AUGUSTA CIRCLE ELEMENTARY

Kate W. Bannister, Principal

School District of Greenville County

Mr. Burke Royster, Superintendent

2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Augusta Circle Elementary

GREENVILLE COUNTY SCHOOL DISTRICT

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

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Lauren Price		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Kerry Bannister		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Karen Dobson		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 100 Winyah Street, Greenville, South Carolina

SCHOOL'S TELEPHONE: (864) 355-1200

PRINCIPAL'S E-MAIL ADDRESS: kbannist@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	Kerry Bannister
2. TEACHER	Katelyn Ammons
3. PARENT/GUARDIAN	Allison Pitts
4. COMMUNITY MEMBER	Emily Moss
5. SCHOOL IMPROVEMENT COUNCIL	Lauren Price
6. Read to Succeed Reading Coach	Mary Anna Pastorek
7. School Read to Succeed Literacy Leadership Team Lead	Karen Dobson

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*
SIC	**Lindsey Leonard**
Literacy Leadership Team	**Katelyn Ammons (4)**
Literacy Leadership Team	**Holtie Mitchell (2)**
Literacy Leadership Team	**Martha Drake (K)**
Literacy Leadership Team	**Margaret Lanahan (3)**
Literacy Leadership Team	**Lindsey Lyles (1)**
Literacy Leadership Team	**Rachel Miller (5)**
Literacy Leadership Team	**Capitola Riley (1)**

*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

Augusta Circle School Renewal Plan

Augusta Circle School Renewal Plan was developed to document the changes and progress our school has made while working to continuously improve every aspect of our school. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this school renewal plan are based upon the Greenville County Strategic Planning checklist which is supplied to each school by the school district. These categories were selected because the philosophies will lead to Augusta Circle continuing to be a quality school. Within each category is a description of the intent of the category and a brief summary of where we are as a school.

The committees utilized in this school portfolio are –
- Executive Summary
- School Profile
- Mission, Vision, and Beliefs
- Data Analysis and Needs Assessment
- Action Plan

This school portfolio is a living document that describes Augusta Circle and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning - our ultimate outcome.

All members of the staff are involved in our self-study process. School Improvement Committee members and PTA members are also involved in the process. Each teacher chooses which committee he/she wants to join. These committees change members each year. There is a chairman for each committee, and this person leads the committee in its work. Our committees are Executive Summary, School Profile, Mission, Vision, and Beliefs, Data Analysis and Needs Assessment, and Action Plan. Each committee is charged with the role of responding to the purpose of each individual section. The key chairs of our committees this year are listed on page 2 of this document. Our Leadership Team for this year has been Lauren Owens, Heathley Cassels, Holtie Mitchell, Marilyn

Gower, Kary Mitchell, Rachel Miller, Kathryn Polley, Jennifer Maitland, Kerry Bannister, Jennifer Holman, and Karen Dobson. Members of our SIC were involved as well. They were Lindsey Leonard, Emily Moss, Lauren Price, Patti Rushing, Kimberly Howard, Betsy Vick, Cindy Crick, and Joni Young. Much of the narrative content came from discussions of the staff in the process of evaluating our work. During these yearly assessments, staff members are asked to contribute "evidence" of our progress, contribute comments, data, etc. - actual documents that shows the changes in our practices.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in our future world!

The Staff of Augusta Circle

Executive Summary

Augusta Circle is a kindergarten through grade five public school built in 1923 that currently has around 568 students and 42 instructional staff members. The facilities include 24 classrooms, 1 EMD self-contained classroom, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a science lab/challenge room, a media production room, and a speech room.

The student enrollment is made up of 11 percent African-American, 85 percent Caucasian, and 4 percent Other. 11 percent of the students qualify for free and reduced priced meals. Student attendance rates are at an average daily attendance of 97.6 percent. 7 percent of our current population is enrolled on special permission.

Augusta Circle's teaching staff includes 24 regular classroom teachers, one instructional coach, one media specialist, three related arts teachers, 2.5 special education teachers, one speech teacher, one occupational therapist, one counselor, six instructional aides, one computer lab teacher, one literacy specialist, one part-time math tutor, one challenge teacher, and one mental health worker. We have added several new teachers to our faculty, and the average experience of our staff is 7 years. 96% of our staff is female and 4% is male. 100% of our certified teaching staff is Caucasian. 41% of our staff has Bachelor degrees and 59% of the staff has Master degrees or more.

Our school has a principal, administrative assistant, and an instructional coach. The school leadership structure is called the Leadership Team. It is made up of the grade level chairperson from each grade level, related arts, special areas, the instructional coach, the administrative assistant, and the principal. The climate of learning is enhanced by involved parents and local business partnerships. Parents and businesses volunteer in a multitude of capacities.

The Augusta Circle priorities for instructional and organizational effectiveness are: 1) improvement in student achievement in standardized testing of writing, ELA, math, science, and social studies; 2) improvement in teacher/administration quality as evaluated with the PAS-T process; and 3) improvement in school climate.

Augusta Circle has established its concise mission, vision, and beliefs. The mission of Augusta Circle is to provide a quality educational environment, in cooperation with the home and community, which fosters learning and prepares students for participation in our democratic and multicultural society.

Our vision includes curriculum, instruction, assessment, and environment factors that support effective student learning.

Curriculum
- Align to State Standards
- Choose research-based practices
- Use district-adopted textbooks
- Plan toward District and State Standards

<u>Instruction</u>

- Implement Balanced Literacy Language Arts Model
- Provide innovative strategies using manipulatives
- Incorporate the district Science Kits
- Implement Every Day Math Counts
- Engage students in writing across the curriculum/maintaining journals
- Utilize technology as an integral part of the teaching/learning process
- Communicate ideas through graphic organizers
- Utilize Larson's Math with grades 1-5
- Utilize Compass Learning with grades K-5
- Implement Standards in all content areas
- Use chromebooks in grades 3-5
- Use iPads in grades K, 1, and 2

<u>Assessment</u>
- Use student portfolios
- Grade published work with rubrics and traditional guidelines
- Include benchmark assessments like running records and writing prompts in order to track progress
- Use test data which has been collected from teacher-made tests, publishing company produced tests, and standardized tests
- Use formative and summative assessments

<u>Environment</u>
- Create and maintain eye-catching bulletin boards
- Offer computer opportunities for all students
- Present activities to use with Word Walls
- Increase comprehension skills with the Accelerated Reader program
- Provide enrichment through performances
- Plan field trips with social and educational opportunities
- Utilize PTA and other volunteers to address the needs of students and teachers

All schools must have goals for the areas of student achievement, teacher/administrator quality, and school climate.
Our goal for Student Achievement is:
1. Raise the academic challenge and performance of each student.
Our goal for teacher/administrator quality is:
2. Ensure quality personnel in all positions.
Our goal for school climate is:
3. Provide a school environment supportive of learning.

As we looked at our needs assessment and findings for student achievement, we looked at our PASS scores for each grade level for the past three years. In 2015, we administered the ACT Aspire to our

students, but we did not use it for 2016. In analyzing our PASS scores from third grade for the last five years (2010, 2011, 2012, 2013, 2014), in ELA, our students who scored Met or Exemplary increased from 80% to 87.1%. In Math, the third graders who scored Met or Exemplary increased from 77% to 85.9%. Our Science scores for third grade students who scored Met or Exemplary increased from 63% to 67.4%. Our Social Studies scores for third graders who scored Met or Exemplary fluctuated a little, but stayed around 85%, except for 2014. It was 100%. Our needs assessment indicates that we need to target Science and math for improvement in third grade. In 2015, we administered ACT Aspire, which only gave us a baseline for that test. In 2016, we administered SC Ready ELA, and 79% of our third graders scored met or exceeded expectation. In SC Ready Math, 85% of our third graders scored met or exceeded expectation.

In following the fourth grade PASS scores for the last five years, ELA students who performed in the Met or Exemplary category changed from 88% to 89.9%. In Math, students who scored Met or Exemplary increased from 88% to 88.5%.   Science students who scored Met or Exemplary decreased from 91% to 78.5%. The fourth grade Social Studies students who scored Met or Exemplary increased from 88% to 89.9%. The fourth grade percent of students who scored Met or Exemplary in writing for 2014 was 83.3%. That was the lowest of our grades. Our needs assessment indicates that we need to target Science, Writing and ELA for improvement in fourth grade. In 2015, we administered ACT Aspire, which only gave us a baseline for that test. In 2016, we administered SC Ready ELA, and 77% of our fourth graders scored met or exceeded expectation. In SC Ready Math, 86% of students scored met or exceeded expectation. In SC PASS Science, 92.2% scored met or exemplary. In SC PASS Social Studies, 92.8% of our fourth graders scored met or exemplary.

While looking at fifth grade PASS scores for the last five years, we found that students who scored Met or Exemplary in ELA decreased slightly from 88% to 87%. The students who scored Met or Exemplary in Math increased from 82% to 83.1%. The students who scored Met or Exemplary in Science increased from 76% to 84.6%. The percent of students who scored Met or Exemplary in Social Studies decreased from 84% to 73.7%. The percent of students who scored Met or Exemplary in writing has decreased from 92% to 87.2%. Our needs assessment indicates we need to target writing, ELA, and Social Studies for improvement in fifth grade. We are proud of the increases in the percent of students scoring Met or Exemplary in Science. In 2015, we administered ACT Aspire, which only gave us a baseline for that test In 2016 SC Ready ELA, 75% of our students scored met or exceeds expectation. In SC Ready Math, 69% of students scored met or exceeds expectation. For SC PASS Science, 86.7% of our fifth graders scored met or exemplary. For SC PASS Social Studies, 88% of students scored met or exemplary.
In looking at the whole school, we are targeting ELA, Writing, and Math for improvement, and we listed our needs assessment for student achievement:

Student Achievement Needs Assessment Based on Analysis
- Continue to implement goal setting strategies in our classrooms with students and parents
- Collect authentic assessment data from MAP testing and common assessments in order to guide differentiated instruction
- Continue to contact parents about their child's positive accomplishments through phone calls, email and personal notes
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication needed between teachers
- Continue to ensure safety of students, faculty and staff with nametags, visitor sign-in, front door cameras, and security codes on all outside doors
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten and first grade students based on tests results

- Continue to implement strategies from the Langford Quality Learning
- Continue to use our various technology devices for classrooms
- Implement the State Standards
- Provide enrichment activities with Virtual Field Trips throughout the world
- Implement the Fountas & Pinnell Balanced Literacy model as our language arts delivery system

In 2016, we used SCReady and SCPASS as our assessments for grades 3-5. In 2015, we used ACT Aspire as our test. From 2009 until 2014, we used the PASS testing in the spring. Prior to 2009, we used PACT testing.
We have won nine state Palmetto Gold awards because of our PASS achievement and improvement scores. We also won our eighth Attendance Blitz Award for having the Overall Highest Daily Attendance of any school in the district. Our music teacher had a grant to have a renowned percussionist come for an Artist-in-Residence.

In studying our teacher and administrator quality assessment, we found that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our teacher retention rate was 92.9% in 2016, 88.1% in 2015, and 88.2% in 2014. Our teacher attendance rate was 94.1% in 2016, 94.9% in 2015, and 94.6% in 2014. 59.4% of our teachers had advanced degrees in 2016, 57% of our teachers had advanced degrees in 2015, and 64.5% of our teachers had advanced degrees in 2014. We had 78.1% of our teachers with continuing contracts in 2016, 87.1 % of our teachers with continuing contracts in 2015, and 74.2% of our teachers with continuing contracts in 2014. All of our teachers are proficient in technology.
Our professional development is designed and correlated to reflect student and teacher needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.

In evaluating our school climate, we studied the results of our surveys. Teachers, students, and parents were very complimentary of our school. The questions asked about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2016, teachers were satisfied in all three areas with 97.2% satisfied. In 2015, teachers were satisfied in all three areas by 100%. In 2014, teachers were satisfied in all three areas by 100%. In 2016, students were 93.2% satisfied with learning environment, 90.1% satisfied with social and physical environment, and 90.2% satisfied with school-home relations. In 2015, students were 99% satisfied with learning environment, 100% were satisfied with social and physical environment, and 100% were satisfied with school-home relations. In 2014, students were 88.5% satisfied with learning environment, 91.3% satisfied with social and physical environment, and 91.5% satisfied with school-home relations. In 2016, parents were 95.5% satisfied with learning environment, 98.4% satisfied with social and physical environment, and 87.9% satisfied with school-home relations. In 2015, parents were 93% satisfied with learning environment, 95% satisfied with social and physical environment, and 79% satisfied with school-home relations. In 2014, parents were 93.1% satisfied with learning environment, 93.3% satisfied with social and physical environment, and 93.1% satisfied with school-home relations. We were pleased with these results, although there is always room for improvement.

For the past three years, we have been challenged with closing the gap between our non-FARM students and our FARM students. This gap has consistently been a problem for us as we implement various

strategies to help scaffold these students so that our gap narrows. We have made some progress with using Compass Learning in the morning for these students, targeting these students for extra attention in the classroom, and using parent readers with these students. We also have a literacy specialist who works with at-risk students in grades K and 1 in reading. We have a math tutor who works with at-risk math students in grades 2 and 3. We have a volunteer who works with at-risk students in grades 2, 3, and 4 for reading.

Augusta Circle has had several accomplishments in the last few years. We have formed our Leadership Structure which has worked very well for us. We have established a School-Wide Discipline Plan for transitions, lunch, and recess, which has made a positive impact. We have been careful to align our professional development with our goal areas.

We have several awards and accomplishments for the last three years. We were awarded a Safe Routes to School State Grant which will help us to install sidewalks along the streets adjacent to our school. We were awarded the Palmetto Gold Award for test results in 2009, 2010, 2012, 2014, and 2015. Our PTA was chosen PTA Council for the Year in 2009. We are proud of these acknowledgements at Augusta Circle.

SCHOOL PROFILE

School Community

Augusta Circle is a kindergarten through grade five public school built in 1923. Our principal is Kerry Bannister. Jennifer Holman serves as our administrative assistant. Currently around 568 students are enrolled, and there are 42 staff members. It is one of 52 elementary schools in The School District of Greenville County. Augusta Circle is located in Greenville, South Carolina.

The facilities at Augusta Circle consist of 24 classrooms, 1 EMH self-contained classroom, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a science lab/challenge room, a media production room, a speech room, a mental health room, and a resource room.

Our School Community includes many factions. We have our local mayor, Knox White, City Council, County Council, School Board (Lisa Wells, chair), parents, and local businesses. We have a very active and supportive PTA, and our SIC serves as a think tank to improve our school.

Augusta Circle Personnel

The staff at Augusta Circle includes: 24 regular classroom teachers, one instructional coach, 2.5 special education teachers, one media specialist, one physical education teacher, one art teacher, one music teacher, one counselor, a part-time challenge teacher, a part-time computer lab teacher, one speech teacher, one library clerk, one part-time math tutor, and five instructional aides. We have a new second grade teacher and a new third grade teacher this year. The average number of years the teachers have taught, by grade level, is shown below:

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K				10				
1					13			
2				9				
3						16		
4					14			
5		4						
Special Education						16		

Augusta Circle has 59.4% of our classroom teachers who have a master's degree or higher. 40.6% of our teachers have a bachelor's degree. Females make up 96% of our staff. We have 4% males on our faculty. We have a teacher attendance rate of 94.1%.
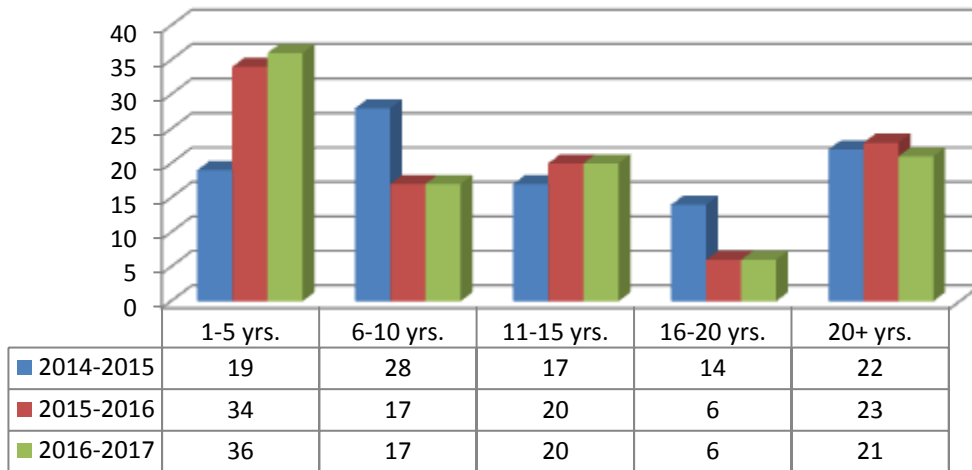
Additional personnel include the school principal, administrative assistant, instructional coach, counselor, literacy specialist, math tutor, mental health worker, school nurse, secretary, attendance clerk, custodians, and food services workers. Several bus drivers and utility workers also provide services to students.

Other support personnel available to assist in meeting the needs of Augusta Circle students include the district psychologist, an occupational therapist, and a network computer engineer. Our student/teacher ratio is 21 to 1.

The average experience of our teaching staff at Augusta Circle is 7 years. We added two new classroom teachers for the 2015-2016 school year, and we added two new classroom teachers for the 2016-17 school year.

For 2016-2017, we have 36% of teachers with 1-5 years of experience, 17% with 6-10 years of experience, 20% with 11-15 years of experience, 6% with 16-20 years of experience, and 21% with 20+ years of experience. For 2015-2016, we have 34% of teachers with 1-5 years of experience, 17% of teachers with 6-10 years of experience, 20% of teachers with 11-15 years of experience, 6% of teachers with 16-20 years of experience, and 23% of teachers with 20+ years of experience. For 2014-2015, we had 19% of teachers with 1-5 years of experience, 28% of teachers with 6-10 years of experience, 17% of teachers with 11-15 years of experience, 14% of teachers with 16-20 years of experience, and 22% of teachers with 21+ experience. Our staff is getting younger.

Teacher Years of Experience by Percentages Over Time

	1-5 yrs.	6-10 yrs.	11-15 yrs.	16-20 yrs.	20+ yrs.
2014-2015	19	28	17	14	22
2015-2016	34	17	20	6	23
2016-2017	36	17	20	6	21

Our faculty percentages by gender have remained the same for the last 3 years.

Faculty Percentages by Gender

	2014-2015	2015-2016	2016-2017
Male	6	6	6
Female	94	94	94
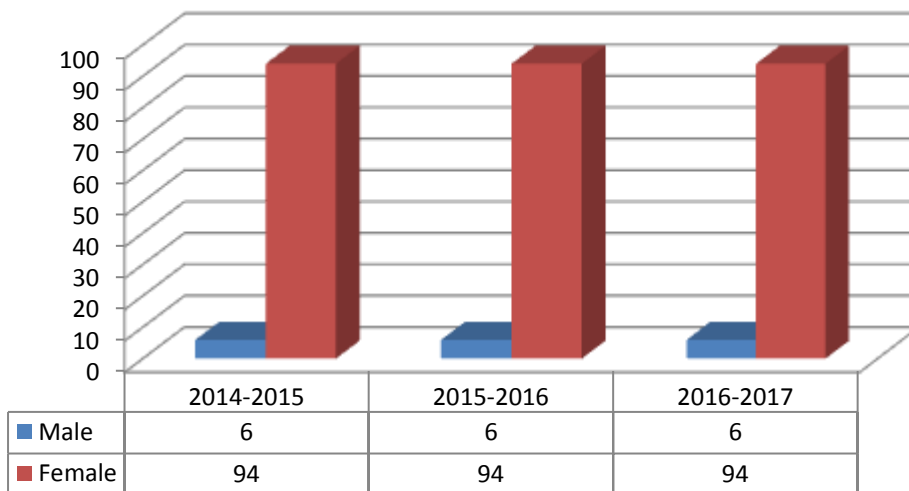
Our faculty ethnicity has not changed in the last three years.

Faculty Percentages by Ethnicity

	2015	2016	2017
■ AA	0	0	0
■ White	100	100	100
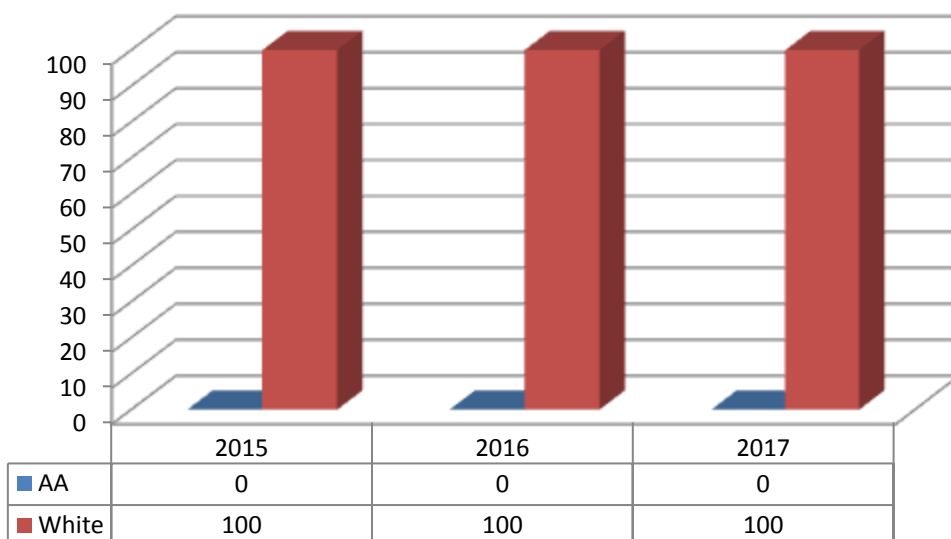
The percentage of teachers with a Bachelor degree has fluctuated in the last few years with our addition of some new teachers.

Faculty Educational Levels by Percentages

	2014-2015	2015-2016	2016-2017
■ Bachelor	33	43	41
■ Masters+	67	57	59
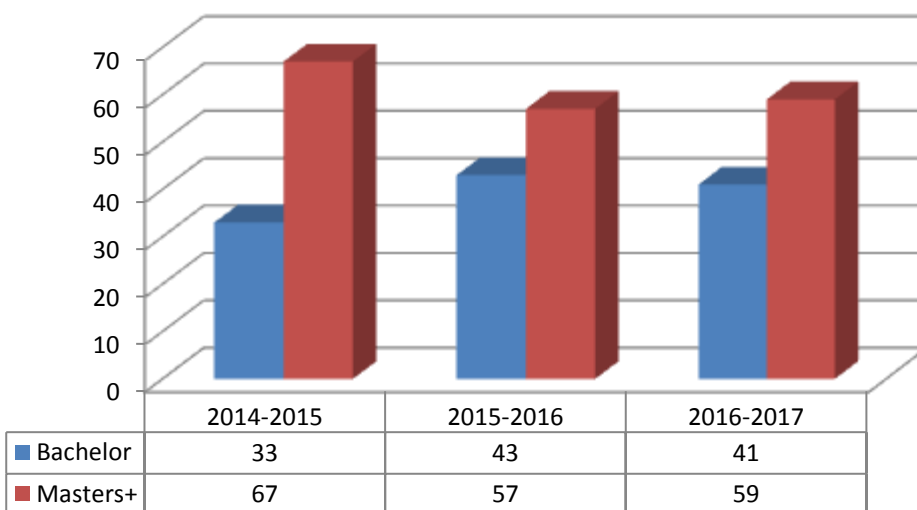
Our staff attendance remains stable. In 2016, our teacher attendance was 94.1%. Last year our attendance was 94.9%. In 2014, it was 94.9%.

Student Population

Augusta Circle's current enrollment configuration by grade level is as follows:

Grade K - 106
Grade 1 - 102
Grade 2 - 109
Grade 3 - 85
Grade 4 - 74
Grade 5 - 80
Self-Contained - 4

We have 11% African-American, 85% Caucasian, and 4% other. 11% of our students are free or reduced meals. Student attendance is at 97.6%. We have 112 students in our gifted and talented program. We have 9% of our students in special education.

Grade Level Percentages in Enrollment

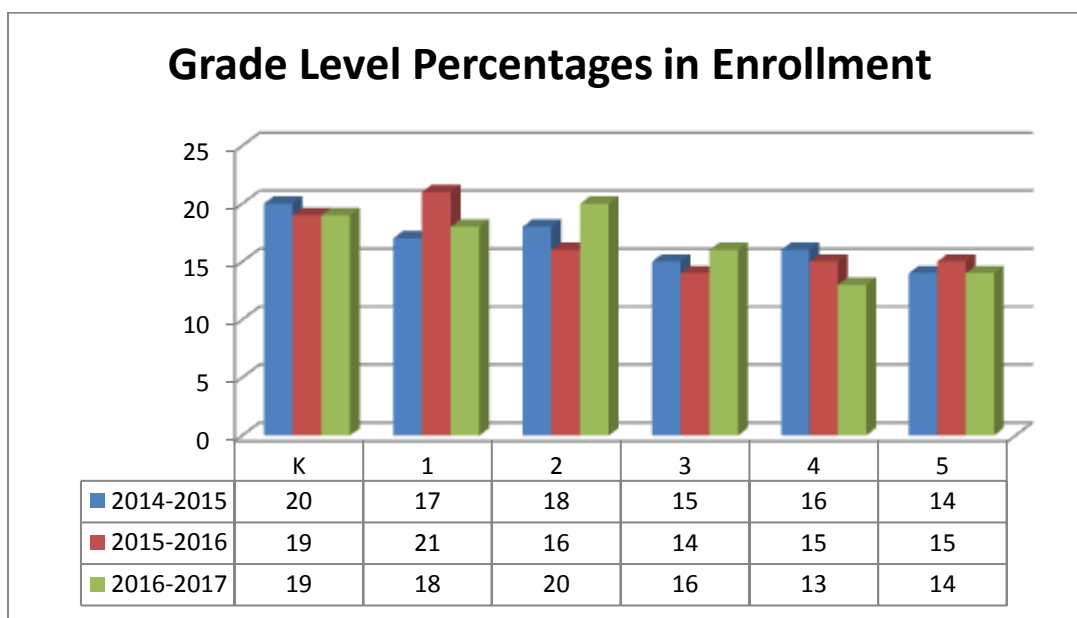|	K	1	2	3	4	5
2014-2015	20	17	18	15	16	14
2015-2016	19	21	16	14	15	15
2016-2017	19	18	20	16	13	14

At the present time, 2016-2017 school year, the student enrollment at Augusta Circle is made up of 85 percent Caucasian, 11 percent African-American, and 4 percent "Other."

11 percent of the students qualify for free and reduced priced meals. Last year, we had 17 percent of our students who were free and reduced meal status. The student population is comprised of students with one home language. Augusta Circle has several funded programs which focus on helping "at risk" students and the special needs of all students. Augusta Circle also has a gifted and talented program for identified students. Our Challenge teacher sees about 112 students in grades 3, 4, and 5.

Attendance and Mobility

Student attendance rates at Augusta Circle have remained steady over the past few years. In 2016, our student attendance rate was 97.6%. In 2015, Augusta Circle had an average daily attendance of 97.6 %. It was 97.9 percent in 2013-2014. Enrollment numbers increase/decrease approximately .05 percent annually. The mobility rate is currently at about 4 percent. The previous year it was approximately 2 percent.

Of Augusta Circle's 568 student population, 9 percent (47) of our current population is enrolled on special permission. This has stayed relatively stable in the last few years.

Student Demographics

For the last three years, grades 2, 3, 4, and 5 have had a decrease in the number of African Americans. The Asian and Hispanic populations are very minimal. Our population remains a stable one.

Student Enrollment Overtime by Ethnicity

	K 14-15	K 15-16	K 16-17	1 14-15	1 15-16	1 16-17	2 14-15	2 15-16	2 16-17	3 14-15	3 15-16	3 16-17	4 14-15	4 15-16	4 16-17	5 14-15	5 15-16	5 16-17
AA	12	11	11	6	12	8	12	7	14	15	11	6	16	13	10	22	11	9
White	82	85	85	92	93	89	84	76	87	84	64	77	83	67	62	76	68	69
Other	6	3	6	2	3	4	4	2	5	1	3	2	1	2	3	2	3	1
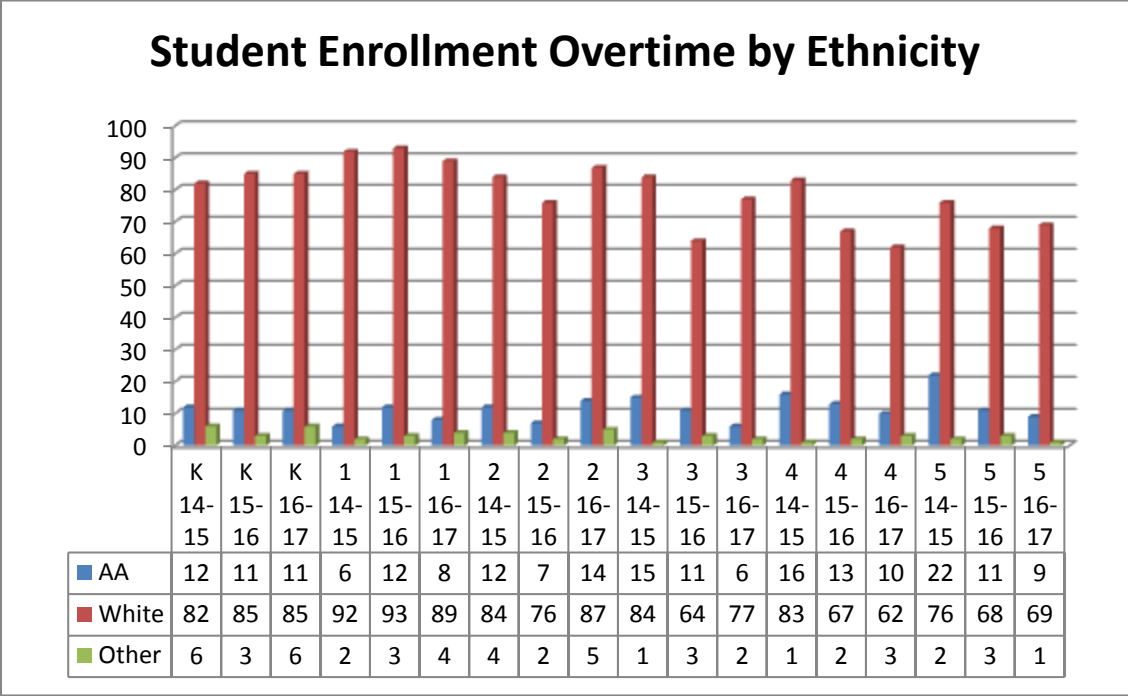
FARM students
In the last three years, our FARM population has fluctuated some from grade to grade. Some grades increased and some grades decreased.

FARM Student Percentages by Grade Level Overtime

	K	1	2	3	4	5
2014-2015	14	11	16	19	22	23
2015-2016	7	10	24	18	24	21
2016-2017	3	10	10	11	23	19
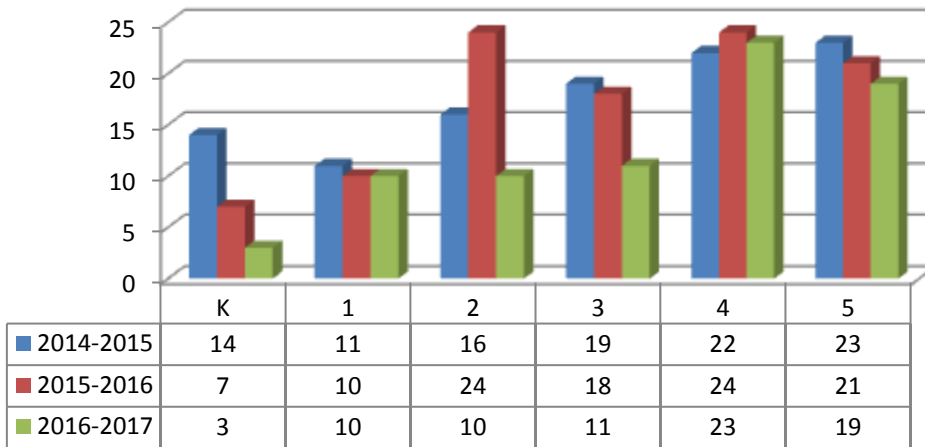
Challenge Enrollment

Grade 3 has fluctuated between 32 and 51 percent. Grade 4 has remained between 39-51 people. Grade 5 has stayed between 45 and 53 percent. It appears that as each grade moves to the next grade the numbers increase.
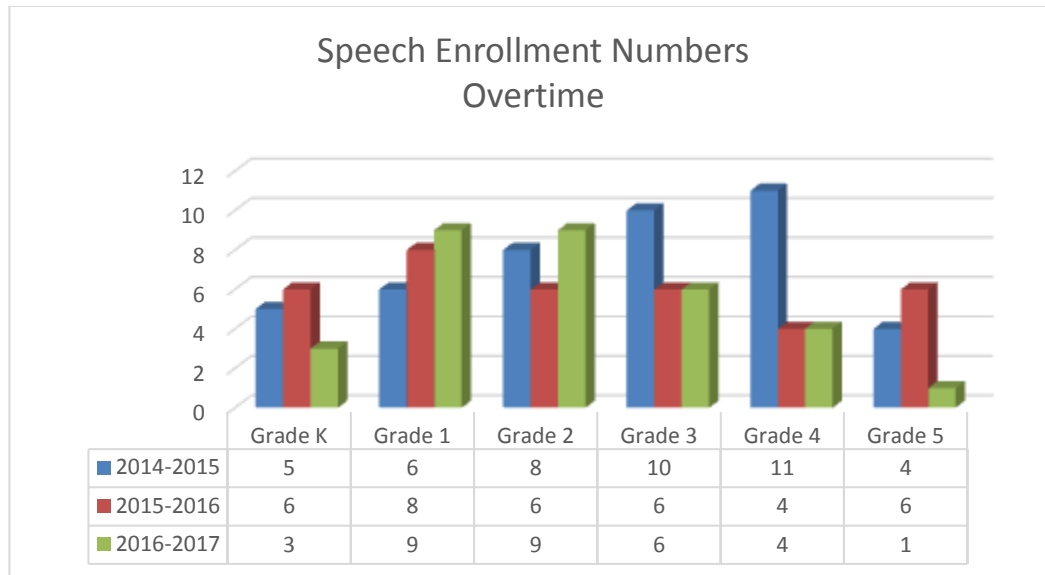
Challenge Program Overtime

	2014-2015	2015-2016	2016-2017
Grade 3	32	32	51
Grade 4	51	39	44
Grade 5	45	53	52
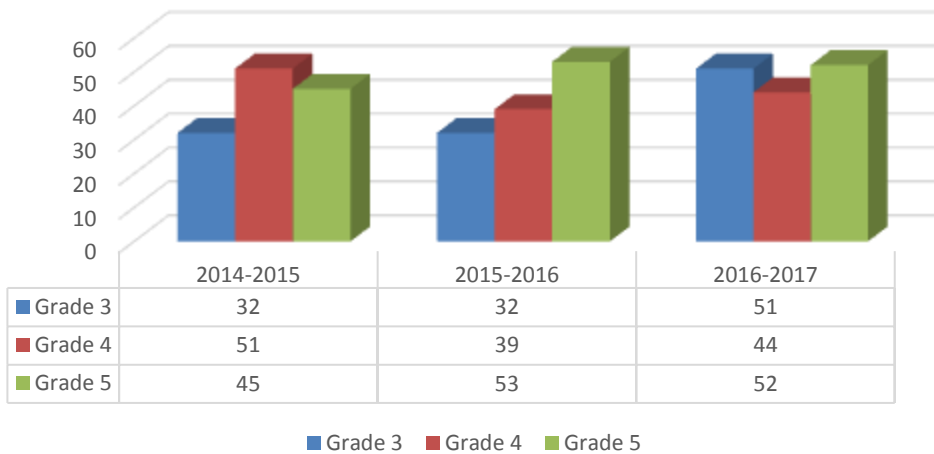
Speech Services

The number of students in this program has fluctuated from 32 to 44 in the last three years. Students from kindergarten to fifth grade are served in Speech Services.

Speech Enrollment Numbers Overtime

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-2015	5	6	8	10	11	4
2015-2016	6	8	6	6	4	6
2016-2017	3	9	9	6	4	1

Resource Services

Our one resource teacher had 20 students in 2014-2015. In 2015-2016, we had 1.5 resource teachers. They had 23 students. For 2016-17, there are about 20 students.

Resource Student Enrollment by Grade Level Overtime

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-2015	0	2	3	4	7	4
2015-2016	2	1	3	6	3	8
2016-2017	0	2	4	2	4	6

2014-2015 ■ 2015-2016 ■ 2016-2017
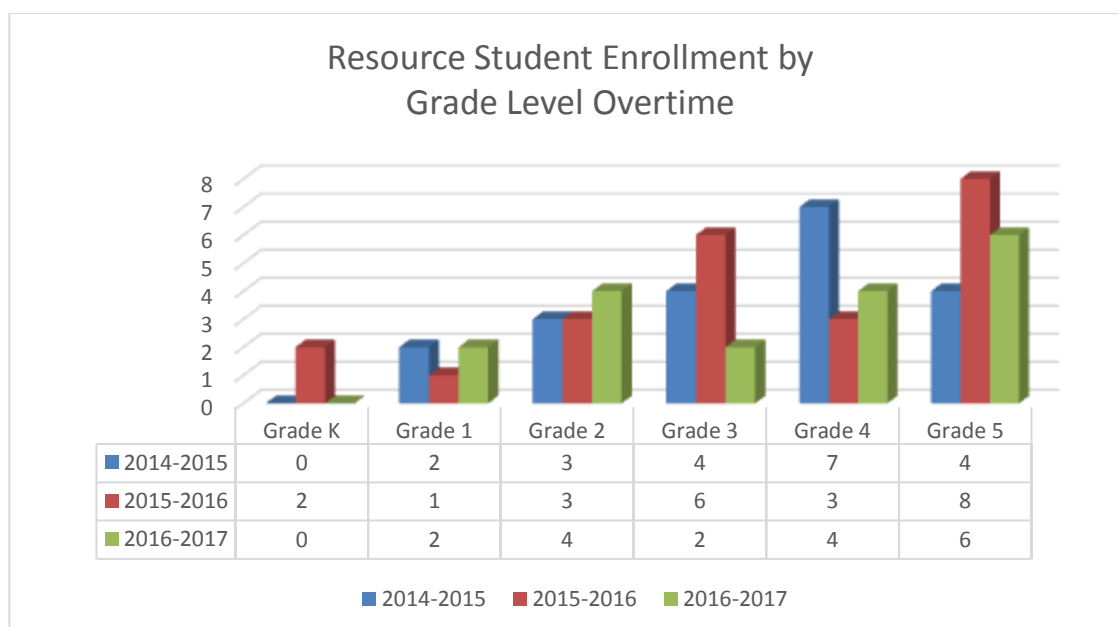
EMH Services

For the last two years, our number for EMH students has been 11. We had two classes. For 2016-2017, we have one ED class which has four students.
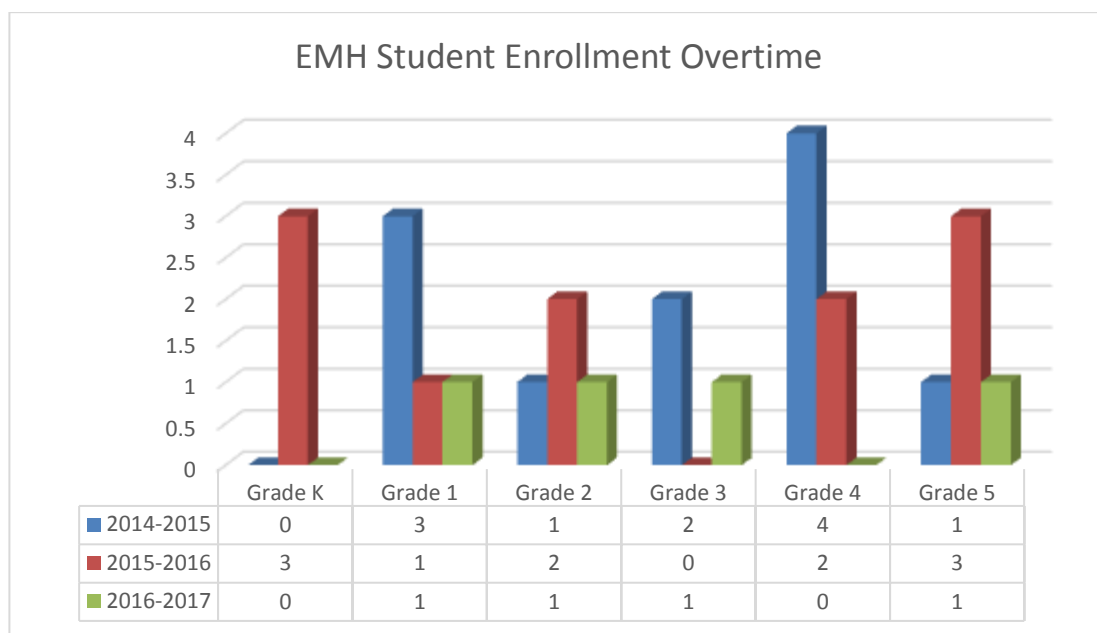
EMH Student Enrollment Overtime

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-2015	0	3	1	2	4	1
2015-2016	3	1	2	0	2	3
2016-2017	0	1	1	1	0	1

Student attendance rates at Augusta Circle have remained steady over the past few years. In 2016 and 2015, Augusta Circle had an average daily attendance of 97.6 %.   Enrollment numbers increase/decrease approximately .05 percent annually. The mobility rate is currently at about 4 percent. The previous year it was approximately 2 percent.

Major Academic and Behavioral Features/Programs/Initiatives

Augusta Circle has several major academic and behavioral features which enhance our effectiveness as a school.

Balanced Literacy and Writing Across the Curriculum
The Language Arts delivery system at Augusta Circle is the extensively research based approach called Balanced Literacy. The small group Guided Reading, Self-Selected Reading, Writing, and Working with Words-represent four different approaches to teaching children to read. Daily instruction in all parts provides numerous, varied, and differentiated opportunities for all children to learn to read and write. Special emphasis is put upon writing across the curriculum. The Balanced Literacy approach acknowledges that children do not learn in the same way and provides substantial instruction to support various learning styles. Balanced Literacy is a multilevel approach. It utilizes a variety of

formats that provide additional support to struggling students and additional challenges for children who catch on quickly. It is differentiated instruction in its truest form.

Teacher Modeling
Teachers often model how to do a task, and then the students are able to copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

Differentiated Instruction
The faculty at Augusta Circle acknowledges that not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Peer Tutoring
Peer tutoring is an approach in which one child instructs another child in learning the presented material. Based on research, there are three commonly cited benefits of peer tutoring: the learning of academic skills, the development of social behaviors and classroom discipline, and the enhancement of peer relations.

Research gathering tool
All students in grades two through five are required to complete at least one research project during the school year. Research projects are standards-based with a combination of higher-level thinking skills and technology.

SEEDS (Supporting Early Elementary Developmental Skills)
SEEDS is a thinking skills program which includes basic research skills, critical thinking skills, and productive thinking skills.   It ultimately instills the love of literature. This is accomplished by volunteers using quality children's literature during a 30-minute visit in classrooms. Each lesson includes the reading of a story, an instructional activity and a research component. The lessons are also correlated to district and state standards.

Accelerated Reader
Accelerated Reader is an independent reading incentive program produced by Renaissance Learning, Inc. Students choose books at their appropriate reading levels and read them at their own pace. The library offers 100,000 different titles from which students can choose. Students in grades one to five go to the computer and take a multiple-choice quiz on the book. Books are assigned points based on length and difficulty. Accelerated Reader is based on research which indicates that students of all backgrounds and ability levels become better readers.

In-school Field Trips
Field trips are an enhancement to the curriculum. They provide valuable learning experiences that can assist students to gain a better understanding of concepts developed in the classroom. They provide students with the opportunity to observe and experience things first-hand in real situations. Field trips are also correlated to district and state standards. We have participated in virtual field trips through video-conferencing as well.

BUG (Bringing Up Grades) Club
The Bug Club is a program which encourages students to bring up and maintain good grades in school. Students are recognized by the principal for their effort. Students receive ribbons, letters of commendation, and television coverage on the school's morning show.

Cultural Arts Day
On this special day, students celebrate cultural diversity by participating in various cultural arts activities such as art, music and dance from different countries. Last year, India was our focus.

.
Larson's Math Program
The Larson's Math Program is a supplemental comprehensive computerized math program that tackles a multitude of topics: addition, subtraction, multiplication, division, geometry, fractions, understanding time, money, and measurement, and working with pictographs. Five levels of proficiency exist for each of the topics. Students begin each topic as a "rookie," and, after viewing the instructional training film and accurately completing practice problems at each level, leap ahead to "explorer," "ranger," "commander," and finally "master." Sequential movement through the levels is required, so even advanced students must begin with the basics and work their way through to more difficult levels. The program ensures that students master and apply math skills, become comfortable with a variety of problem presentations, and learn how the mathematical skills they are developing relate to real-life situations. All content is customizable and correlated to state math standards.

Junior Achievement
The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum. Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role-model, students better understand the relationship between what they learn in school and their successful participation in our economy.

CompassLearning Odyssey
CompassLearning Odyssey is a research-based computer program designed to create comprehensive solutions to improve student performance. This program applies current and confirmed research about how students think and learn. It delivers standards aligned to PreK-12 curricula that provide individualized learning and differentiated instruction. CompassLearning Odyssey activities are interactive, self-paced, challenging, and engaging. The activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections.

RTI
We have a literacy specialist who works in reading with at-risk students in our kindergarten and first grade classes. We have a volunteer who works with students in grades 2, 3, 4, and 5.

Math Tutor
We have a part-time math tutor for at-risk math students in grades two and three.

Behavioral Models

At Augusta Circle Elementary School, several school wide behavioral systems are in place and adhered to by staff members and students.

Hallway Behavior

Students in every grade are expected to walk on the second square away from the wall when in the hallway. Students are not allowed to talk in hall or touch the walls. All teachers and students are aware of this policy. Inappropriate behaviors in the hallway have been significantly reduced since this policy was implemented.

Lunchroom Behavior

All students in every grade are not allowed to eat until all students are seated at the table. Students are not allowed to talk during the first ten minutes of lunch. Once the teacher signals that it is okay to talk, students are allowed to whisper for the remainder of lunch time.

Playground Behavior

The school-wide behavioral model for the playground states that students may only play games that involve catch and pass. There are no contact sports. Students may only go down slides, not up. Students must swing straight in the swings and may not be in close proximity to moving swings. These rules are taught to students in every classroom and enforced by all teachers.

Counseling and Other Student Support Services

Students at Augusta Circle receive a high level of support services from an outstanding staff. We also have a Guidance Counselor who is available to meet with students to discuss their various needs.

After-School Program

Augusta Circle provides an after-school program that services many of the students attending the school from grades K-5. The After School Program provides many enrichment activities such as snack time, homework time, indoor and outdoor activities.

Mission, Vision, and Beliefs

To determine the mission, vision, and beliefs of Augusta Circle, we relied on a collaboration of information from the critical elements of our educational system: teachers, administrators, support staff, parents, and community members.

We administer the State Department parent, student, and teacher surveys annually in the spring, as reflected on our annual Report Card. Staff groups compare these results to ensure that our mission, vision, and beliefs represent not only the needs of our community but the School District of Greenville County as well. Our mission, vision, and beliefs statements are identified and defined clearly. They are communicated through the school website.

Beliefs

Our beliefs are present in the daily practices at Augusta Circle. We believe …

- That all students are the center of the educational process
- That all students can learn, at different rates, when provided with a variety of instructional approaches that appeal to their learning style
- That all students should have equal access to educational opportunities
- That all students have the responsibility to be active learners
- That all students have teachers, support staff, and a principal who are competent and who value their many needs
- That all students learn best in a safe, orderly, and inviting environment
- That curriculum and instruction meet the needs of all students
- That the education experience should enable students to learn to communicate effectively, solve problems competently, act responsibly, think critically and creatively
- That education is the shared responsibility of the home, school and community
- That parent involvement and volunteer services support enhance the teaching and learning process

Students use technology on the Promethean Board to do Calendar Math.

Vision

As we implement our vision at Augusta Circle, all students will be proficient in all learning standards. The students, faculty, and community will work together so that each student is prepared to face challenges of everyday life. Students will be learning context and content in meaningful ways through hands-on and real world experiences. Teachers will reach out to meet the diverse needs of students through a variety of best practice methods. Partnerships with parents, businesses, and the community will play a major role in student learning. All students will be encouraged to do their best, and they will understand teachers have high expectations. Teachers will work together, will communicate often about student learning, and will implement a continuum of learning that makes sense for all students.

Mission
The mission of Augusta Circle Elementary School describes our purpose and direction. Our mission is to provide a quality educational environment, in cooperation with the home and the community, which fosters learning and prepares students for participation in our democratic and multicultural society.

Augusta Circle keeps up with current events at the school with the WACE Morning News Show.

Students do research in the laptop computer lab.

DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

Expectations
Based on ESEA and the State Report Card, Augusta Circle continues to make steady improvements. Local, state, and national expectations are high for student learning. These expectations are displayed in the following areas…

Curriculum
- Implement state standards into daily academic lessons
- Use district adopted materials and align them to district and state standards
- Instruct using research based practices
- Incorporate technology into daily lessons

Instruction
- Use Balanced Literacy language arts delivery model
- Use district Science kits that are aligned to state standards with a functional science lab available to all students.

- Use Everyday Counts Math in classrooms
- Implement writing across the curriculum
- Use technology across the curriculum
- Use graphic organizers to organize thought processes
- Use Larson's Math program with grades 1-5
- Use Promethean Board Flip Charts for academic areas
- Use various Quality Tools strategies
- Use Compass Learning in the computer lab and in classrooms

Assessments
- Accelerated Reader Reports
- Student portfolios
- Student work graded with rubrics
- Running Record Assessments
- District writing prompts (school-wide)
- Evaluations using teacher-made tests, publishing company-produced tests, and standardized tests
- Common Assessments
- Formative Assessments
- Summative Assessments

Environment
- Change bulletin boards monthly-displaying student work
- Have computer lab available to all students at least once a week
- Display Word Walls in classrooms or in student notebooks
- Provide enrichment by school-wide performances
- Provide opportunities for field trips that enrich the curriculum
- Utilize PTA and community volunteers to address needs of individual students
- Clean-up the school grounds as a grade level assignment weekly
- Encourage community involvement…
  -Annual "Circus"
  -Grandparents and Special Friends Luncheon
  -Fund Raisers (Raise Craze)
  -Donations of school supplies and weekend food bags for FARM students
  -Attendance and Honor Roll certificates
  -Community Service Projects (sock/mitten Tree, Canned Food Drives, recycle drives, book drives)
  -Family Fun Night (once each fall)
  -All Arts Night
  -Veterans Day Luncheon
  -Leprechaun Leap Run
- Writing Gallery selections in classrooms
- Author's Chair in the classrooms
- Promethean Boards/Activotes for teacher and student use in classrooms
- Writer's Hall of Fame in the front hallway

Strategies to Increase Student Learning
Teachers at Augusta Circle keep abreast of the best practices of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered at the school level, at the district level, and through nearby universities, as well as attending conferences. We are actively involved in assuring student-centered learning. We recognize that all students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to differentiate learning and to address the different learning styles of their students. To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision.

At each grade level, teachers are encouraged to work together as a team. We also work across grade levels (Vertical Teams) regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what students need to know and be able to do.

In making decisions about the needs for student learning and the desired results, the Augusta Circle staff considers a variety of research based data. Several of these are:

-Marzano, R.J., Pickering, D.J., and Pollack, J.E. (2001)Classroom Instruction That Works Alexandria, VA: Association for Supervision and Curriculum Development.
-Strong, James H. (2002) Qualities of Effective Teachers. Alexandria, VA: Association for Supervision and Curriculum Development
-Tate, Marcia L. (2003) Worksheets Don't Grow Dendrites. Corwin Press Inc.
-Tomilson, Carol Ann (2001) How to Differentiate Instruction in Mixed-Ability Classroom, Association for Supervision and Curriculum Development
-Ciaccio, Joseph (2004) Totally Positive Teaching, Association for Supervision and Curriculum Development
-Boushey, Gail and Moser, Joan. (2006) The Daily 5.Stenhouse Publishers.

Student Achievement Data
The district has implemented a computer system, called Enrich, which simplifies the process of retrieving data. With this system we can take information and transfer it to the Excel program for production. This displays the results by a chosen grade and/or subject. Teachers record grades and complete progress reports in their own classrooms with the implementation of the PowerSchool program. There is also a new system called the Early Warning Response System which gives information on student profile, attendance, behavior, test data, and grades.

Student Support Systems
Recognizing that some students need additional support beyond their classroom, Augusta Circle has the following services available:
  * When a teacher believes a student may need additional help or support services, the student is referred to the Assistance Team. Working together, the team develops strategies, resources, and interventions in hopes that the student will then be successful in class. If the strategies and interventions do not show results, the student is then evaluated by a psychologist to determine if the child has a learning disability.
  * We have one and a half resource teachers who collaborate with regular classroom teachers on a daily basis to support the needs of students who have a learning disability or other health

impairment. Some students work in an inclusion setting. Some students are pulled out of the regular classroom to work on specific objectives in a small group setting. Each student has an IEP (Individual Education Plan).

- We also have a part-time speech therapist to work with identified students in a small group setting on language and vocabulary development.
- An Occupational Therapist works with students who are identified with that need.
- One self-contained class is also at Augusta Circle. This class deals with students who are educable mentally handicapped.
- Larson's math program and Compass Learning are available for all students to use.
- RTI reading program is used with Kindergarten and first grade at-risk students.
- Math intervention is used with second and third graders who are at-risk.

Student Behavior

Historically, Augusta Circle has been a school where student behavior has not been a dominant issue. This is because there are high expectations on student behavior. However, we have had an increase in referrals. We now need to address this issue.

Attendance is good at Augusta Circle. We are proud to have such high attendance rates. In 2013-2014, our student attendance rate was 97.9%. For 2014-2015, our student attendance was 97.6%. For 2015-2016, our student attendance was 97.6%.

According to the results of our State Department Report Card surveys; students, parents, and teachers feel that Augusta Circle is safe and orderly.

Summary of Progress for 2016-2017

At Augusta Circle, we share a common vision. Our work has been to implement this vision throughout the school and in every classroom. We have focused on goal setting strategies with students and parents. Vertical planning is provided each year to address specific needs. In-services were held to enable teachers to identify learning needs, styles and strategies to use to combat these challenges in their classrooms. Procedures for the halls, playground, and lunchroom are the same for all classes. We have accomplished a lot but still feel the need to improve. In order to do this, we have established a needs assessment for 2017-2018.

Student Achievement Needs Assessment Based on Analysis

- Continue to implement best practices strategies in our classrooms with students and parents
- Collect authentic assessment data from MAP testing and common assessments in order to guide differentiated instruction
- Continue to contact parents about their child's positive accomplishments through phone calls, email and personal notes
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication needed between teachers
- Continue to ensure safety of students, faculty and staff with nametags, visitor sign-in, front door cameras, and security codes on all outside doors
- Continue using a Literacy Specialist to assist with specific needs of kindergarten and first grade students based on tests results

- Continue to implement strategies from the Langford Quality Learning
- Continue to maintain and use our technology devices for classrooms
- Implement the South Carolina State Standards
- Provide enrichment activities with Virtual Field Trips throughout the world
- Continue to implement the Fountas & Pinnell Balanced Literacy model as our language arts delivery system

Student Achievement Data

State Measures: In the spring of 2009, the state of South Carolina implemented a criterion-referenced test, The Palmetto Assessment of State Standards (PASS), which is administered to all students in grades 3, 4, and 5. The percentage of our students meeting the state standards has been above the district's and state's percentages in Reading and Mathematics. The faculty feels that specific attention to district and state standards within the curriculum has positively affected these scores. In 2015, we used the ACT Aspire tests with our students in grades 3, 4, and 5. We also used PASS with grades 4 and 5 in science and social studies. In 2016, the state used SC Ready for grades three, four, and five for reading and math. SCPASS was used with fourth and fifth graders in science and social studies.

District and National Measures: Since the 2003-2004 school year, our district has administered the Iowa Test of Basic Skills (ITBS), a norm-referenced test, and the CogAT to all second graders in the fall. Grades 2-5 also participate in MAP testing in the fall and spring. They take math and reading.

The district also administers several benchmarks to plot growth during the year, including Running Records and Writing Prompts, in grades kindergarten through five. The staff and administration meet monthly in Data Teams to analyze test data in order to identify strengths and weaknesses. This process takes place at the school level, grade level, and individual teacher level. An educational plan is established which contains goals and strategies for improvement in instruction.

School Measures: In addition to the formal measures of assessment, Augusta Circle continues to use informal assessments to regularly evaluate student progress.   Teachers use formative and summative assessments in their classrooms. Teacher-developed common assessments, as well as those developed by publishing companies, are used in all areas of the curriculum. These assessments help to evaluate student growth and progress. All results are analyzed to identify strengths and weaknesses of individual students in our Data Team meetings. This information is used as a basis for instructional decisions.

Every year, as required by Act 135, our school distributes the Annual Summary Report to the community of stakeholders in our school. The School Improvement Committee contributes significantly in the formation of this report. Test scores, school goals, and accomplishments are included in this report.

Gaps and Root Causes:

- When we looked at our available data and test scores for this year, there were no surprises about our gaps in student achievement. Students who did not qualify for Free or Reduced Lunch outperformed those students who did qualify. At Augusta Circle, minority students make up the

clear majority of FARM students. These students show a continued pattern of lower achievement in language arts, math, science, and social studies.   Our minority students and our FARM students continue to show significantly lower test scores at all three grade levels in both reading and math. In general, black males have the lowest test scores of all subgroups. After much study and discussion, the staff concluded that this lower pattern of achievement continues to be influenced by several factors:

- Many students come from homes where the main care giver has a lower level of education.
- Many students enter kindergarten with very limited literacy skills.
- Many students have special needs and do not respond as well to the traditional instructional methods and classroom setting.
- In many cases, students come from families which must deal with survival issues and have little time to devote to their children's educational needs.
- The poor economy and jobless rate has increased stresses in lower income homes.

Data Sources

SC Ready results for 2016

Augusta Circle Elem Scores by Grade Level

Column Legend

A) **Number of Students tested**

F) **Percentage of Students Scoring "Meets or Exceeds"**

B) **Percentage of Students Scoring "Does Not Meet"**

G) **Percentage of Students Scoring "Approaches, Meets, or Exceeds"**

C) **Percentage of Students Scoring "Approaches"**

H) **Mean (Scale Score) for the total group of students**

D) **Percentage of Students Scoring "Meets"**

I) **Standard Deviation (Scale Score) for the total group of students**

E) Percentage of Students Scoring "Exceeds"

ELA

Grade	A	B	C	D	E	F	G	H	I
3	80	16.3	10.0	38.8	35.0	73.8	83.8	1359.7	23.0
4	83	7.2	18.1	36.1	38.6	74.7	92.8	1458.6	17.4
5	82	9.8	18.3	37.8	34.1	72.0	90.2	1558.1	19.1

Math

Grade	A	B	C	D	E	F	G	H	I
3	80	11.3	8.8	32.5	47.5	80.0	88.8	1364.9	22.4
4	83	6.0	12.0	28.9	53.0	81.9	94.0	1466.3	19.1
5	82	9.8	25.6	28.0	36.6	64.6	90.2	1557.7	18.8

SCPASS

SCPASS SCIENCE OVERALL FOR GRADE 4

Over the last three years, there is a trend that shows a decrease in the percentages of students who scored Not Met.

SCPASS Science Percentages for Fourth Grade

	Not Met	Met	Exemplary
2014	21.5	44.3	34.2
2015	12.3	53.1	34.6
2016	11	55	34
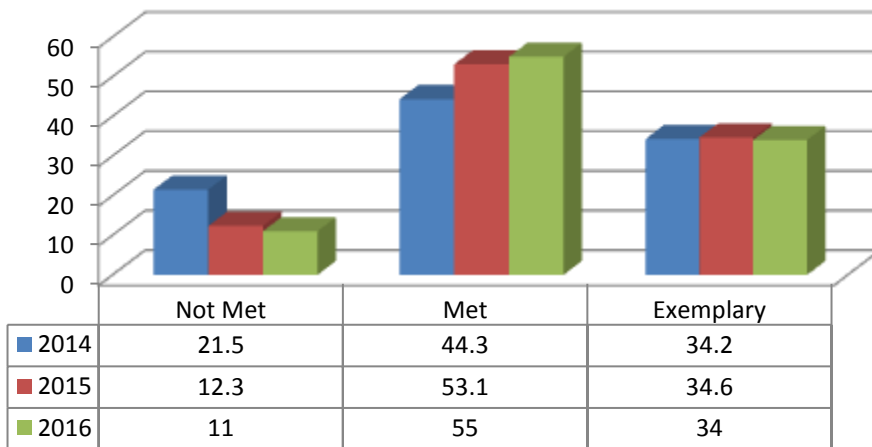
SCPASS SOCIAL STUDIES OVERALL FOR GRADE 4

In looking at these scores for the last three years, there is a trend in the decrease of the percentage of students scoring Not Met.

SCPASS Social Studies Percentages for Fourth Grade

	Not Met	Met	Exemplary
2014	10.1	27.8	62
2015	9.9	21	69.1
2016	7	31	62
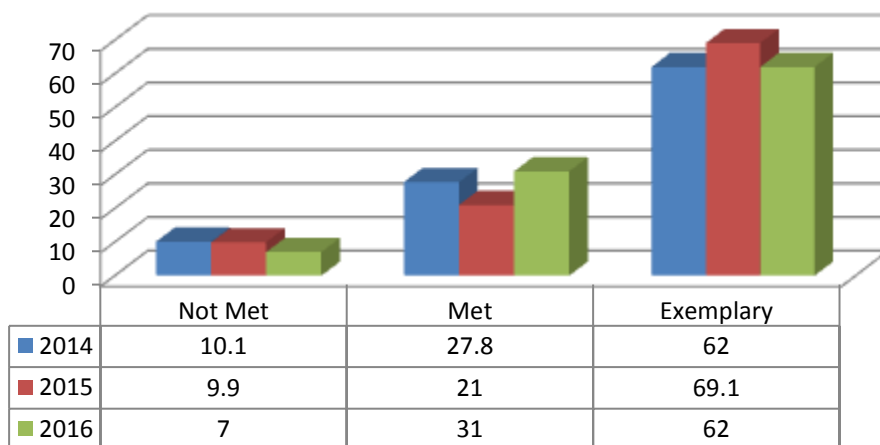
FIFTH GRADE SCPASS RESULTS

SCPASS SCIENCE-OVERALL

In looking at these scores the last three years, the only trend is that the percentage of students who scored Met decreased.

SCPASS Science Percentages in Fifth Grade

	Not Met	Met	Exemplary
2014	15.4	46.2	38.5
2015	21.5	44.3	34.2
2016	16	28	56
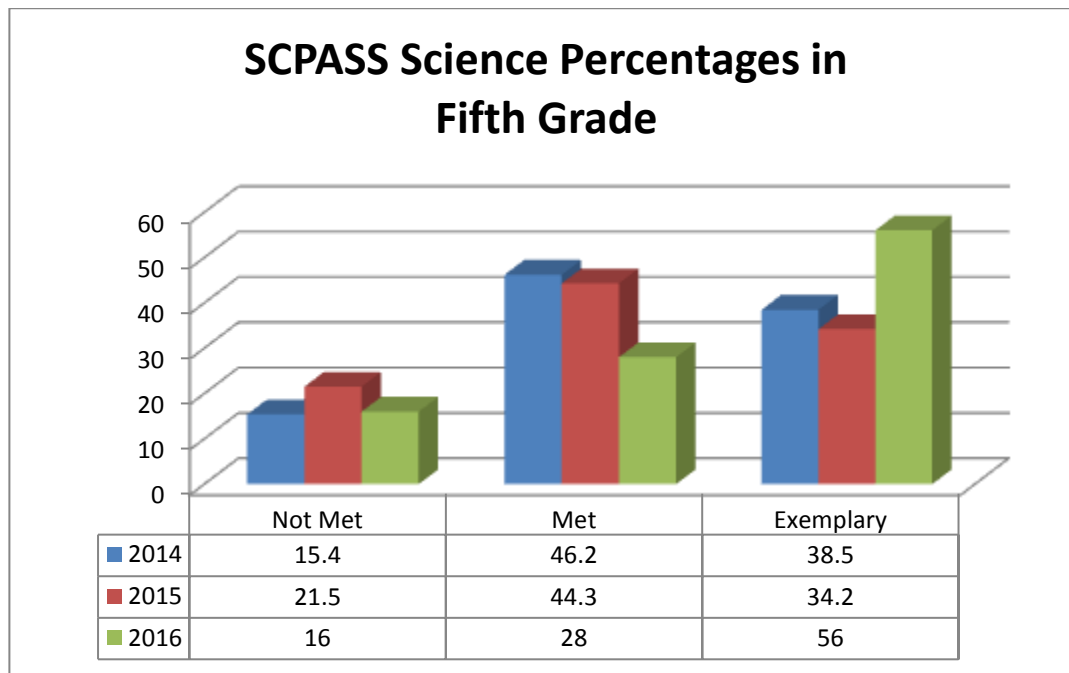
SCPASS SOCIAL STUDIES-OVERALL

In looking at these scores the last three years, the trend is that Not Met percentages went down and Exemplary percentages increased.

SCPASS Social Studies Percentages for Fifth Grade

	Not Met	Met	Exemplary
2014	26.3	26.3	47.4
2015	20.3	27.8	51.9
2016	15	32	54
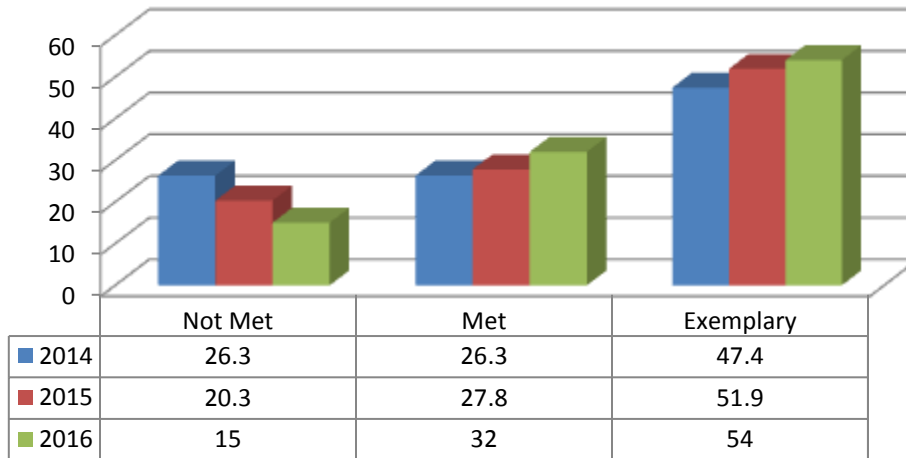
ITBS School Summary

	English Language Arts							Mathematics			CORE SCORE BSS?	Social Studies	Science	TOTAL BATTERY NST COMPOSITE
	Reading	Language	Vocabulary	READING TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathe-matics	Compu-tation*	MATH TOTAL				
Augusta Circle Elem 2301034 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	110							110		110				
Average Standard Score (SS)	172.3							165.6		165.6				
Average Predicted Standard Score (PSS)	162.2							160.7		160.7				
Difference (SS-PSS)	10.1							4.9		4.9				
National Percentile Rank of Average SS	85							76		76				
National Percentile Rank of Average PSS	68							65		65				
Difference (NPR-PNPR)	17							11		11				
Iowa Assessments														
Number of Students Tested = 110														
Number of Students Included	110							110		110				
Average Standard Score (SS)	172.3							165.6		165.6				
National Percentile Rank of Average SS	85							76		76				
Percent of Students in NPR Range 75-99	72							60		60				
50-74	13							25		25				
25-49	9							7						
1-24	6							7						
National Stanine of Average SS	7							6						

Our second grade students took ITBS in the fall of 2015, and these are the results. The national percentile rank in reading was 85, and the national percentile rank in math was 79. In 2016, our second grade students had a national percentile rank in reading of 85, and a national percentile rank in math of 76.

MAP Results for 2013-2014, 2014-2015, and 2015-2016

Reading:

In 2013-2014, the percentage of students who met target growth, by grade level, was 50% in second grade, 56.8% in third grade, 65.8% in fourth grade, and 64.4% in fifth grade.
In 2014-2015, the percentage of students who met target growth, by grade level, was 54% in second grade, 59.5% in third grade, 63.3% in fourth grade, and 58.7% in fifth grade.
In 2015-2016, the percentage of students who met target growth, by grade level, was 40.7% in second grade, 50% in third grade, 58.4% in fourth grade, and 55.3% in fifth grade.

There was a trend of a decrease in the percent of students meeting reading target growth in fourth and fifth grades.

Math:

In 2013-2014, the percentage of students who met target growth, by grade level, was 53.8% in second grade, 70.4% in third grade, 71.1% in fourth grade, and 75.3% in fifth grade.
In 2014-2015, the percentage of students who met target growth, by grade level, was 52.9% in second grade, 55.7% in third grade, 73.4% in fourth grade, and 52% in fifth grade.
In 2015-2016, the percentage of students who met target growth, by grade level, was 33.3% in second grade, 43.3% in third grade, 46.8% in fourth grade, and 36.8% in fifth grade.

There was a decrease in the percent of students meeting math target growth in second, third, and fifth grade.

After analyzing our achievement data, we realize that we must continue to strive for excellence. We must continue to monitor and adjust our techniques for instruction, as well as our strategies. We must work with each individual student in order to help student growth in achievement as much as possible. We will:

- Work to further narrow the differences in ELA SCReady and Math SCReady between our FARM and non-FARM students

- Continue to further implement the use of quality tools and technology (including Promethean Boards, Compass Learning, iPads, and chromebooks) to improve student achievement

- Continue to integrate the portfolio plan into all elements of the school environment

- Implement the South Carolina State Standards in our curriculum

- Implement Balanced Literacy as our English Language Arts delivery system

Teacher and Administrator Quality

We at Augusta Circle attempt to steer our professional development each year toward our goals and any new initiatives that the district implements from year to year. We conduct a survey in the spring each year to find topics of need for our staff. Our calendar for professional development this year is on the next page.

In studying our teacher and administrator quality assessment, we find that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our teacher retention rate was 92.9% in 2016, 88.1% in 2015, 88.2% in 2014. Our teacher attendance rate was 94.1% in 2016, 94.9% in 2015, 94.6% in 2014. 59.4% of teachers had advanced degrees in 2016, 57% of our teachers had advanced degrees in 2015, 64.5% of our teachers had advanced degrees in 2014. We had 78.1% of teachers with continuing contracts in 2016, 87.1% of our teachers with continuing contracts in 2015, and 74.2% of our teachers had continuing contracts in 2014. All of our teachers are proficient in technology. Our professional development is designed and correlated to reflect student needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.

Professional Development Calendar
2016-2017

Date	Professional Development	Facilitators
Sept. 21	Vertical Teams	K. Bannister, K. Dobson, J. Holman
Sept. 28	Behavior Strategies	Amanda Turner
*Oct. 26	Discovery Ed/Google (3:00-4:30) Bring laptops	L. Larsen
Nov. 1 (planning periods)	New A-Team Procedures	A. Howayeck
Nov. 9	Hands-on Social Studies	T. Finley
Nov. 10	ISN planning periods	Jessica Austin
*Nov. 10	iPad training	Coleman Brown
*Nov. 30	Discovery Ed/Google (3:00-4:30) laptops	L. Larsen
Jan. 11	Vertical Teams	K. Bannister, K. Dobson, J. Holman
Jan. 18	Writing Workshop for Primary Grades	K. Jennings
*Feb. 8	Discovery Ed/Google (3:00-4:30) laptops	L. Larsen

*March 15	**Discovery Ed/Google (3:00-4:30) laptops**	**L. Larsen**
March 29	**Vertical Teams**	**K. Bannister, K. Dobson, J. Holman**
April 26	**New Writing Rubrics (3:00-4:30)**	**K. Dobson, Sheila Moss**
May 10	**Better Spellers Make Better Readers**	**Angie Neal**

Our Professional Development Calendar for 2017-18 will be developed this spring, once we know our needs and the district initiatives for next year.

School Climate Needs Assessment

In evaluating our school climate, we study the results of our surveys. Teachers, students, and parents are very complimentary of our school. The questions ask about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2014 and 2015, teachers were satisfied 100% in all three areas. In 2016, teachers 97.2 % of teachers were satisfied with learning environment and social and physical environment. They were 88.9% satisfied with home-school relationships. In 2014, students were 88.5% satisfied with learning environment, 91.3% satisfied with social and physical environment, and 91.5% satisfied with school-home relations. In 2015, students were 99% satisfied with learning environment, 100% satisfied with social and physical environment, and 100% satisfied with school-home relations. In 2016, students were 93.2% satisfied with the learning environment, 90.1% satisfied with the social and physical environment, and 90.2% satisfied with the home-school relationships. For 2014, parents were 93.1% satisfied with learning environment, 93.3% satisfied with social and physical environment, and 93.1% satisfied with school-home relations. In 2015, parents were 93% satisfied with learning environment, 95% satisfied with social and physical environment, and 79% satisfied with school-home relations. In 2016, 95.5% of parents were satisfied with the learning environment, 87.9% were satisfied with home-school relations, and 98.4% were satisfied with the social and physical environment. We are pleased with these results, although there is always room for improvement.

Our lowest percentages fluctuate among the different surveys. We will strive to improve the results of these surveys.

ACTION PLAN

A well-defined and well-executed school improvement effort begins with a comprehensive school wide strategic action plan that provides a logical framework for clarifying and achieving the vision. The school plan includes: an assessment of where the school is today and what factors can be expected to influence it in the future; a mission statement describing the school's purpose and function; a vision statement that reflects the values and beliefs of the individuals who make up the organization; long range goals that make the intents of the mission and vision tangible; an identification of outcomes; a plan for evaluation and continuous improvement; an action plan that identifies the procedural steps needed to implement the goals including time lines, responsibility, accountability, and an estimation of budget needs based on the action plan.

Our staff developed a vision that is shared by all.   From this vision, we develop goals, objectives, and strategies for our students that are summarized in our comprehensive school-wide improvement plan. Our objectives and strategies are adjusted annually to our needs. Our goals focus on increasing student achievement, improving teacher quality, and providing a safe, orderly and inviting learning environment.

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

- Goal Area 2: Ensure quality personnel in all positions

- Goal Area 3: Provide a school environment supportive of learning

Planning Time

Each grade level has a minimum of one designated time each week when the teaching team meets as a group for planning lessons. This structure encourages the team approach. Most school meetings are held after school. These meetings include approximately three faculty/Leadership Committee meetings per month with one additional grade-level meeting. Participation in district meetings or serving on district committees is an additional commitment. Ten professional development days are provided throughout the year. Opportunities for curriculum enrichment and/or professional development are often an addition to the above. Since most of the time spent in meetings is beyond the normal workday, there is constant conflict between using time to deal with problems versus using time for quality planning.

School Improvement Plan

State and district requirements mandate an annual school plan. Each spring, a small committee is formed to create a school plan for the upcoming school year. Due to numerous commitments at the end of each year, committee members may meet on their own time in the summer. The plan is approved by the staff each fall and by the School Improvement Council.

Title 1 Plan

The percentage of our FARM (Free and Reduced Meals) Students is 11%. We do not qualify for any Title 1 services or funding; therefore, we are limited in providing additional instructional materials or staff to serve our students.

English Language Development Plan

Our total enrollment is about 568 students. English as a Second Language Program (ESL) is offered on an as needed basis.

Technology Plan

The technology committee of Augusta Circle Elementary School revises our technology plan annually to assist and guide our teachers in the utilization of technology as an instructional tool. It is the result of combining teacher input with the District Educational Plan and the Technology and Curriculum Standards. It is our goal that this plan will lead to consistency within each grade level and provide logical, sequential, developmental steps for students as they progress from one grade level to the next. This plan is designed to make expectations clear for all involved in its implementation and address the training needs required for those people to succeed. In addition, this plan provides a focus and direction that helps us build knowledge in future years. During the fall of 2012, we were "Refreshed" by the district. During the fall of 2015, we were also "Refreshed" by the district. We were able to purchase iPad minis for grades kindergarten, first, and second. We purchased 1:1 chromebooks for our students in grades three, four, and five. We have provided eight hours of training for iPads and 8 hours of training for chromebooks. In January, 2017, we provided new laptops to our staff members.

District Plan to Upgrade Facilities

The school district renovated the existing building and added an additional building that was ready in August, 2002. This construction project brought our facilities up to date. Our school is now handicap-accessible and is totally wired for technology. We installed wireless in our building. Due to the additional classroom space, two special education self-contained classes are housed at our school.

Budget

Working under district guidelines of the General Fund, our specific budget is based upon the number of students enrolled each year. Our plan includes a detailed budget outlining specific needs. Our school is allotted approximately $30.00 per student for instructional materials.

Summary of Progress for 2016-2017

The portfolio plan was something that all faculty members took part in producing. The entire staff was involved in our annual self-study and in implementing the plan. We worked to further improve our school-wide plan for student achievement, teacher/administrative quality, and school climate to create excellence throughout the school. We also concentrated on professional development on writing, science notebooking, reading, and technology.

Needs Assessment for 2017-2018

The plan for improvement consists of four goals with supporting objectives. Time lines and funding measures are allocated to implement our goals. The plan includes a measurable assessment for each strategy or action. Support structures for executing the plan are set in place. Results from working toward the quality improvement goals will be evident throughout the school. Success of the plan depends on the commitment of all stakeholders.

- Work to further narrow the differences in ELA and Math between our FARM and non-FARM students

- Continue to further implement the use of quality tools and technology (including iPad minis and chromebooks) to improve student achievement

- Continue to integrate the portfolio plan into all elements of the school environment

- Implement the Standards in our curriculum

- Implement Balanced Literacy as our English Language Arts delivery system

SC READY ELA

School Renewal Plan for 2013-14 through 2017-18

☒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	76.5	79.5
School Actual	73.5		
District Projected	X	53	56
District Actual	50		

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	78.5	81.5
School Actual	75.5		
District Projected	X	59	63
District Actual	56		

Baseline data to be established in 2015-16.

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

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

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

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

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

Proficient				
Students in Poverty	*			

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

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

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

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American	*			

Indian/Alaskan				
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 86.7%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 86.7%.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X	85.9	86.9	87.9
School Actual	84.9	86.7		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

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

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

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 89.1%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 89.1%.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X	87.2	88.2	89.2
School Actual	86.2	89.1		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

*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
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	79th percentile	85th percentile	85th percentile	

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	71st percentile	79th percentile	76th percentile	

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile	51st percentile	48th percentile	

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide additional support for students who have weaknesses in Language Arts with Leveled Readers and Compass Odyssey	2014-2018	Teachers IC Parents Volunteers	NA	NA	Compass Odyssey Reports Leveled Reader Benchmark Records
Provide Rti intervention for students in kindergarten and grade 1 who are at risk in Language Arts	2014-2018	Literacy Specialist	NA	State	Aimsweb reports
Provide mentor tutors for our at-risk students	2014-2018	Parent Volunteers	NA	NA	Record of Mentor Visits
Provide additional math support for students with math intervention (2, 3)	2014-2018	Math Interventionist	NA	NA	Teacher records and lesson plans
Provide scaffolding for students in math using Compass Odyssey	2014-2018	Computer Lab Teacher Teachers	NA	NA	Teacher records

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of our instructional staff will be trained in the theory and implementation of the Balanced Literacy model using Fountas & Pinnell from 2013-2018.

ANNUAL OBJECTIVE: 100% of our instructional staff will complete the Balanced Literacy Model training.

DATA SOURCE(S):   Portal Professional Development reports

	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	0	0	100	100	100	100	

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Instructional staff will participate in visits to observe F&P implementation	2013-2018	Instructional Staff	NA	District	Log of school visits
Instructional staff will participate in Cycle 2 of F&P training	2014-2015	Instructional Staff	NA	District	Portal Professional Development Log
Instructional staff will implement all content area standards	2013-2018	Instructional Staff	NA	NA	Lesson Plans
Workshops will be presented to staff on cutting edge instructional strategies	2013-2018	IC	NA	NA	Professional Development Log

☐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	98.0	97.7	97.9	97.6	97.6		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.5	96.5	96.5	96.5	96.5
School Actual	96.5	89.7	93.1	93	95.5		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 95% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 95% annually of 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	95	95	95	95	95
School Actual	100	91.9	88.5	99	93.2		
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)	83.8 (ES, MS, & HS)		

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at the level of 95% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 95% annually of teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	100	97	100	100	97.2		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 95.5% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95.5% or higher annually of parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.5	95.5	95.5	95.5	95.5
School Actual	100	96.5	100	98.3	98.4		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at 95% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually at least 95% of students who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95	95	95	95	95
School Actual	98.8	91.9	95.7	97.3	90.1		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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

<u>FIVE YEAR PERFORMANCE GOAL</u>: Maintain at least 98.5% of teachers who feel safe at school during the school day from 2013 to 2018.

<u>ANNUAL OBJECTIVE</u>: Beginning in 2013-14, maintain at least 98% annually of teachers who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	98	98	98	98	98
School Actual	100	94	100	100	97.2		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Encourage greater parent participation in classroom enrichment programs and PTA activities	2013-2018	Staff and PTA	NA	NA	Teacher Parent communication records and PTA records
Implement our School Wide Common Areas Discipline Program	2013-2018	Teachers Administrators	NA	NA	Teachers will follow the steps outlined in the Faculty Notebook
Communicate positive comments to parents	2013-2018	Teachers	NA	NA	Teachers' Parent Logs
Teach "good behavior" lessons and bully prevention lessons in classroom	2013-2018	Counselor Teachers	NA	NA	Lesson Plans
Use Assistance Team to develop behavior management strategies for struggling students	2013-2018	Teachers A-Team	NA	NA	Record of A-Team Meetings
Conduct Awards Day for students who have perfect	2013-2018	Teachers Administration	NA	NA	Log of Awards given

attendance or perform well academically					

The following website link is to the School Report Card.