-2015	Administrators Instructional Coach UWP District Curriculum Specialists			Meeting agendas; handouts, professional development calendars
Weekly grade level planning meetings to develop common assessments and re-teaching strategies.	2014-2015	Administrators Instructional Coaches Teachers			Weekly planning agendas and notes
The administrative team will continue to improve their knowledge of skills and strategies by attending meetings, workshops, and conventions.	2014-2016	Administrators Instructional Coaches		General Fund	District professional development opportunities, SCASA, Principal/AP/IC meetings

Reduced class size in second, third, fourth, fifth grades to increase teacher and student interactions.	2014-2016	Administrators Teachers		Title I	AIMSweb, MAP, PASS data Fountas and Pinnell Leveled Literacy Benchmarking results
Provide an opportunity for rising kindergarten students to visit the school and take home materials to improve readiness skills.	2014-2016	Title I Facilitator		Title I	Agenda from meeting
Teachers and students utilize magazines, including SS Weekly, Time for Kids, Scholastic News to increase the amount of informational text read.	2014-2015	Title I Facilitator Instructional Coach Teachers		Title I	Teacher lesson plans; observations from administrators and instructional coaches
ESOL support services are provided for identified students through RtI instruction or the inclusion model.	2014-2015	Administrators ESOL Interventionists		General	ESOL teacher lesson plans, observations from administrators
Appropriate use of technology (Promethean Boards, ActivExpressions, ELMO cameras, Flip cameras, and iPads)	2014-2016	Administrators Title I Facilitator		Title I	Teacher lesson plans, observations from administrators and instructional coaches

		Instructional Coaches Teachers			
Students are given the opportunity to participate in the Armstrong Summer reading program.	2014-2015	Instructional Coach Media Specialist			Completed Summer Reading logs
Provide grade level planning days for staff development training to teachers in best practices, data analysis, and research based instruction in all content areas.	2014-2016	Administrators Title I Facilitator Instructional Coaches Teachers		Title I	Professional development training agendas, teacher lesson plans
Teachers will continue to analyze achievement data gathered from PASS, MAP, and other benchmark assessments to identify and determine appropriate instructional strategies.	2014-2016	Administrators Instructional Coaches Teachers			Data recorded on triangulation sheets; professional development meeting agendas; teacher lesson plans
Provide support services (School Guidance, Social Worker, access to Greenville Mental Health	2014-2015	Administrators Social Worker			Logs indicating services given

Services) to students and families where necessary.		Guidance Counselor			
Special education and ESOL services will incorporate the inclusion model of instruction whenever possible.	2014-2016	Administrators SPED Teachers ESOL Teachers Teachers			Teacher schedules, IEP's, classroom observations, grade level minutes
School wide promotion of the benefits of healthy food choices and physical activity through the implementation of the CATCH program, Culinary Creations Lunch Program, and Fresh Fruits and Vegetables Grant.	2014-2015	FANS Personnel Administrators PE Teachers Teachers			School Menu PE Teacher Lesson Plans Schoolwide Planning Meeting agendas and minutes
School will train and implement inclusive practices for special education students	2015-2017	Administration IT Team SPED teachers Teachers			Techer Lesson Plans, IEPs, classroom observation, planning minutes
PLC/Data Teams to plan instruction, common assessments based on South Carolina College	2015-2017	Administration Teachers Math Coach IC			Data charts, lesson plans, planning minutes

and Career Ready Standards and pacing in Rubicon Atlas, and study data to guide instruction					
Enrichment Clubs- supports the G+ initiative as outlined by Greenville County School District	2015-2017	Volunteers teachers Guidance Counselor			Clubs meet weekly

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: One hundred percent of Armstrong Elementary teachers will continue to be trained in **Common Core** and **Balanced Literacy** by 2017-2018. In the 2015-2016 school we started training in SCCR.

ANNUAL OBJECTIVE: The Greenville County School District and Armstrong Elementary will conduct a series of professional development opportunities during and/or after-school hours related to Balanced Literacy and Common Core Standards in relevant subject areas

DATA SOURCE(S): Armstrong Elementary Professional Development Calendars, District Professional Development Calendars, GCS Portal Attendance Records, Professional Development Agendas

Balanced Literacy

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x		100%	100%	100%	
Actual	78%	100%	100%	100%	100%	100%	

*Missing 22% represents ESOL, Interventionists, and Related Arts Teachers

Common Core/South Carolina College and Career Ready (implementation SCCCR 2015-2016)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16 SCCR	2016-17	2017-18
Projected	x	x		N/A	100%	100%	
Actual	78%	100%	N/A	N/A	100%	100%	

*Missing 22% represents ESOL, Interventionists, and Related Arts Teachers

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
District professional development opportunities will be communicated to all faculty members.	2014-2015	Administrators Instructional Coach Math Coach			District professional development meeting calendars, district meeting agendas, Summer Academy catalogs, Portal attendance re
Provide continued school-wide training in Balanced Literacy.	2014-2015	Administrators Instructional Coach District Curriculum Specialists		Title I District	Portal attendance records, meeting agendas, Professional Development calendars
Provide training in Rubicon Atlas in relevant subject areas.	2014-2015	Administrators Instructional Coach District Curriculum Specialists		District General Funds	Portal attendance records, meeting agendas, Professional Development calendars

Provide a leveled library with a balance of literary and informational text.	2014-2017	Administrators Instructional Coach Title I Facilitator		Title I General Fund	Teacher lesson plans, classroom observations, grade level planning minutes
PLC/Data Teams to plan instruction, common assessments based on South Carolina College and Career Ready Standards and pacing in Rubicon Atlas, and study data to guide instruction	2015-2017	Administration IC Math Coach Teachers			Planning minutes Data charts Lesson plans Classroom observation
School will train and implement inclusive practices for special education students	2015-2017	Administration IT Team SPED teachers Teachers Stetson Training			Techer Lesson Plans, IEPs, classroom observation, planning minutes
Student- Centered Learning	2015-2017	Administration Faculty Council /Jeff McCoy			Staff training
Training in implementation of best practices using technology across content areas	2015-2017	Carrie Fesperman, Media Specialist, Computer Learning Lab			Professional development opportunities, lesson plans

		Instructors			

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.6		94.7	95.5	86.26%		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9						

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of fifth grade parents who are satisfied with the learning environment from 83.9% in 2012 to 90% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14 will maintain 92% annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.0	92.0	92.0	92.0	92.0
School Actual	92.0		92.1	93	88.2		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of fifth grade students who are satisfied with the learning environment from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, will increase by 2% annually, and maintain a minimum of 90 % annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.9	87.9	89.9	90	90
School Actual	83.9		86.6	89	84.6		
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						

☐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 90.6% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 percentage point(s) annually teachers who are satisfied with the learning environment, and maintain at 95%.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	92.6	94.6	95.0	95.0	95.0
School Actual	90.7		100.0	100	100		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

☐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 _____% in 2012 to _____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .4 percentage points annual regarding parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.9	94.3	94.7	95.1	95.5
School Actual	92.0				94.3		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

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

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.6 percentage points and maintain 93.5 regarding students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.9	93.5	93.5	93.5	93.5
School Actual	91.9				83.4		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

☐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 _____% in 2012 to _____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.6 percentage points in 2013-2014 and maintain a 98.5 regarding teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #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	96.9				100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide monthly school wide attendance incentives	2014-2016	Title I Social Worker		General Fund	Monthly PowerSchool attendance reports
Conduct attendance intervention conferences with parents/guardians regarding excessive tardies or absences	2014-2016	Administrators Title I Social Worker	None	None	Conference logs, PowerSchool attendance reports
Provide parent state standards workshops	2014-2015	Administrators Instructional Coach Title I Facilitator			Meeting agendas, meeting notes, parent sign in sheets
Utilize bilingual school/teacher newsletters to communicate current events, expectations, and school safety concerns to parents.	2014-2016	Administrators Teachers Webmaster			Newsletters, website, grade level meeting minutes
Maintain current school and teacher websites with	2014-2016	Administrators			School and teacher websites

current events and expectations to all stakeholders.		Teachers Webmaster			
Provide lessons that address the low areas of the student survey by the guidance counselor.	2014-2016	Administrators Guidance Counselor			Guidance lesson plans, survey results
School Administrators will meet with fifth grade Student Council representatives to discuss the current survey results.	2014-2016	Administrators Fifth grade students Fifth grade teachers			Meeting agendas and notes, survey results
Principal will meet with the Faculty Council to discuss survey results and develop an improvement plan.	2014-2017	Administrators Instructional Coach Title I Facilitator Teachers			Meeting agendas and notes, survey results
The Instructional Coach will meet with all teachers to discuss instructional/curriculum	2014-2017	Instructional Coach Teachers			Meeting agendas and notes, survey results

concerns as communicated on the survey.					
Administration will provide Cyber-bulling and internet safety workshops for parents	2014-2017	Administrators Local law enforcement			Workshop agendas and meeting minutes, notification documentation
Administration will meet with students, faculty, and parents to explain the building security which includes: law enforcement walkthroughs, security cameras, locked doors, locked front office door to main building, security sign in, personnel and visitor badges, walkie talkies, fire, tornado and lockdown drills	2014-2017	Administrators Teachers Parents Students Local law enforcement Visitors			School Safety Plan, safety drill logs, first responder training, sign in register

To view Armstrong's School Report Card: http://ed.sc.gov/data/report-cards/2014/elem/c/e2301031.pdf