



Buena Vista Elementary School Strategic Planning

2013-2014 to 2017-2018

Dr. Ann K. Mohr, Principal

**Dr. W. Burke Royster, Superintendent
Greenville County Schools**

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Buena Vista Elementary School

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 *(one year)*


Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tiffany Whitney		3/30/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Ann K. Mohr		2/22/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Leslie Cook		2/22/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 310 S. Batesville Road
Greer, South Carolina 29650

SCHOOL'S TELEPHONE: (864) 355-2200

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------------|
| 1. PRINCIPAL _____ | Dr. Ann K. Mohr _____ |
| 2. TEACHER _____ | Sandy Huguet _____ |
| 3. PARENT/GUARDIAN _____ | Michelle Willis _____ |
| 4. COMMUNITY MEMBER _____ | Toni Connor _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Tiffany Whitney _____ |
| 6. Read to Succeed Reading Coach _____ | Joanne Arnett _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Leslie Cook _____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

- | <u>POSITION</u> | <u>NAME</u> |
|--|------------------------|
| School Improvement Council Member _____ | Ryan Rosenfeld _____ |
| Special Education Teacher _____ | Cassie Anderson _____ |
| 2 nd Grade Teacher /17-18 Teacher of the Year _____ | Carla McDermott _____ |
| PTA President _____ | Lindsay Branston _____ |
| PTA Member _____ | Kim Kinard _____ |
| Assistant Principal _____ | Dave Burgess _____ |
| Assistant Principal _____ | Kristen Hill _____ |

***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

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

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

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

X **Parent Involvement**

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

X **Staff Development**

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

X **Technology**

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

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 Collaboration

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

X Developmental Screening

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

Half-Day Child Development

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

X Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

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

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

Table of Contents

Title Page

SDE Cover Page

SDE Stakeholder Involvement Page

SDE Assurances

General Table of Contents

Introduction page 7

Executive Summary page 7

School Profile page 10

Mission, Vision, and Beliefs page 21

Data Analysis and Needs Assessment page 23

Action Plan page 40

Goal Area 1: Student Achievement page 40

Goal Area 2: Teacher/Administrator Quality page 58

Goal Area 3: School Climate page 61

2016 School Report Card page 81

INTRODUCTION

The self-study process for this year's renewal began in February 2017 at Buena Vista. Our first step was to share general information with the staff. In early March, the staff began work to review the Portfolio Action Plan within their grade level teams and their goal-based teams.

Buena Vista has five goal teams: ELA, Math, Science, Social Studies, and School Quality. Each goal team is designed to have representation from all grade levels and from our specialists' team.

A final step was to gather "next step" suggestions and ideas from each staff member through a brainstorming meeting in March. In addition, information was shared and input was gathered from our PTA Board members and our SIC (School Improvement Council) members.

EXECUTIVE SUMMARY

Greenville County Schools (GCS) is widely recognized as a leader in public education. More than half of all teachers (57%) have a Master's Degree or higher in their field. Greenville is known for its cultural diversity and its support of the fine arts. Buena Vista, one of 51 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The Parent Teacher Association (PTA) in Greenville County is the largest operating PTA unit in the state of South Carolina raising more than \$3 million annually for Greenville County students. Buena Vista is extremely fortunate to have an active and involved parent/teachers' association. The school was built in 1984 and currently houses 885 students and 64 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

Instructional and organizational priorities at Buena Vista Elementary focus on the needs of developing lifelong learners. Following the tenets of Continuous Improvement and Total Quality Education teachers implement student learning goals and objectives, student data, and quality tools such as lotus diagrams, consensograms, and affinity diagrams to assist in maximizing student learning. A balanced literacy program encourages direct reading instruction, student self-selected reading, writing instruction and practice with vocabulary development utilizing the Fountas and Pinnell reading delivery system. Examples of technology integration can be seen in every classroom at every grade level. Laptop carts, ActivExpression student

response systems, Promethean Boards, iPad cart, chrome books. These all encourage students and teachers alike to use technology as a tool to higher academic achievement. In addition, we are in year 2 as a participating school in the Discovery Education's Digital Leadership Corps Pilot, a personalized Learning Initiative from district to learn how to maximize instructional opportunities integrating technology effectively in the classroom. Science instruction is driven by district science kits which are closely aligned to state science standards. We are fortunate to be able to offer our student a STEAM lab to supplement science instruction and to heighten natural curiosity.

Assessment is developed according to the South Carolina Career and College Readiness Standards for Kindergarten through fifth grade in all subject areas. A school wide color-coded discipline plan allows students adequate warning for appropriate behavior and allows the parent the opportunity to speak to the student directly when misbehavior occurs.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing students' performance on standardized tests, (Iowa Test of Basic Skills, ACT Aspire, SC Ready, MAP, and the Palmetto Achievement of State Standards Test) we are able to identify areas of need and can set grade-level-specific and school-wide academic goals. The administration and instructional coach guide the staff through a review of the long-range plan each spring in order to plan for the following school year. The entire staff is trained in the Fountas and Pinnell balanced literacy delivery system and in the Lucy Caulkins writing model. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability levels to maximize their academic potential. As a result, Buena Vista received a state absolute report card grade of Excellent. Our school has consistently maintained strong student achievement scores on the state PASS assessments and was recognized once again this year by the state department as a Gold award winner. Buena Vista Lead the district in the achievement scores for Reading, science, and social studies on SC Ready and PASS in 2016. We were also #2 in Math in the district based on SC Ready 2016. Having been granted the flexibility of setting annual maintenance goals for overall achievement, the staff has made a concerted effort to focus on the improvement of our subgroup achievement scores especially with the Disabled, Subsidized, and African-American categories of students.

The Buena Vista staff sees themselves as professional and passionate educators. In 2017-2018 we look forward to maintaining our goal of highly qualified personnel. Our planned professional development will be directly aligned to student achievement and teacher professional desires. We are looking forward to a year with significantly fewer new hires. This consistency in staff will allow us to build a more cohesive unit where curriculum development and delivery remain the focus. Beginning on July 1, 2017, Buena Vista will welcome a new Principal, Mr. Dave Burgess. He comes to us with years of administrative experience, and he considers collaboration and shared leadership a key to success.

Our school climate continues to improve. All staff consider their safety and the safety of the students as paramount. In this year's state report card survey, one hundred percent of the staff responded that they felt safe at school. We look forward to maintaining this level of secure environment since we are already at or above district expectation.

Areas of concern with the age of the school facility and its condition continue to be an issue as a need for storage in classrooms to assist students with organization. No classrooms in the central building have built in student cubbies or built in bookshelves for classroom libraries. Neither do classrooms contain built in cabinets above the sink area. All teacher wardrobe furniture is dated.

Challenges to the overall morale of our school have existed and continue to be troublesome. Veteran staff members have been supportive and have taken a mentoring role for the new staff.

Significant honors in recent years have included the state department of education report card status of "A" for federal accountability, Gold award for achievement, and an Excellent rating for improvement.

Our school has continued to improve technologically. Due to a very successful extended day program, supportive PTA, and an enrichment program, special facility upgrades have been made. Our vision is to maintain a 1:1 status so that every student has equal access to an individual learning tool. Towards this vision, our school is participating in a personalized learning pilot program with the district and with Discovery Education. Through this pilot program, we were able to put Chrome Book in the hands of every student in grades 3-5. Additionally, through innovative use of student activity funds we were able to provide chrome books for every student in grade K – 2.

The school wide Learning Community concept consists of classrooms of Primary Learning (First and Second Grades) and Intermediate Learning (Third, Fourth, and Fifth Grades) where children learn in multiage, cross-grade groupings. The classroom environments are designed to nurture and enhance a child's natural curiosity desire to learn through small group interaction, research projects, technology integration and the encouragement of student leadership and responsibility. All work is taught based on the State Standards but allows students to work at their developmental and demonstrated proficiency levels. The Buena Vista Learning Community was developed to address students' needs for enrichment and remediation outside the traditional classroom setting. Due to the building design of six classrooms 'clustered' around a common work area, it was possible to locate primary and intermediate clusters of classrooms according to Greenville County Schools' student-teacher ratios.

SCHOOL PROFILE –

The Community of Greer, South Carolina

The city of Greer, population 17,000, is situated between the cities of Greenville and Spartanburg. The community from which Buena Vista draws is situated on the outskirts of Greer, a suburb of Greenville, South Carolina. This is a community that has seen tremendous growth and change over the last decade due to growth of business and industry. There has been a surge in neighborhood development as a result.

The community offers many resources and strengths. Greenville County is home to Furman University, Greenville Technical Community College, North Greenville College, and Bob Jones University. There is also a large university center that offers classes from major state universities. These institutions provide pre-service teacher preparation and ongoing professional development support. The Greenville-Spartanburg International Airport and the Greenville Municipal Jetport service this area.

Greenville is known for its cultural diversity and its support of the fine arts. The South Carolina Governor's School for Fine Arts and Humanities is located in Greenville. The students of Buena Vista benefit from a variety of experiences provided by the Peace Center for

Performing Arts, the Greenville County Library System, and The Greenville County Museum of Art.

Buena Vista is extremely fortunate to have an active and involved parent/teacher association. The PTA maintains several programs at our school such as Backpack Buddies, Scholastic News or other grade-level publications, The Early Risers Club (for remedial support) and Bobcat Brainbuilders which is a tutoring program. Buena Vista volunteers work in the office, the health room, and the media center. They raise funds for our school through a variety of ways. Our PTA is an award winning organization. The PTA plays an integral part in Buena Vista's success.

The following shows our current School-Community Plan. This gives us an excellent opportunity to build community support and to cultivate our school identity.



School-Community Plan

Broaden Support. Cultivate Identity

School Identity: Someplace Special

Message Points: Technology, PBLs, mulitage learning environments, afterschool enrichment programs

<u>Activities</u>	<u>Audience(s)</u>	<u>Person(s) Responsible</u>	<u>Date(s)</u>	<u>Indicator(s) of Success</u>
<i>Kindergarten Parent Orientation</i>	<i>Rents of incoming K5 students</i>	<i>Admin/K5 teachers</i>	<i>August 16</i>	<i>attendance</i>
<i>Meet the Teacher</i>	<i>Parents and students</i>	<i>Administration</i>	<i>August 12</i>	<i>Turnout by folders taken</i>
<i>Open House</i>	<i>Parents and students</i>	<i>Teachers/ PTA</i>	<i>September 12th</i>	<i>attendance</i>
<i>Grandparents Week</i>	<i>Grandparents</i>	<i>Administration, Cafeteria staff</i>	<i>Sept 26-30</i>	<i>Attendance List</i>
<i>Student Led Conferences</i>	<i>Parents, Students, teachers</i>	<i>Teachers</i>	<i>October 13</i>	<i>100% participation</i>
<i>Veteran's Day</i>	<i>Veterans and</i>	<i>Social studies</i>	<i>November 11th</i>	<i>Turnout, free</i>

	<i>Community</i>	<i>goal team</i>		<i>meal tickets</i>
<i>2nd Grade Freedom Play</i>	<i>2nd grade parents</i>	<i>2nd grade team</i>	<i>November 18th</i>	<i>Parent feedback</i>
<i>Kindergarten Thanksgiving Feast</i>	<i>Kindergarten parents</i>	<i>Kindergarten team</i>	<i>November 22nd</i>	
<i>December Holiday Program</i>	<i>3rd grade parents</i>	<i>PTA, 3rd grade team, music department</i>	<i>December 5th</i>	
<i>February STEAM night</i>	<i>Parents and students</i>	<i>Science/ Math goal teams</i>	<i>February 6th</i>	<i>surveys</i>
<i>Hats Off to Reading</i>	<i>Parents and students</i>	<i>ELA goal team</i>	<i>March 3rd</i>	<i>Plus/delta</i>
<i>1st Grade Play</i>	<i>Parents</i>	<i>Gr 1 Teachers and students</i>	<i>April 7th</i>	<i>Parent feedback</i>
<i>PTA Bingo Night</i>	<i>School Community</i>	<i>PTA</i>	<i>April</i>	
<i>April VIV Celebrations</i>	<i>Volunteers</i>	<i>Grade level teams</i>	<i>April 17-21</i>	
<i>All Arts Night and Chorus Performance</i>	<i>School Community/ Chorus parents/ PTA</i>	<i>Related Arts Team</i>	<i>May 8th</i>	
<i>5th Grade Day</i>	<i>5th graders and parents</i>	<i>5th grade team</i>	<i>May 19th</i>	
<i>Year End Talent show</i>	<i>4th and 5th graders and parents</i>	<i>Student Council</i>	<i>May, TBA</i>	
<i>Field Days</i>	<i>Parents and students</i>	<i>School Quality</i>	<i>May 31 – June 1st</i>	
<i>Awards Days</i>	<i>Parents and students</i>	<i>Each Grade level</i>	<i>May 24th – May 30th</i>	
<i>Monthly Birthday Celebrations</i>	<i>Parents and students</i>	<i>PTA</i>	<i>One Friday each month</i>	

Our Leaders

Our principal is Dr. Ann K. Mohr. This is her fifteenth year at this school. Dr. Mohr is in her 31st year of educational service. She holds a Bachelor's degree in Elementary Education from the University of Indianapolis, a Master's degree in Elementary Education with Gifted and Talented Certification from Ball State University, an Educational Specialist's degree in

Administration and Supervision from Converse College and her Doctorate in Educational Administration from the University of South Carolina. She also holds certification in Mathematics for grades K-12. Dr. Mohr has worked as a Gifted and Talented teacher in grades 1-6, taught 4th grade, and has taught mathematics in grades 5-8. She served as assistant principal for four years at Oakview Elementary and as principal of Laurel Creek Elementary before accepting the position of principal of Buena Vista Elementary. Dr. Mohr will retire from Greenville County schools this June 30, after 31 years of service in public education.

Our assistant principal is Kristen Hill. This is her sixth year serving the Buena Vista community. She holds a Bachelor's degree in Elementary Education and a Master's degree in Educational Leadership from Clemson University. Ms. Hill is currently a doctoral student at Clemson University. She has taught first grade and served for four years as an Administrative Assistant at Summit Drive Elementary before accepting the position as Assistant Principal of Buena Vista this year.

This spring, the School Board of Greenville County Schools approved Dave Burgess as the next Principal of Buena Vista Elementary. Mr. Burgess is currently serving as Assistant Principal at Buena Vista and will officially become Principal on July 1, 2017. Dave brings to Buena Vista Elementary 22 years' experience in administration with 15 years' experience as a Principal. His service has spanned from a small country elementary school to an inner city Kindergarten through 8th grade International Baccalaureate program. All schools under his guidance attained tremendous student achievement success.

Dave builds relationships through collaboration and shared leadership which empowers all involved to lead. He has found that as people lead, their expectations for themselves and those around them increases, and innovation occurs almost naturally. Bringing people together to create positive change is what he does best.

History of Buena Vista

In southeastern Greenville County, twelve miles from the village originally known as Pleasantburg, was a rich section of land between the Enoree River and its Tributary, Rocky Creek. From the earliest times, it had been known as Buena Vista. The origin of the name is unknown. This section was centered on what is today the crossroads of Pelham Road, SC Highway 14, and Batesville Road.

The land changed hands several times between 1810 and 1833. William Bates and Joshua Kilgore formed a partnership for a factory called, the Buena Vista Factory. Bates later opened another textile mill at the shoals of Rocky Creek called Batesville and the community was named the same. Five-pound packages of yarn were used as legal tender in an area short on money. Records from the post office show that between 1830 and 1860 around 400 people were in this area. Several structures dating from this period still survive: The William Bates House and one remaining house built for mill workers probably between 1812 and 1830.

In the mid 1840's Mr. Bates became partners with Thomas Cox and Henry P. Hammett to form William Bates and Company. In 1863, the Batesville Mill was sold in confederate currency to a Charleston, S. C. group. With the collapse of the confederacy, the mill returned to Bates' ownership.

William Bates died in 1872 and is buried in what is now the Ebenezer United Methodist Church cemetery. Henry Hammett continued the mill's operation after his death. The Civil War and Reconstruction dealt a blow to the prosperity of Buena Vista. In 1879, the mill was sold to George Putnam, owner of Camperdown Mills on the Reedy River in Greenville. After his death, his daughter, Mary Putnam Gridley, assumed the management of Batesville Mill, becoming the only woman president of a cotton mill in the south. Mrs. Gridley successfully ran the mill until the early 1900's.

The mill changed hands several times until the late 1920's when it closed as a cotton mill. In the early 1970's it became a restaurant, The Old Mill Stream. The Old Batesville Mill then became Fatz Café, which burned in 1998.

In 1830, Mr. Arthur Barnwell, native of South Carolina, had become wealthy in Pelham, New York. Mr. Barnwell bought the factory at Buena Vista and renamed the mill town and mill,

“Pelham”. In 1880, he completed his home, a beautiful Queen Ann style house, across the river from the mill. The house, now a Bed and Breakfast Inn, still stands today.

The Pelham Manufacturing Co. remained in operation until 1935. After the closure of both the Pelham and Batesville Mills, the activity of the Buena Vista area began to decrease. Many former employees went to work in factories in Greenville, Greer, and Simpsonville. By the early 1960's Buena Vista was a quiet farming community with few reminders of the industrial past.

In the early 1970's a site on Batesville Road was chosen by the school district for a new elementary school to serve the burgeoning East Side. A district-wide contest was held in 1983 for the district elementary school students to compete to name the new school.

At Pelham Road Elementary, Mrs. Doris Hefners's fifth grade class had just been on a field trip to the Batesville/Pelham/Buena Vista area. Mrs. David Ward, present owner of the William Bates House and local historian, guided them. After learning of the history of the area, Mrs. Hefner's students discussed a number of names but picked “Buena Vista” as their entry for the contest. And in June 1983, the site officially became that of the future Buena Vista Elementary School.

Buena Vista was dedicated on Sunday, November 17, 1985 with Dr. Roy Truby officiating. It was a new beginning but its name gave it added ties to an eventful past of an historic community. Mrs. Judith F. Greene was the first principal of Buena Vista. She passed Away in January of 1991. The school opened with 650 students. The school faculty was combined with faculty from Brushy Creek Elementary School.

Mrs. Barbara A. Barlow, 2nd principal, remained in that position from 1992 until January of 2001. Mrs. Brenda Byrd served as the interim principal from January to May of 2001. In May of 2001, Dr. Ann Mohr was appointed as principal of Buena Vista and began her tenure in school year 2001-2002. The current enrollment is approximately 859 students. Buena Vista has been through many changes, and it continues to grow and change daily as we strive to educate the leaders of tomorrow.

Facilities

Buena Vista, one of 51 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The school was built

in 1984 and currently houses 859 students and 68 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

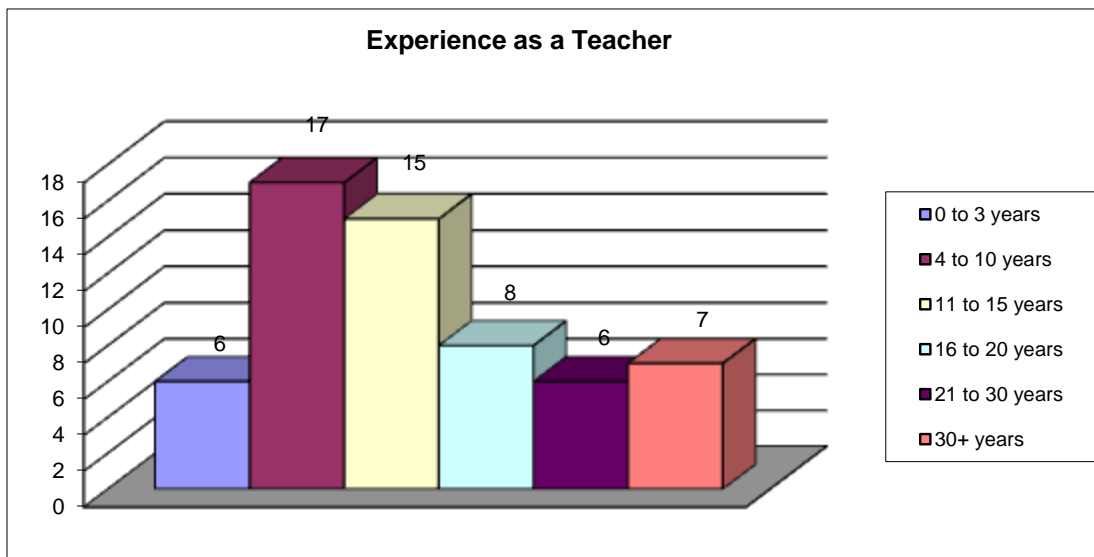
The facilities at Buena Vista consist of 47 classrooms plus a science/STEAM lab, a cafeteria, a multipurpose room, and a library. Construction of a new wing addition was finished in the summer of 2005. The floor plan has a unique configuration; classrooms are clustered together around a common work area and conference room. All of the clusters are mixed grade levels.



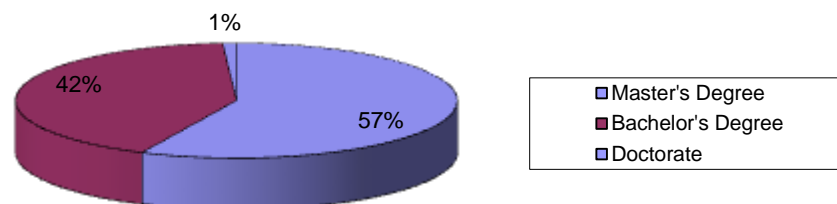
School Personnel Data

The staff at Buena Vista includes: 38 regular teachers, 9 specialists, 5 special education teachers, a full time and a part time guidance counselor, and 1 ESOL teacher. We welcomed seven new teachers to our staff this year. Our Instructional Coach works with all teachers to improve student achievement. One of the most extraordinary strengths of this staff is its ability to deal with change. All teachers strive to create a classroom and school climate that is nurturing and conducive to learning for all students. There are currently 5 males and 84 females working at Buena Vista. Three staff members are African American, two are Hispanic, and 84 are Caucasian.

The following graphs show the teachers' overall number of years of experience as well as a comparison of degrees held by our teachers. In addition to this data, we also have five teachers who hold National Board Certificates and several teachers who are teaching as a second career. Thirty-four teachers have successfully completed technology proficiency classes for educators, and 9 teachers are not yet required to take Intel as they wait for their professional certificates.



Teaching Degrees Held at Buena Vista

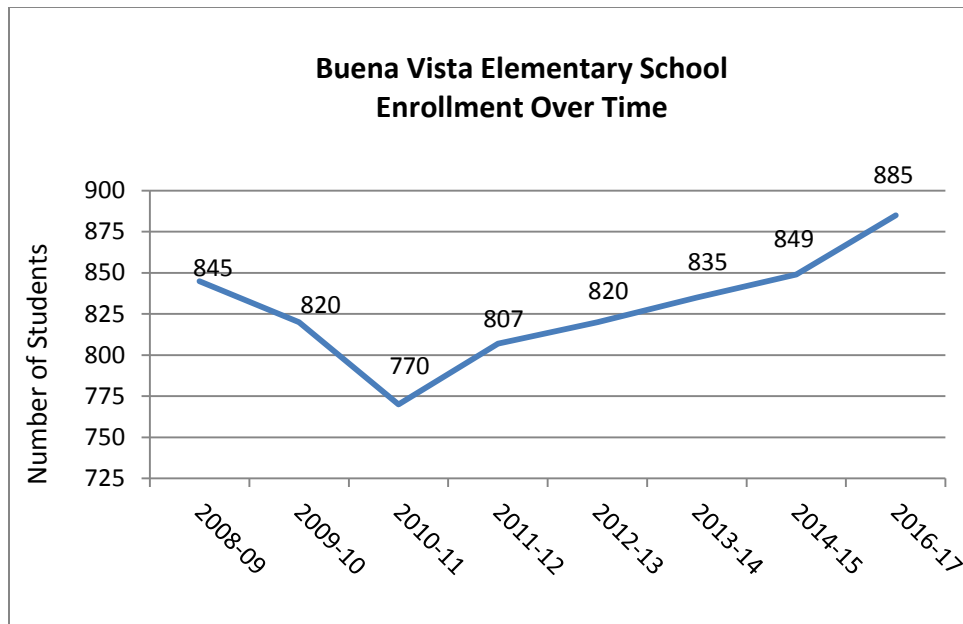


Additional personnel include the school principal, assistant principal, secretary, attendance clerk, .5 office clerk, plant engineer and her staff, media specialist and media clerk, literacy specialist, interventionist, STEAM lab instructor and 7 food services workers. Six bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Buena Vista students include five kindergarten paraprofessionals, 2 special education paraprofessionals, the district psychologist, 1 school nurse, 2 speech and language pathologists, a physical therapist, an occupational therapist, and an English as a Second Language (ESOL) teacher. Our student/teacher ratio is 23 to 1 in Kindergarten, 20.7 to 1 in grades first through third, and 26.5 to 1 in grades four and five.

Buena Vista Elementary Students

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Two or More Race Categories	Unspecified
-1	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>
0	<u>139</u> <u>77 / 62</u>	<u>0</u> <u>0 / 0</u>	<u>16</u> <u>10 / 6</u>	<u>27</u> <u>14 / 13</u>	<u>0</u> <u>0 / 0</u>	<u>79</u> <u>43 / 36</u>	<u>10</u> <u>6 / 4</u>	<u>7</u> <u>4 / 3</u>	<u>0</u> <u>0 / 0</u>
1	<u>162</u> <u>79 / 83</u>	<u>1</u> <u>1 / 0</u>	<u>28</u> <u>11 / 17</u>	<u>21</u> <u>13 / 8</u>	<u>0</u> <u>0 / 0</u>	<u>99</u> <u>47 / 52</u>	<u>11</u> <u>5 / 6</u>	<u>2</u> <u>2 / 0</u>	<u>0</u> <u>0 / 0</u>
2	<u>168</u> <u>80 / 88</u>	<u>0</u> <u>0 / 0</u>	<u>10</u> <u>2 / 8</u>	<u>18</u> <u>5 / 13</u>	<u>1</u> <u>1 / 0</u>	<u>122</u> <u>65 / 57</u>	<u>11</u> <u>5 / 6</u>	<u>6</u> <u>2 / 4</u>	<u>0</u> <u>0 / 0</u>
3	<u>125</u> <u>65 / 60</u>	<u>0</u> <u>0 / 0</u>	<u>15</u> <u>9 / 6</u>	<u>18</u> <u>6 / 12</u>	<u>0</u> <u>0 / 0</u>	<u>78</u> <u>43 / 35</u>	<u>10</u> <u>6 / 4</u>	<u>4</u> <u>1 / 3</u>	<u>0</u> <u>0 / 0</u>
4	<u>140</u> <u>65 / 75</u>	<u>1</u> <u>1 / 0</u>	<u>10</u> <u>3 / 7</u>	<u>16</u> <u>11 / 5</u>	<u>0</u> <u>0 / 0</u>	<u>91</u> <u>39 / 52</u>	<u>14</u> <u>6 / 8</u>	<u>8</u> <u>5 / 3</u>	<u>0</u> <u>0 / 0</u>
5	<u>151</u> <u>73 / 78</u>	<u>0</u> <u>0 / 0</u>	<u>13</u> <u>9 / 4</u>	<u>7</u> <u>3 / 4</u>	<u>0</u> <u>0 / 0</u>	<u>113</u> <u>52 / 61</u>	<u>11</u> <u>6 / 5</u>	<u>7</u> <u>3 / 4</u>	<u>0</u> <u>0 / 0</u>
Total	<u>885</u> <u>439 / 446</u>	<u>2</u> <u>2 / 0</u>	<u>92</u> <u>44 / 48</u>	<u>107</u> <u>52 / 55</u>	<u>1</u> <u>1 / 0</u>	<u>582</u> <u>289 / 293</u>	<u>67</u> <u>34 / 33</u>	<u>34</u> <u>17 / 17</u>	<u>0</u> <u>0 / 0</u>



Currently, the student enrollment at Buena Vista is made up of 7.5 percent Hispanic, 65.8 percent Caucasian, 12.1 percent African-American, 10.4 percent Asian and 4.2 percent “Other”. Our overall population remains Caucasian. The primary home languages, in order of student enrollment, are English, Spanish, and Indian dialects. Slight changes in demographics reveal a decrease in the percentage of Caucasians and a slight increase in the Hispanic and African American populations. The changes in the other categories are statistically insignificant. Services are provided by a trained ESOL teacher to our ESOL student population. Currently, 24.3% of our student population falls below the poverty index. This number is based on the number of students who receive free and reduced priced meals and Medicaid. The level of FARMS (Free and Reduced Meal Students) has increased slightly over time, but this current number is actually a decrease from 28.3 in 2015.

Buena Vista and the school district strive to meet the needs of all children. Buena Vista Elementary has one self-contained, primary special education classrooms and two resource Learning Lab classes. We are continuing the Inclusion Model to meet the needs of our students... One full-time and one part-time speech teacher work with students in a pull out schedule. An itinerant teacher for the hearing impaired, a physical therapist, and an occupational therapist work with identified students. The Challenge program includes identified students at

grades 3-5. This district program is taught by a qualified teacher and follows a prescribed curriculum. Students participate in quarterly units of study that are curriculum based.

Communication between the home and the school is important to each child's success. Currently, 94% of the Buena Vista families report having computers in the home with internet access. The school maintains a website. Each teacher has an individual website where weekly newsletters and curriculum updates are posted. Each teacher and administrator has an e-mail account which provides easy access for communication.

Attendance and Mobility

Student attendance rates at Buena Vista have remained steady over the past few years. Buena Vista has an average student daily attendance rate of approximately 97.2 for 2016 percent. This is an increase from 96.9 in 2015. The mobility rate is currently at about 6 percent. This number is based on the number of students moving in or out of our student population during the school year.

Major Programming Features and Awards

- Gold Award, "Excellent" on report card
- RtI Reading Intervention at K and 1(serves approximately 65 students per year)
- Full-time Literacy Specialist to support lowest readers in grades 1 and 2
- Compass Learning in Reading and Math at all grade levels.
- IXL and First in Math - web-based programs, offer support and enrichment opportunities for all students.
- Triple I (Immediate, Intensive Intervention) Data driven, student-centered intervention and enrichment offered weekly by grade level and by subject.
- Implementation of Fountas & Pinnell Balanced Literacy Model in all classrooms
- Implementation of Lucy Calkins Writing in all classrooms
- Early Risers Club for grades 4, and 5 (a remediation program offered before school for underachieving students)
- Half-time Interventionist for identified students needing additional support in math.(*Student Centered Coaching*)

- STEAM Lab instructor targets SEPs, builds on student curiosity, enhances traditional standards-based classroom instruction
- Bobcat Brainbuilder's Program (in-house tutoring for students of all ages)
- Extended Day Program Enrichment Clubs in math, science, Health/Wellness/Fitness, technology
- Faculty Initiatives with Collaborative Learning Communities and *7 Habits of Highly Successful People* (both of which directly impact student learning)
- Guidance program: *The 7 Habits of Highly Successful Students*
- Fully implemented School-wide discipline plan
- Healthy School Initiative and member of the CATCH program
- SHI grant winner 2014
- Learning Community-Classrooms are clustered in groups of six. Each cluster is comprised of multiple grade levels to allow flexible grouping of students based on demonstrated performance (MAP, unit pre- and post-testing, etc.) Students in each cluster participate in PBL units twice each year; each PBL is designed to include a STEM/STEAM component.
- Related arts enrichment program to enhance opportunities for students in grades 2-5
- Annual Artist in Residence, visiting author, and Battle of the Books to enhance instruction
- Dick and Tunky Riley Award for SIC Excellence, finalist, 2014.
- Participant in Discovery Education's Digital Leaders Pilot Program.

Mission, Vision and Beliefs

The mission of Buena Vista Elementary School is to educate students while supporting them socially and emotionally as they develop into responsible 21st Century learners.

The vision of Buena Vista Elementary School is to offer a challenging, progressive, character-building, SC common core curriculum that enables students to become self-directed learners.

We envision students who have a well-developed self-esteem and are open-minded. Our students will become creative problem solvers and independent thinkers who are prepared for the challenges of the 21st Century.

Our Beliefs

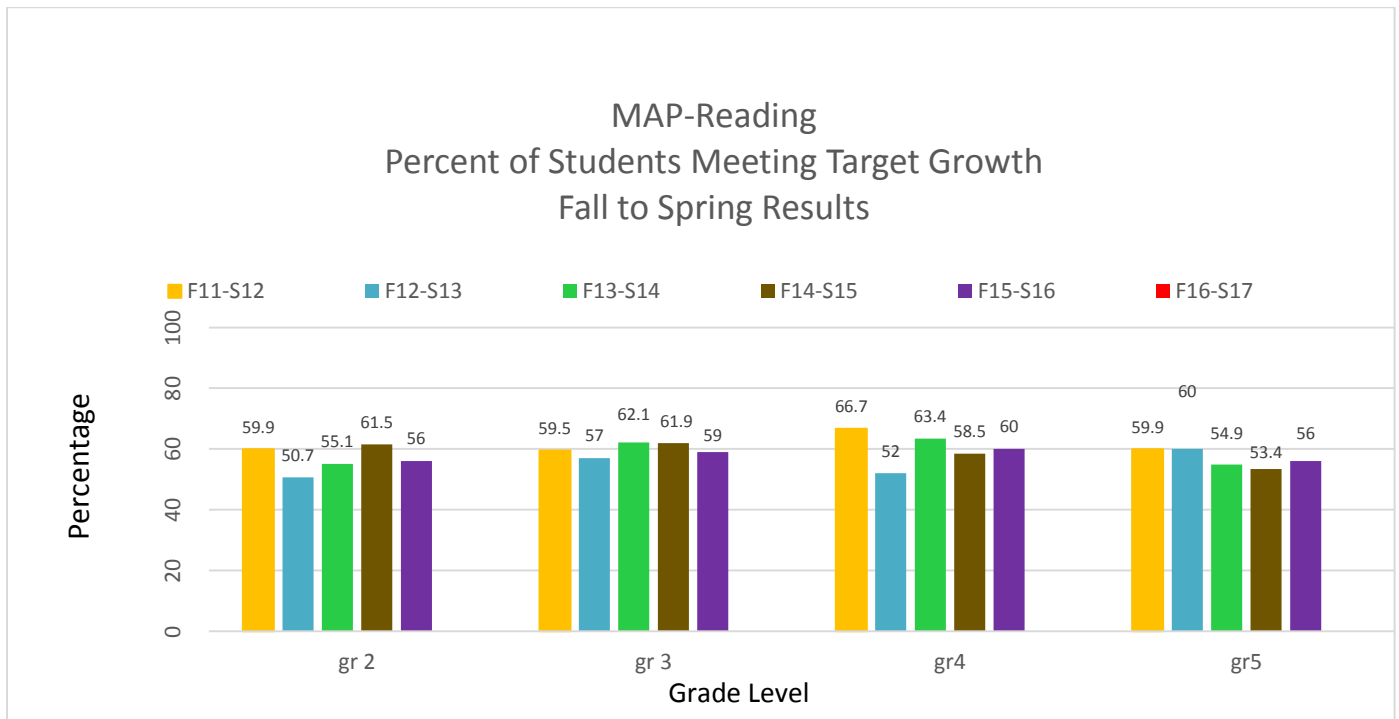
1. We believe all members of the Buena Vista community are active learners.
2. We believe social, emotional, and intellectual skills can be learned.
3. We believe a supportive learning environment is characterized by safety, mutual respect, communication, and collaboration among all stakeholders.
4. We believe learning occurs for a variety of reasons, including high expectations, mastery of skills, curiosity, and preparation for the future.
5. We believe learning occurs best through a wide variety of experiences targeting different ability levels and styles of learning, modeling, and technology-rich experiences with hands-on and real-life applications.
6. We believe learning is enhanced by applied technology, the integration of the arts, and a research and project-based curriculum.
7. We believe ongoing assessment and the tracking of long term goals are critical to continuous improvement. We believe assessment results should be shared.

DATA ANALYSIS AND NEEDS ASSESSMENT –

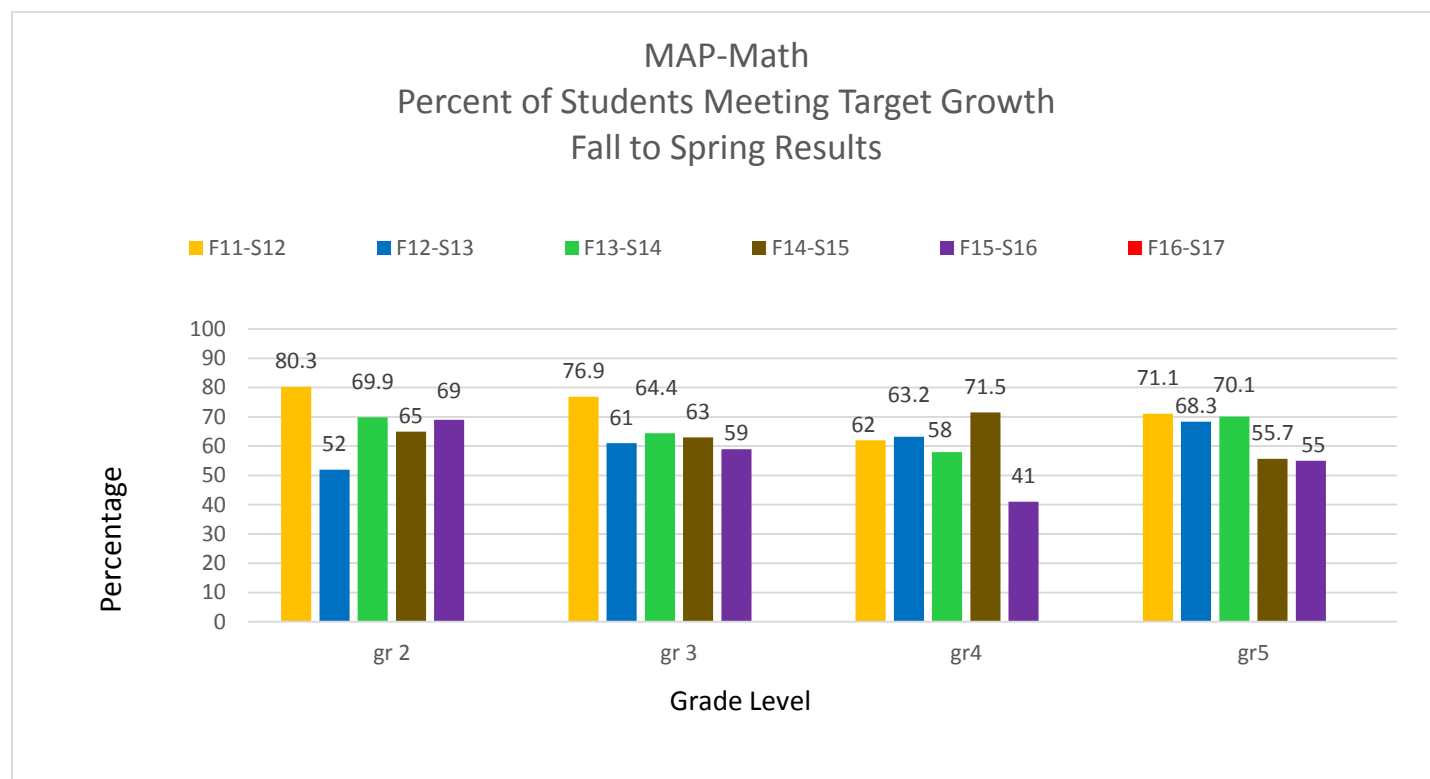
Note: This section is continuously being updated. It is truly a work in progress.

MAP TESTING DATA

Please note: We have just completed spring 2017 MAP testing, and the most current fall to spring data is not yet available.



Our MAP data shows that in reading, our students have achieved high levels of academic success. This graph shows reading performance, by grade level, for the past five school years. It shows the percentage of students meeting their annual RIT growth target.



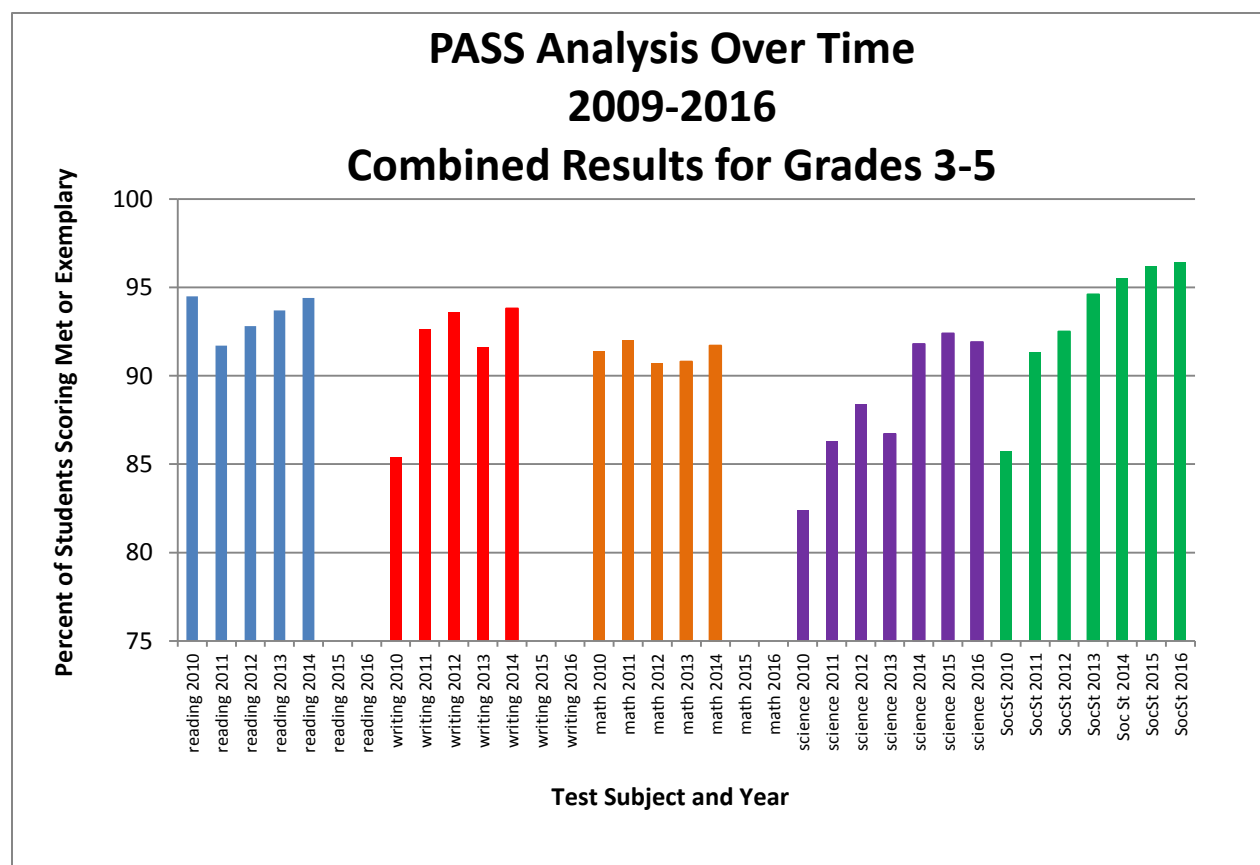
Similarly, our students have also achieved high levels of academic success in math. The graph above shows math MAP performance, by grade level, for the past five school years. It shows the percentage of students meeting their annual RIT growth target.

As we analyzed the MAP data, we also compared Buena Vista's overall RIT scores for both math and reading to district mean and norm group mean data. With one exception, Buena Vista students outperform both the national groups and the Greenville County groups.

We are currently awaiting our final MAP data reports for the spring 2017 administration.

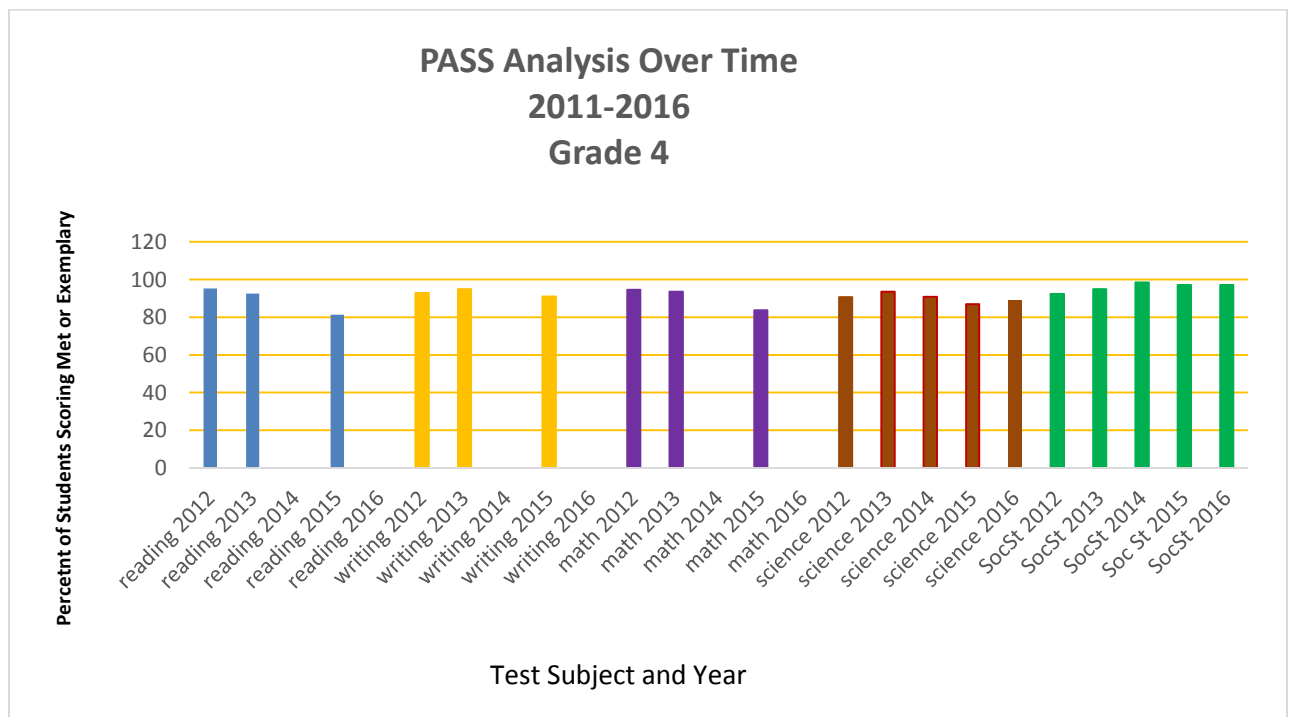
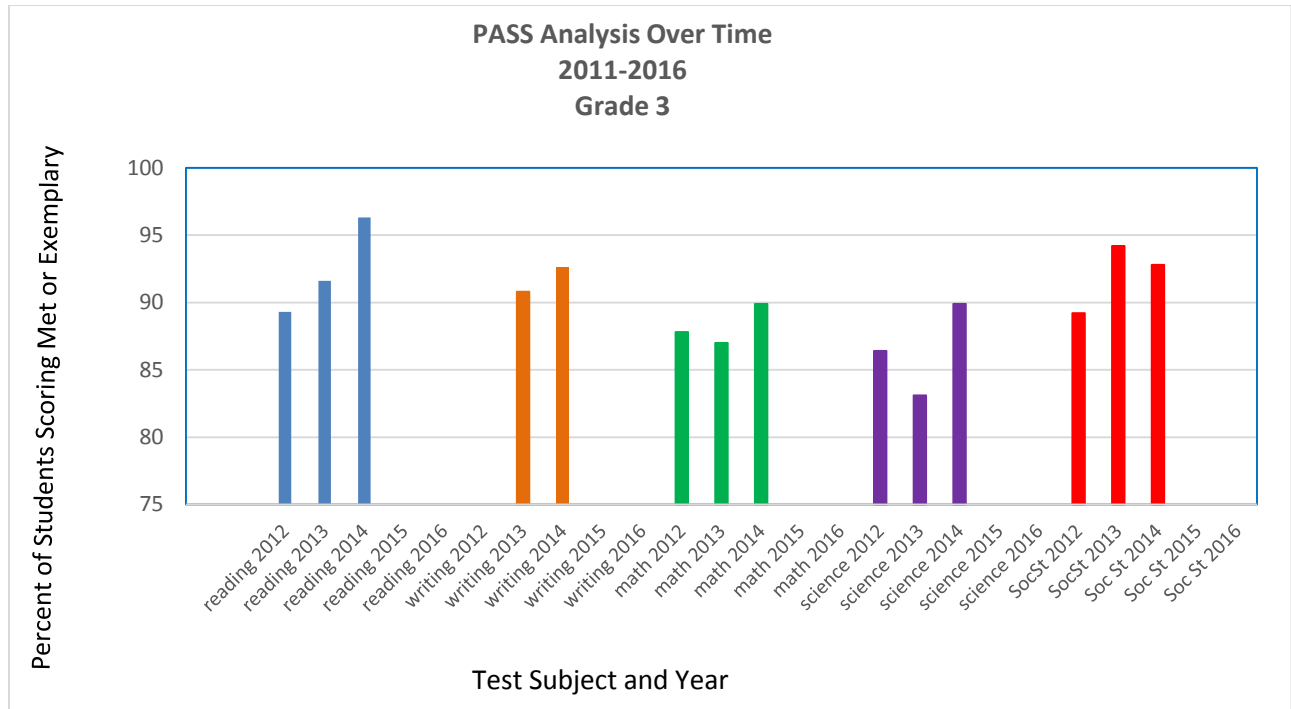
PASS TESTING DATA

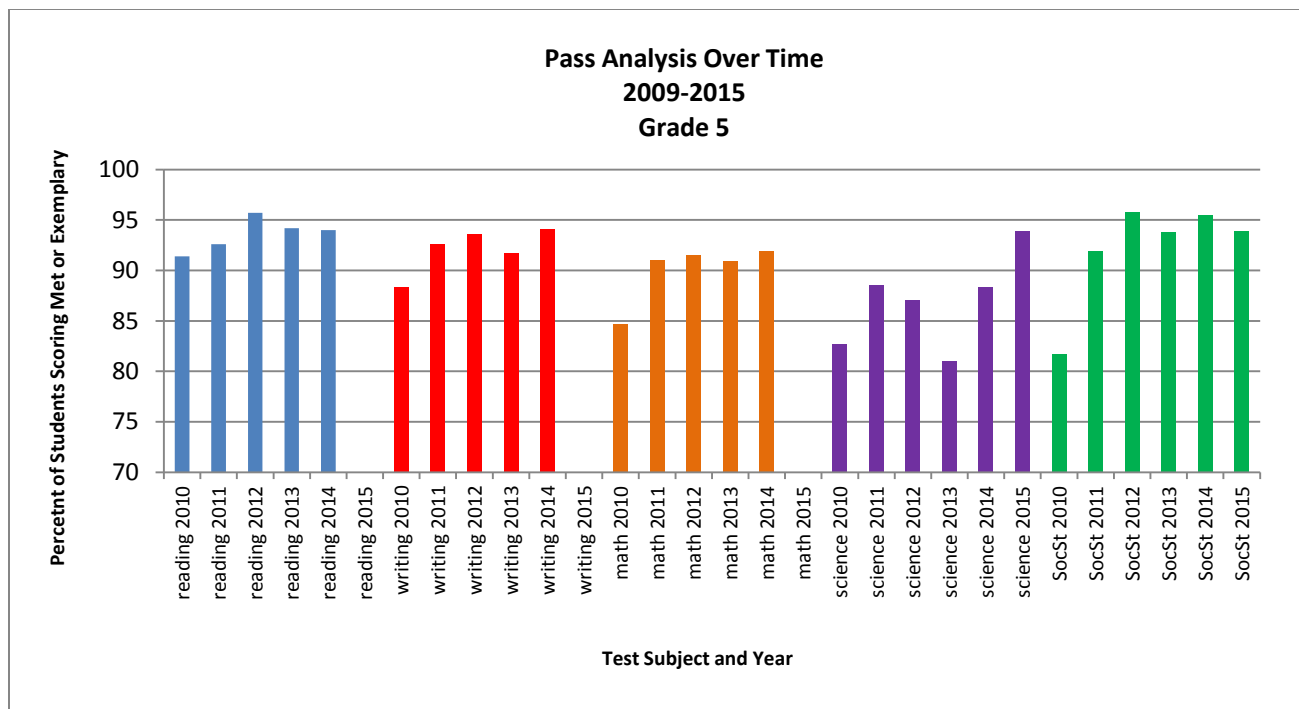
The following data shows our PASS data from the 2010, 2011, 2012, 2013, 2014, 2015 and 2016 administrations. The figures show the percentage of students meeting standard (scoring Met or Exemplary). The data in the first graph is a snapshot of the overall school results in grades 3-5, combined.



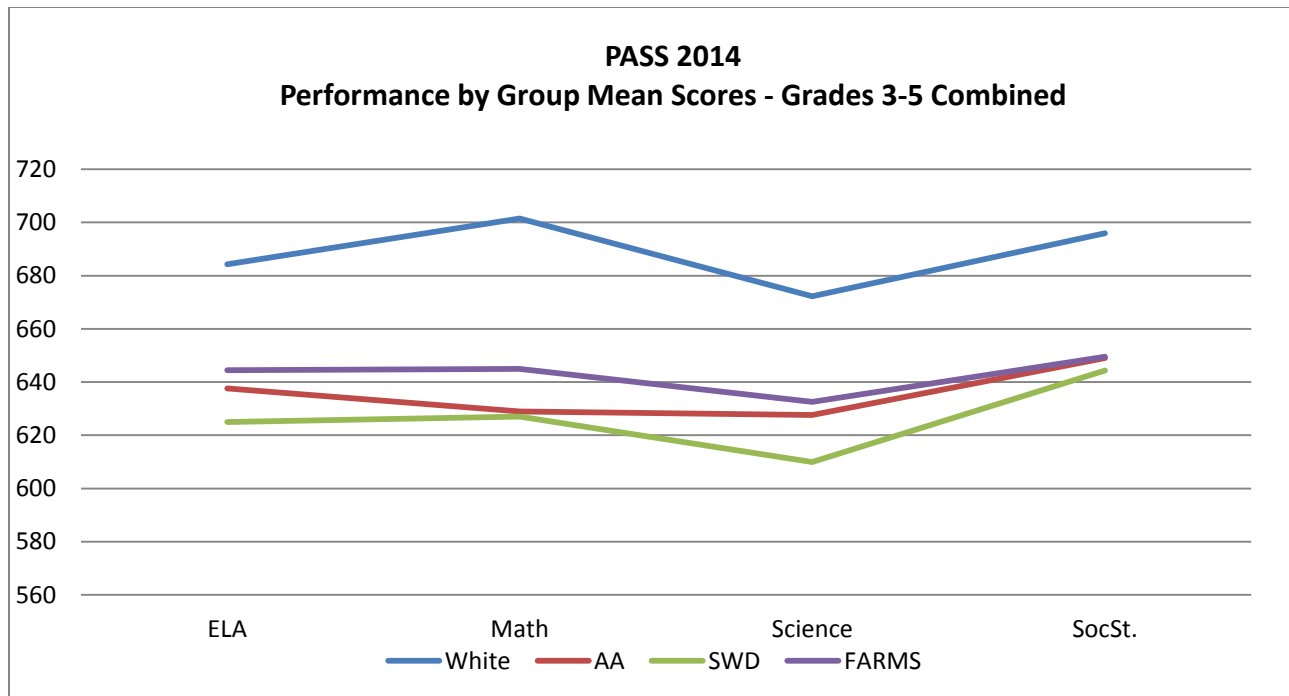
The next three graphs show the same information disaggregated by grade level. This breakdown by grade level shows trends at each grade level.

Note: During spring 2015 testing, the only PASS tests administered were to fourth and fifth graders in Science and Social Studies. The state transitioned to ACT Aspire in 2015 for reading and math and then to SC Ready for reading, math and writing in 2016.





The next graph illustrates results disaggregated by subgroups. Currently, Buena Vista is tracking results in the following areas: All Students, White Students, African American Students, Students with Disabilities (SWD), Free and Reduced Meal Students (FARMS), and Full Pay Students. This information is presented for the entire testing group, grade 3-5 (combined) by subject area.



The data in the graph below shows our student's results on the ACT Aspire, which was administered statewide in 2015. Since this was the only year this test was administered, we have no comparative data over time. All we can consider is our performance compared to the district, other schools like us, and the state. In all categories, our students met or exceeded the other groups.

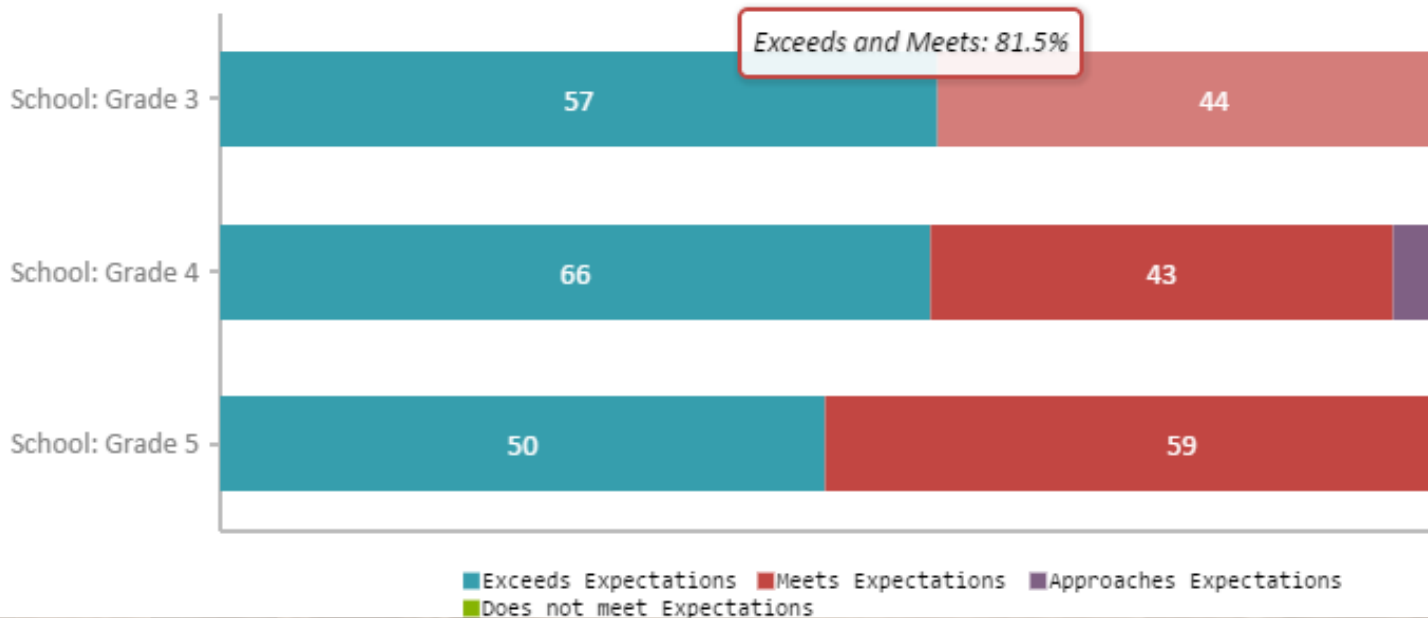
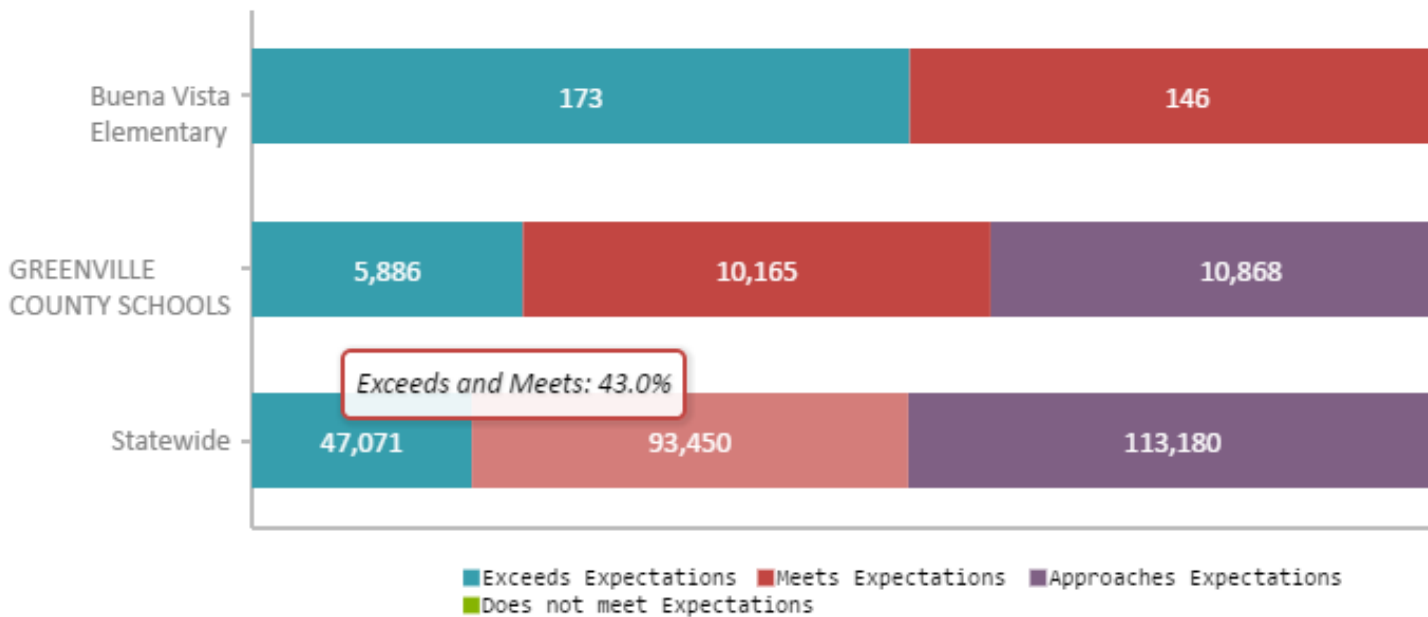
KNOWLEDGE

The ACT Aspire assessment was given to students in grades 3-5 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing.

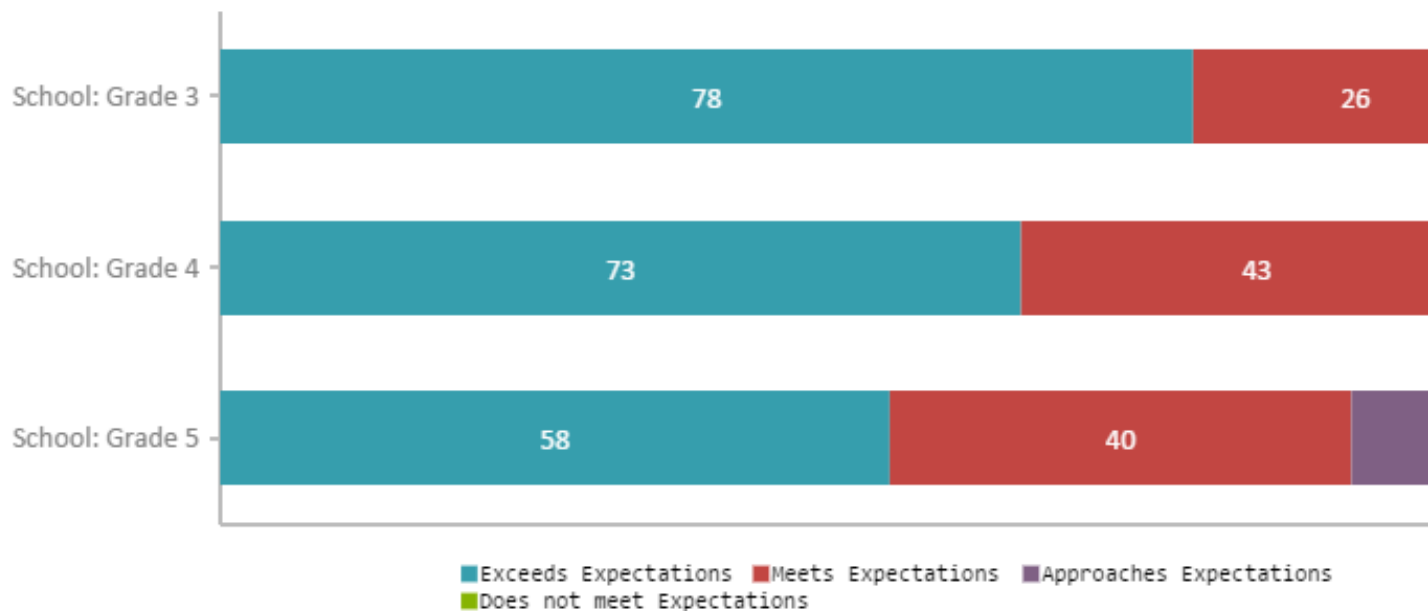
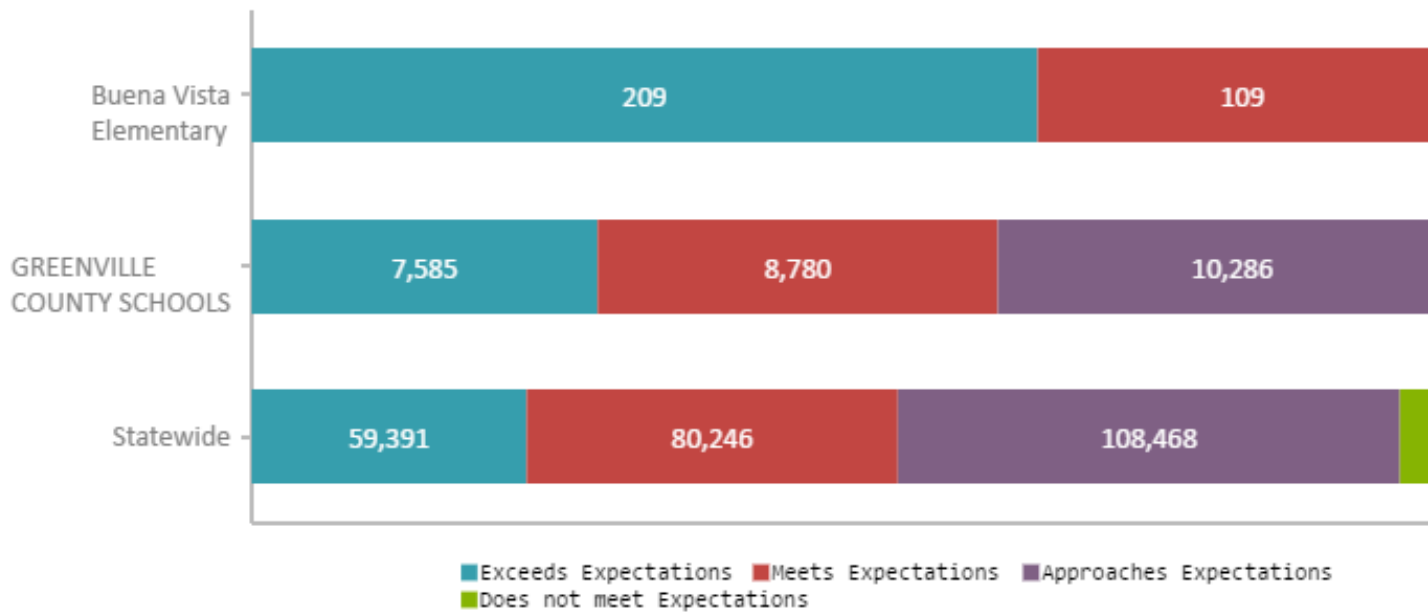


In the spring of 2016, the state administered SC READY to students in grades 3-5 at the elementary level. Again, this was the first year this test was administered to our students, so we do not have comparative data over time. However, when compared to the district and the state, we are pleased and encouraged that our efforts continue to support student learning.

English

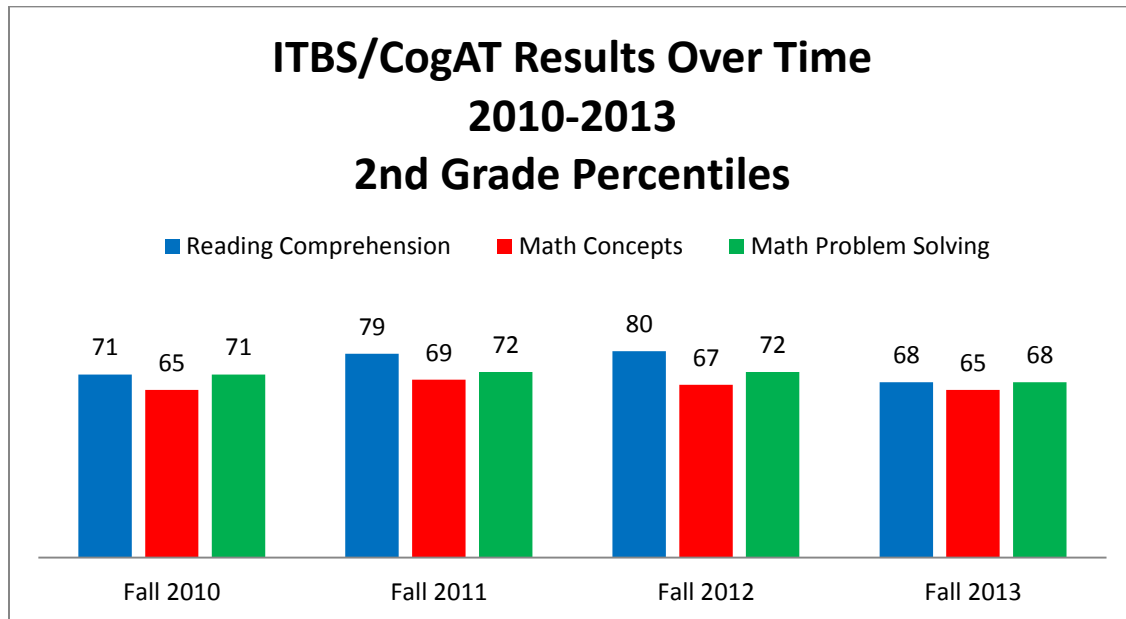


Mathematics



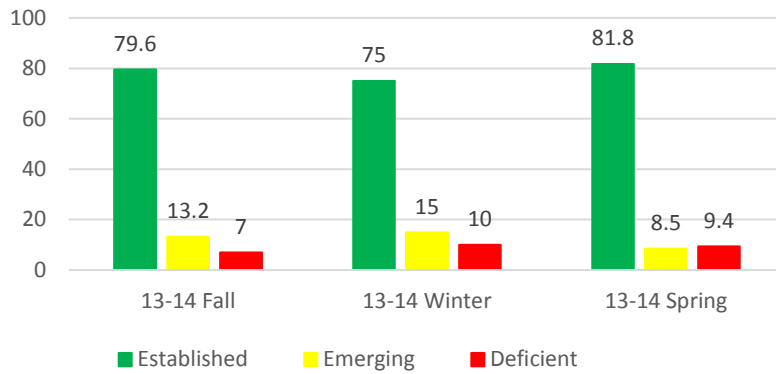
The next graph illustrates our four administrations of ITBS at Grade 2, fall 2010, 2011, 2012, and 2013. The numbers represent national percentile ranks. We are exceptionally pleased with these results considering that the district expectation is to meet or exceed the 50th percentile in each category.

In the fall of 2014, a new version of ITBS was administered. The results from that administration can be found in our Action Plan. The fall 2014 results will serve as a baseline for new data collection in years to come.

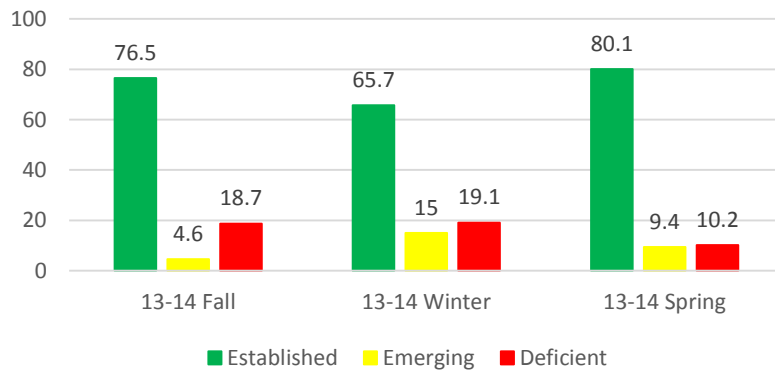


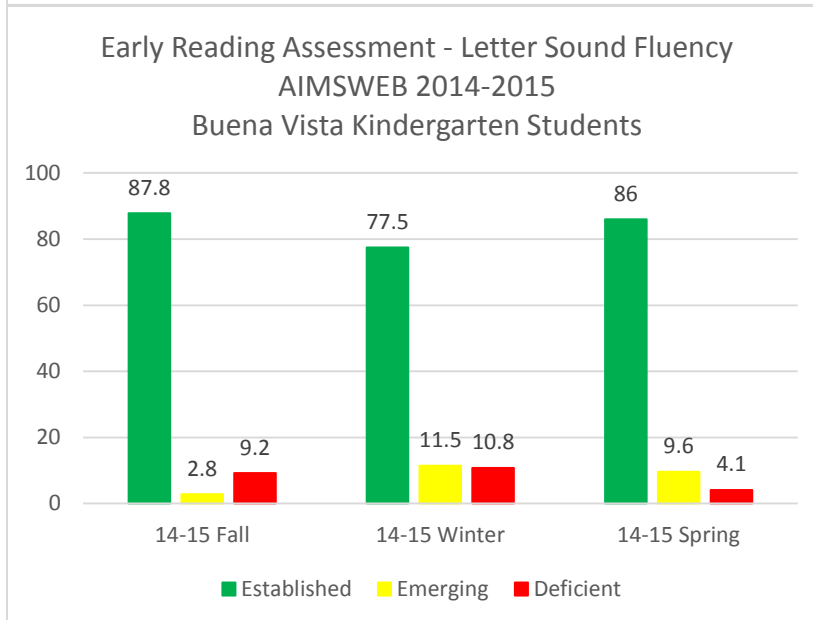
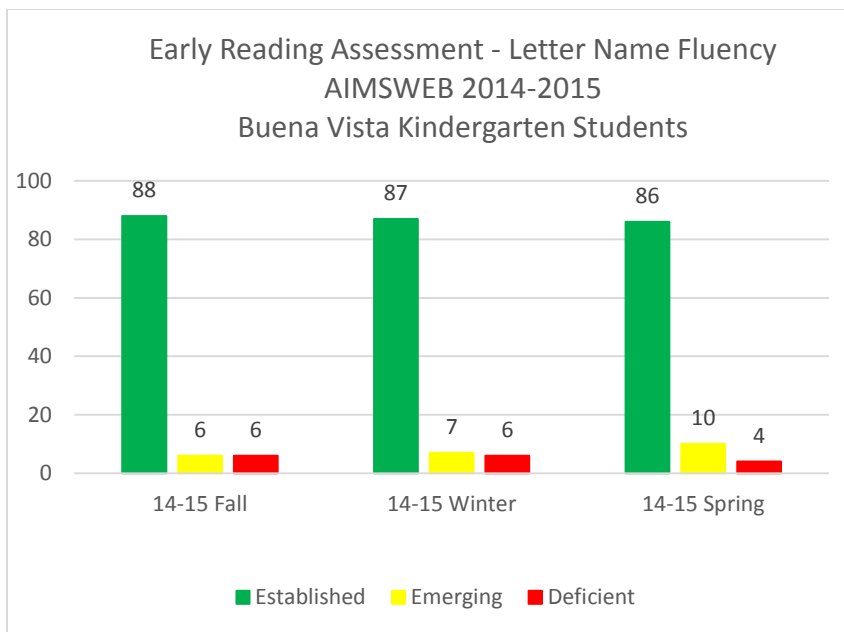
The following graphs depict our AIMSWEB data and growth over time in both Kindergarten and First Grade in early literacy skills. The data reflects students' scores in Letter Naming, Letter Sound, and Reading Fluency. Based on this data, our SIC has developed an early literacy goal.

Early Reading Assessment - Letter Name Fluency
AIMSWEB 2013-2014
Buena Vista Kindergarten Students

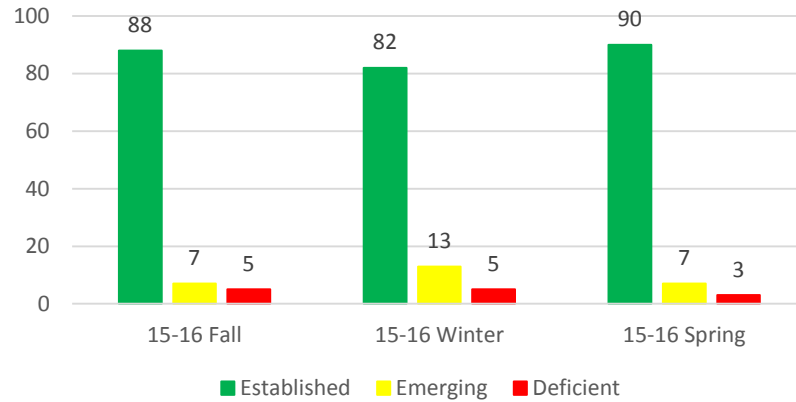


Early Reading Assessment - Letter Sound Fluency
AIMSWEB 2013-2014
Buena Vista Kindergarten Students

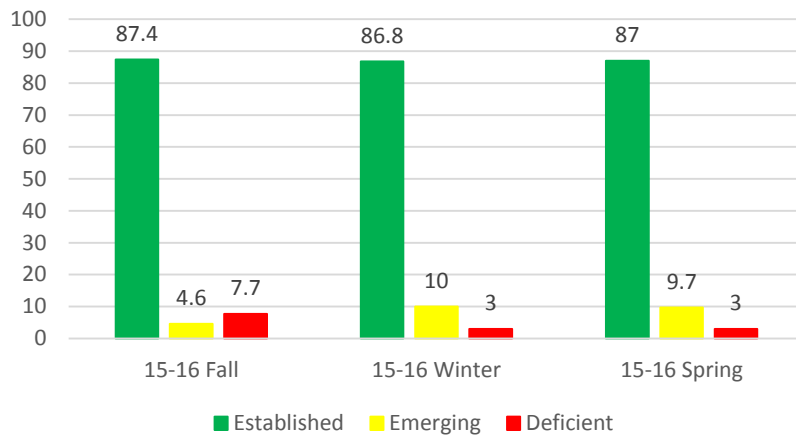


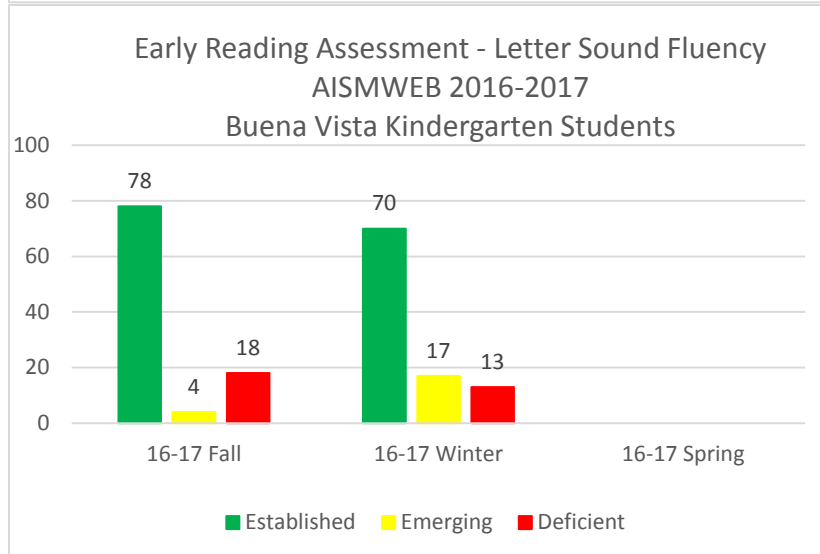
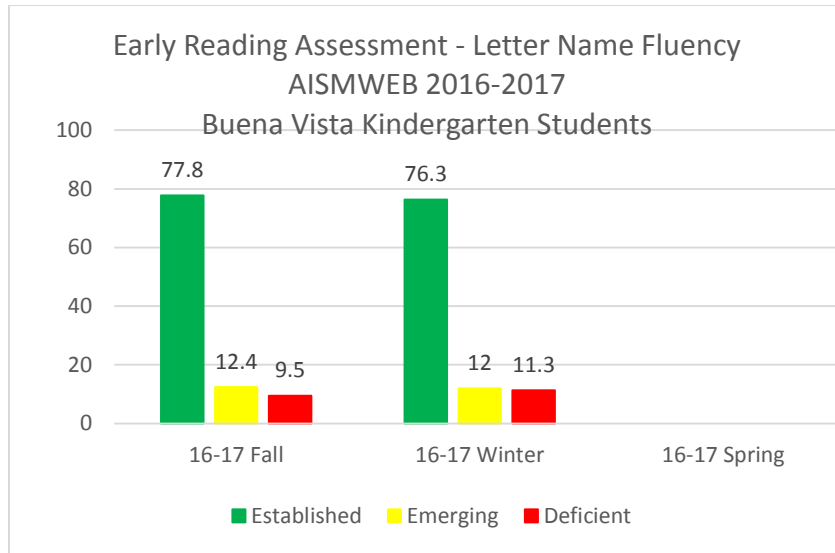


Early Reading Assessment - Letter Name Fluency
AIMSWEB 2015-16
Buena Vista Kindergarten Students

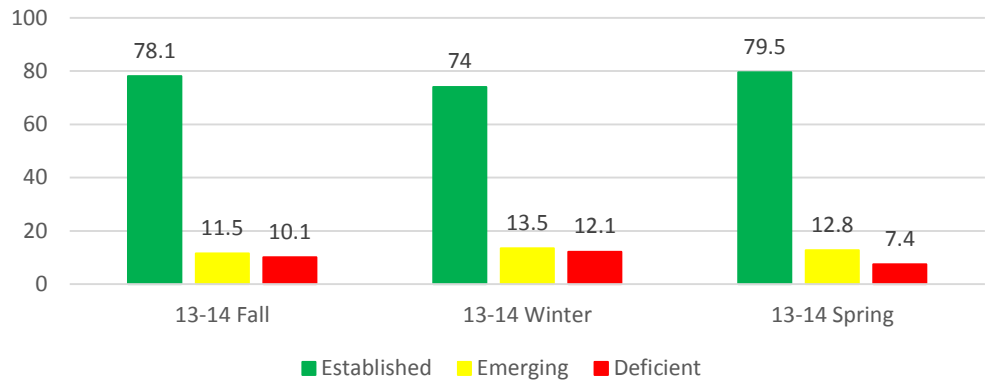


Early Reading Assessment - Letter Sound Fluency
AIMSWEB 2015-2016
Buena Vista Kindergarten Students

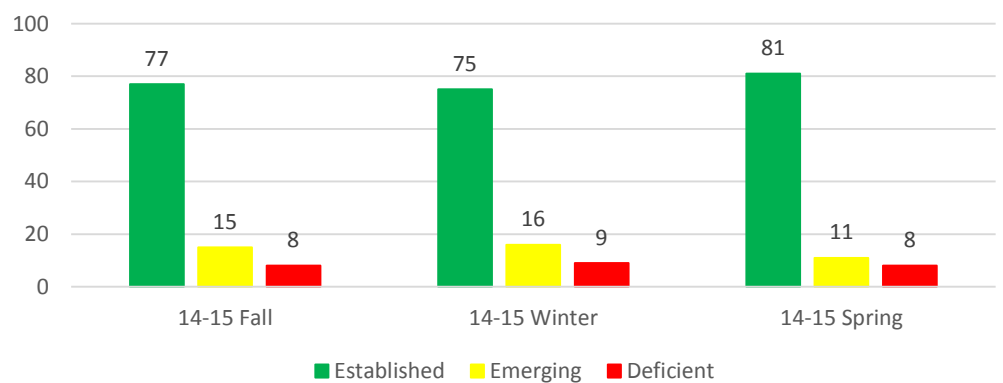


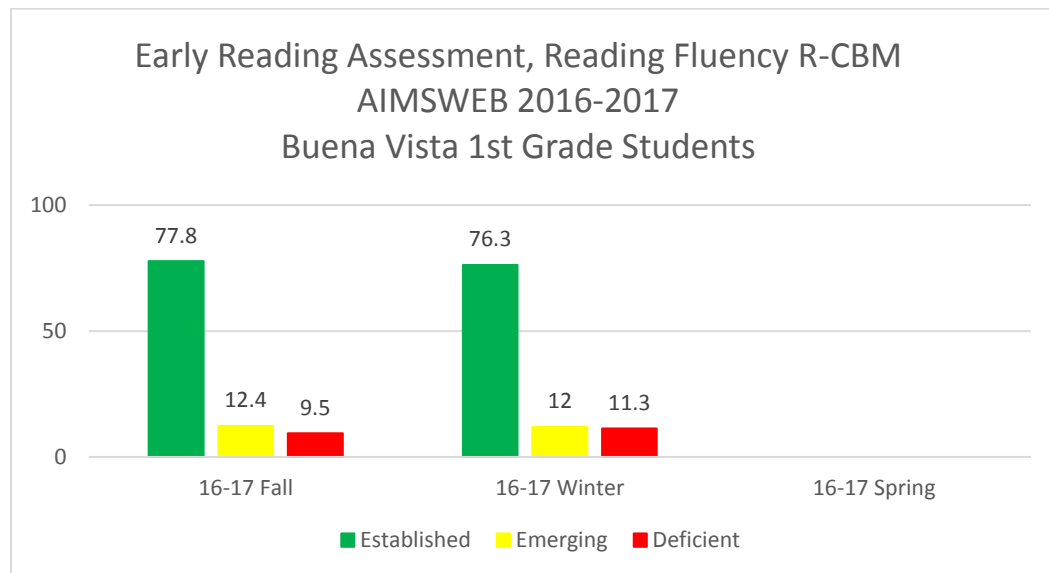
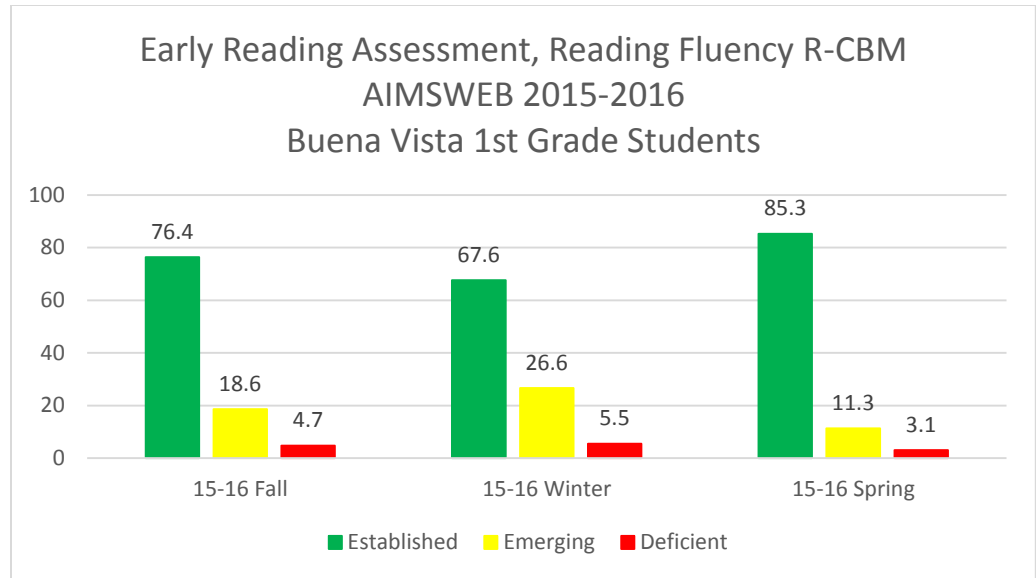


Early Reading Assessment, Reading Fluency R-CBM
AIMSWEB 2013-2014
Buena Vista 1st Grade Students



Early Reading Assessment, Reading Fluency R-CBM
AIMSWEB 2014-2015
Buena Vista 1st Grade Students





Needs Assessment Summary:

The challenge that we face at Buena Vista is to continue to maintain our high level of student achievement. Changes in staff, instructional models, standards, and student demographics are all to be expected. We must continue to find ways to face those changes while ensuring that our students reach their academic potential. We will continue to address the needs of our subgroups, especially our African American students, our student with disabilities, and subsidized meal

students. Currently, our students in those groups are meeting and exceeding the district expectations. We are hopeful that our intervention procedures, our data analysis routines, our technology integration, and our flexible instructional groups will help support all student as they strive to improve achievement.

Our School Improvement Council (SIC) is currently developing a plan to address the early literacy needs of our very youngest students. To this end, working with the administrative team, the kindergarten teachers, and community members, they will reach out to families of Kindergarten students enrolled for the 2017-18 school year with books, parenting strategies to be implemented at home, scissors for practicing fine motor skills and more. The hope is that by supporting early literacy skills, more of our students will begin their academic careers at Buena Vista with a strong foundation.

In the area of teacher and administrator quality, we will continue to hold high expectations in order to maintain our high level of success. We follow the district guidelines for professional development and for teacher mentoring and evaluation. One idea that came out of the self-evaluation process was to improve our in-house peer coaching strategies. Currently, peer coaching is only used regularly for our newest staff emembers. However, the faculty feels that expanding this to include our entire staff would bring strong results. Last spring, we began focused peer observations in the area of literacy insruction in first grade. The staff members involved reported significant success and positive impact, and we are now expanding in to other grade levels dn other subjects. Also under consideration is something similar in the area of technology integration, to meet the expectations of the Digital Leadership Pilot in which we are particpating. We are hopeful that tapping into our in-house talents and successes will impact all students in their levels of acadmic success.

Last, we considered our school climate. According to the indicators that we used, our parents, students, and staff are well-pleased with the school climate. However, one frustration that we feel could easily be addressed is in the area of technology support from the district. Our administrators, staff, and our PTA have made significant effort to keep Buena Vista on the front of the technology wave. We have a considerable number of devices to enhance learning, but if

there is not enough tech support to assist with maintenance and repairs in a timely manner, then instruction is impacted. On a related note, an area of improvement would also be to upgrade cabinetry and storage in the older part of our building. This would help with organization and function. This was reflected in our school climate self-assessment.

SC READY ELA

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

GOAL AREA 1: Raise the academic challenge and performance of each student.

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

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

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA as measured by SC Ready.

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

	<i>Baseline 2015-16</i>	<i>2016- 17</i>	<i>2017- 18</i>
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School Projected	<i>X</i>		
School Actual	<i>78.6%</i>		
District Projected	<i>X</i>	53	56
District Actual (ES only)	<i>50</i>		

Baseline data to be established in 2015-16.

SC READY MATH

☒ 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

	<i>Baseline 2015-16</i>	<i>2016- 17</i>	<i>2017- 18</i>
School Projected	X		
School Actual	78.9%		
District Projected	X	59	63
District Actual (ES only)	56		

Baseline data to be established in 2015-16.

SC READY % TESTED

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

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

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

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

% Tested ELA – School	<i>Baseline 2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0
Actual Performance	<i>100.0%</i>		
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 data for 2015-16.

% Tested ELA – District Grades 3-5	<i>Baseline 2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
Projected Performance	95.0	95.0	95.0
Actual Performance	<i>100%</i>		
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 data for 2015-16.

% Tested Math – School	<i>Baseline 2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
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Projected Performance	95.0	95.0	95.0
Actual Performance	<i>100%</i>		
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 data for 2015-16.

% Tested Math – District – Grades 3-5	<i>Baseline 2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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Projected Performance	95.0	95.0	95.0
Actual Performance	<i>100%</i>		
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 data for 2015-16.

SCPASS SCIENCE

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

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

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

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

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

	<i>Baseline 2014-15</i>	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
School Projected	X	92.2	92.4	92.4
School Actual	92.4	91.9		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

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

SCPASS SOCIAL STUDIES

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

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

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

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

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

	<i>Baseline 2014-15</i>	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
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School Projected	X	96.2	96.2	96.2
School Actual	96.2	96.4		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

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

IOWA

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

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

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

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

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

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
ELA SPECIFIC					

Implementation of Fountas and Pinnell, school-wide, including explicit, content-rich activities, Serravallo's <u>Reading Strategies</u> Book)	ongoing	Administrative Team, IC, Teachers	Annual purchase of folders, additional books?	??	Yearend summary sheets, lesson plans
Focused writing instruction (Lucy Calkins program) using Atlas plans and Serravallo's <u>Writing Strategies</u> book as supplemental resources	ongoing	Administrative Team, IC, Teachers	-	-	Lesson plans, observations
Use of GCS Writing Prompts with vertical and horizontal articulation	As directed by district	Teachers, IC	-	-	Data Analysis, meeting notes, lesson plans
<u>MATH SPECIFIC</u>					
Use of manipulatives, both concrete and electronic.	sustained	Teachers	On hand	-	Lesson plans, observations
<u>INTEGRATED OR GOOD FOR ALL</u>					
Use of GCS Atlas resources and pacing guides	sustained	Teachers	Copying costs?		Data Analysis, Lesson plans, Grade level Loti
Integration of science and social studies into ELA and Math lessons (through leveled non-fiction readers, writing activities, note booking, project based learning, etc.)	sustained	Administrative Team, IC, Teachers	Leveled readers		Lesson plans, observations, samples of student work
Interactive Note booking, across all core subjects, in Intermediate classes	sustained	teachers	??/student (estimated)	Parents, PTA scholarship for FARMS students	Observations, student samples, lesson plans

(paperback and digital)					
Themed PTA Curriculum Nights annually-alternating from year to year to include themes like A Parent Literacy Night, STEAM Night, International Festival, etc.)	sustained	Adin Team, IC, Teachers, PTA and SIC, volunteers	On hand		Observations, survey results and parent feedback, Staff Plus/Delta
Themed, school-wide writing days, targeting varied content areas, cultures, and national holidays	annually	Administrative Team, IC, Teachers			Lesson plans, observations
Integrate across curriculum with grade level publications (Examples: Scholastic News, Time for Kids, Digital ReadWorks, USA Weekly, SC Weekly, etc.)	sustained	teachers		PTA	Lesson plans, observations
Integration of PBL/STEM (Project Based Learning, specifically with Science, Technology, Engineering and Math) activities	sustained	Teachers, Administrative Team, IC	Varies, most by donation		Lesson plans, observations
Standards-based Field Trips at each grade level (both traditional and virtual)	Traditionally 2 of each, annually	Administrative Team, IC, Teachers	Varies by trip	Parents, PTA	Field Trip Request Forms, lesson plans, observations
<u>DIFFERENTIATION AND/OR REMEDIATION</u>					
RIT band instruction to differentiate	sustained	Administrative Team, IC, Teachers	-	-	Observations, data analysis, grade level

learning for students in grades 2-5. (for classrooms not using cross-grade flexible grouping)					meeting notes
Student-centered enrichment periods to meet the immediate needs of students. Triple I	Implemented fall 2016	Administrative Team, IC, Teachers	-		Observations, data analysis, grade level meeting notes, lesson plans
Focused support by Literacy Specialist for lowest performing readers in grades 1-2	sustained	Administrative Team, IC, Literacy Specialist			AIMSWEB and F&P progress reports, lesson plans
Remediation for targeted (subgroup) intermediate at-risk students through the Early Risers' Club	Oct-May, T/Th, 7:15-7:50 am	SIC volunteers, IC		PTA, SIC	Attendance logs, pre-post MAP data
Early Reading Intervention for Tier II students using Aimsweb and RTI (grades K, 1)	sustained	Leadership Team, teachers – gr K-1	Materials on hand	district	PM data, observations, summary reports
Continue to expand the SpEd Inclusion Model to include more classes/grade levels	sustained	Leadership Team, IC, SpEd and GenEd teachers			
Use of community resources to assist with differentiation and to enhance instruction (PTA Brain Builders, Riverside Cadets and Service Learning Students, Junior Achievement in Gr 1, etc.)	sustained	IC, Counselor, Goal Team and Grade Level Reps, teachers	-	-	Meeting notes, lesson plans, observations
TECHNOLOGY-BASED					
Use of Technology	sustained	Teachers,	Annual refurbishment	??	Observations,

tools to enhance Personalize Learning opportunities (PB/Active Inspire, iPads, iPad minis, Chrome Books, laptops, ActiveVotes and Expressions, etc.)		media specialist	??		lesson plans
After School Enrichment and Summer opportunities for students (LEGO WEDO and STEM Fuse, Camp Invention)	sustained	Teachers, volunteers	School and district funds		
Incorporate software into lessons to deepen student understanding through STEM/STEAM/PBL approach (LEGO WEDO, STEM Fuse, etc.)	sustained	Teachers, IC, Media Specialist			Observations, lesson plans
Strategic use of software and web-based activities for differentiation (ex: Google Suite, Brainpop, Compass Learning, IXL, First in Math, Pebble.Go, Ed Puzzle, Spelling City, Discovery Ed, Prodigy, WalkAbout, Flocabulary, etc.)	Sustained	Teachers, media specialist	New software or licenses? (Brainpop, F&P Apps, Success Maker, etc.)	??	Summary reports, lesson plans, observations
Expansion of Digital Leadership Pilot activities and strategies into other classrooms	Implemented 2015	Teachers, Administrative Team, IC, Media Specialist	Materials on hand	??	Observations, lesson plans
PLANNING AND DATA ANALYSIS					
Formative assessment to guide instruction (STAR testing, F&P leveling, MAP,	sustained	IC, Teachers	Batteries, copy costs	??	Data analysis, lesson plans

Aimsweb, unit pretests and post-tests, etc.)					
Structured Incremental Data Team Meetings, weekly, to identify students needing assistance, and to plan for intervention	Implemented 2016	Admin, IC, Teachers	-		Meeting notes, updated grade level data notebooks, 2/quarter meetings with Admin
Continued use of grade level math pre-and-post testing with item analysis to guide instructional decisions	sustained	Leadership Team, IC, Teachers	Suggested to omit?		Classroom, Grade Level, and School-Wide Reports
Vertical and Horizontal discussions and data analysis with Data Teams will guide instructional planning	sustained	Administrative Team, IC, Teachers	-	-	Data analysis, meeting summaries, lesson plans
Protected Common Planning times for grade levels and teams	weekly	Administrative Team, IC, Teachers	-	-	Grade level loti, administrative observations

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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

The following two pages show the Buena Vista professional Development Calendar for the current year, 2016-2017. The proposed professional development for the 2017-2018 school year is still in planning. We intend to continue to focus on student-centered learning, technology instructional strategies, and best practices in literacy. The proposal calendar will be a combination of district opportunities as well as ideas generated from our staff.

Professional Development Calendar (Tentative and subject to Change!) **2016-2017**

Focus: Expanded Digital Leadership, Technology Integration (Personalized Learning Academy), Student Centered Coaching

June 13	Personalized Learning Intro		January 4	Faculty Meeting
June 14	Personalized Learning Intro		January 11	Grade Levels IDT meeting- horizontal articulation
August 9	Teacher in-Service #1, school-flex		January 13	Teacher inservice #8, district am/school pm
August 10	Teacher in-Service #2, school-flex		January 18	Goal Teams- vertical artic
August 11	Teacher inservice #3, district PD		January 25	Grade Levels IDT meeting-

			horizontal articulation
August 12	Teacher in-Service #4, school-flex	February 1	Faculty Meeting
August 15	Teacher in-Service #5, school-flex	February 8	Grade Levels IDT meeting- horizontal articulation
August 16	First Day Debrief	February 15	Goal Teams- vertical artic
August 17	Faculty Meeting	February 22	Grade Levels IDT meeting- horizontal articulation
August 24	Faculty Meeting	March 1	Faculty Meeting
August 31	Faculty Meeting	March 8	Grade Levels IDT meeting- horizontal articulation
September 7	Faculty Meeting	March 15	Goal Teams- vertical artic
September 14	Grade Levels IDT meeting- horizontal articulation	March 22	Grade Levels IDT meeting- horizontal articulation
September 21	Goal Teams- vertical artic	March 29	open
September 28	Grade Levels IDT meeting- horizontal articulation	April 5	Faculty Meeting
October 5	Faculty Meeting	April 19	Grade Levels IDT meeting- horizontal articulation
October 12	Grade Levels IDT meeting- horizontal articulation	April 26	Goal Teams- vertical artic
October 13	Teacher in-Service #6, Student –led Conferences	May 3	Faculty Meeting
October 14	Teacher in-Service #7, Student –led Conferences	May 10	Grade Levels IDT meeting- horizontal articulation
October 19	Goal Teams- vertical artic	May 17	Goal Teams- vertical artic
October 26	Grade Levels IDT meeting- horizontal articulation	May 24	Grade Levels IDT meeting- horizontal articulation
November 2	Faculty Meeting	May 31	Open
November 9	Grade Levels IDT meeting- horizontal articulation	June 5	Teacher in-Service, #9
November 16	Goal Teams- vertical artic	June 6	Teacher in-Service, #10
November 30	Grade Levels IDT meeting- horizontal articulation		
December 7	Faculty Meeting		
December 14	Grade Levels IDT meeting- horizontal articulation		

STUDENT ATTENDANCE

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

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

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

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.3	97.1	97.6	97.25	97.2		
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		

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from _94.6___% in 2012 to _99.4___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __2__ percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	91.4	93.4	95.4	97.4	99.4
School Actual	94.6	81.4	89.3	94.6	96.2		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from ____% in 2012 to __92__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _1.5__ percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	86.5	88.0	89.5	91.0	92.5
School Actual	92.0	89.0	86.5	87.3	91.1		
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)		

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 100____% in 2012 to _100____% by 2018.

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	96.2	98.1	98.8	99.5	100
School Actual	100	95.7	97.4	100.0	95.5		
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		

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from _98.6___% in 2012 to _100___% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	100	100	100	100	100
School Actual		98.6	100	100			
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 SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from _96.8___% in 2012 to _99.2___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _1.5___ percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	X	94.7	96.2	97.7	99.2
School Actual		96.8	93.2	100.0			
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		

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from _100___% in 2012 to _100___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _0___ percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

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

STUDENT ATTENDANCE

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.3	97.1	97.6	97.25	97.2		
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		

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from _94.6___% in 2012 to __99.4__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _2___ percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.4	93.4	95.4	97.4	99.4
School Actual	94.6	91.4	89.3	94.6	96.2		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from _92___% in 2012 to _92___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _1.5___ percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.5	88	89.5	91	92.5
School Actual	92.2	89	86.5	87.3	91.1		
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)		

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment from _100___% in 2012 to _100___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _7___ percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.2	98.1	98.8	99.5	100
School Actual	100	95.7	97.4	100.0	95.5		
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		

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from _98.6___% in 2012 to __100__% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual		98.6	100	100			
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 SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from _96.8___% in 2012 to _99.2___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _1.5___ percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	X	94.7	96.2	97.7	99.2
School Actual		96.8	93.2	100.0			
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		

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from _100___% in 2012 to _100___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain by _0___ percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
<u>ELA SPECIFIC</u>					
Implementation of Fountas and Pinnell, school-wide, including	ongoing	Administrative Team, IC, Teachers	Annual purchase of folders, additional	??	Yearend summary sheets, lesson plans

explicit, content-rich activities, Serravallo's <u>Reading Strategies</u> Book)			books?		
Focused writing instruction (Lucy Calkins program) using Atlas plans and Serravallo's <u>Writing Strategies</u> book as supplemental resources	ongoing	Administrative Team, IC, Teachers	-	-	Lesson plans, observations
Use of GCS Writing Prompts with vertical and horizontal articulation	As directed by district	Teachers, IC	-	-	Data Analysis, meeting notes, lesson plans
<u>MATH SPECIFIC</u>					
Use of manipulatives, both concrete and electronic.	sustained	Teachers	On hand	-	Lesson plans, observations
<u>INTEGRATED OR GOOD FOR ALL</u>					
Use of GCS Atlas resources and pacing guides	sustained	Teachers	Copying costs?		Data Analysis, Lesson plans, Grade level Loti
Integration of science and social studies into ELA and Math lessons (through leveled non-fiction readers, writing activities, note booking, project based learning, etc.)	sustained	Administrative Team, IC, Teachers	Leveled readers		Lesson plans, observations, samples of student work
Interactive Note	sustained	teachers	??/student	Parents, PTA	Observations

booking, across all core subjects, in Intermediate classes (paperback and digital)			(estimated	scholarship for FARMS students	, student samples, lesson plans
Themed, school-wide writing days, targeting varied content areas, cultures, and national holidays	annually	Administrative Team, IC, Teachers			Lesson plans, observations
Integrate across curriculum with grade level publications (Examples: Scholastic News, Time for Kids, Digital ReadWorks, USA Weekly, SC Weekly, etc.)	sustained	teachers		PTA	Lesson plans, observations
Integration of PBL/STEM (Project Based Learning, specifically with Science, Technology, Engineering and Math) activities	sustained	Teachers, Administrative Team, IC	Varies, most by donation		Lesson plans, observations
Standards-based Field Trips at each grade level (both traditional and virtual)	Traditionally 2 of each, annually	Administrative Team, IC, Teachers	Varies by trip	Parents, PTA	Field Trip Request Forms, lesson plans, observations
<u>DIFFERENTIATION AND/OR REMEDIATION</u>					
RIT band instruction to differentiate learning for students in	sustained	Administrative Team, IC, Teachers	-	-	Observations, data analysis, grade level

grades 2-5. (for classrooms not using cross-grade flexible grouping)					meeting notes
Student-centered enrichment periods to meet the immediate needs of students.	Implemented fall 2016	Administrative Team, IC, Teachers	-		Observations , data analysis, grade level meeting notes, lesson plans
Focused support by Literacy Specialist for lowest performing readers in grades 1-2	sustained	Administrative Team, IC, Literacy Specialist			AIMSWEB and F&P progress reports, lesson plans
Remediation for targeted (subgroup) intermediate at-risk students through the Early Risers' Club	Oct-May, T/Th, 7:15-7:50 am	SIC volunteers, IC		PTA, SIC	Attendance logs, pre-post MAP data
Early Reading Intervention for Tier II students using Aimsweb and RTI (grades K, 1)	sustained	Leadership Team, teachers – gr K-1	Materials on hand	district	PM data, observations, summary reports
Continue to expand the SpEd Inclusion Model to include more classes/grade levels	sustained	Leadership Team, IC, SpEd and GenEd teachers			
Use of community resources to assist with differentiation and to enhance instruction (PTA Brain Builders, Riverside	sustained	IC, Counselor, Goal Team and Grade Level Reps, teachers	-	-	Meeting notes, lesson plans, observations

Cadets and Service Learning Students, Junior Achievement in Gr 1, etc.)					
<u>TECHNOLOGY-BASED</u>					
Use of Technology tools to enhance Personalized Learning opportunities (PB/Active Inspire, iPads, iPad minis, Chrome Books, laptops, BYOD, ActiveVotes and Expressions, etc.)	sustained	Teachers, media specialist	Annual refurbishment??	??	Observations , lesson plans
After School Enrichment and Summer opportunities for students (LEGO WEDO and STEM Fuse, Camp Invention)	sustained	Teachers, volunteers	School and district funds		
Incorporate software into lessons to deepen student understanding through STEM/STEAM/PBL approach (LEGO WEDO, STEM Fuse, etc.)	sustained	Teachers, IC, Media Specialist			Observations , lesson plans
Strategic use of software and web-based activities for differentiation (ex: Google Suite, Brainpop, Compass)	Sustained	Teachers, media specialist	New software or licenses? (Brainpop, F&P)	??	Summary reports, lesson plans, observations

Learning, IXL, First in Math, Pebble.Go, Ed Puzzle, Spelling City, Discovery Ed, Prodigy, WalkAbout, Flocabulary, etc.)			Apps, Success Maker, etc.)		
Expansion of Digital Leadership Pilot activities and strategies into other classrooms	Implemented 2015	Teachers, Administrative Team, IC, Media Specialist	Materials on hand	??	Observations, lesson plans
PLANNING AND DATA ANALYSIS					
Formative assessment to guide instruction (STAR testing, F&P leveling, MAP, Aimsweb, unit pretests and post-tests, etc.)	sustained	IC, Teachers	Batteries, copy costs	??	Data analysis, lesson plans
Structured Incremental Data Team Meetings, weekly, to identify students needing assistance, and to plan for intervention	Implemented 2016	Admin, IC, Teachers	-		Meeting notes, updated grade level data notebooks, 2/quarter meetings with Admin
Continued use of grade level math pre-and-post testing with item analysis to guide instructional decisions	sustained	Leadership Team, IC, Teachers	Suggested to omit?		Classroom, Grade Level, and School-Wide Reports
Vertical and Horizontal discussions and data analysis with Data Teams will guide instructional planning	sustained	Administrative Team, IC, Teachers	-	-	Data analysis, meeting summaries, lesson plans
Protected	weekly	Administrative	-	-	Grade level

Common Planning times for grade levels and teams		ve Team, IC, Teachers			loti, administrativ e observations

Please use the following link to access our 2016 School Report Card:

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=E&s=093>