FOUNTAIN INN ELEMENTARY

TONY REABOLD, PRINCIPAL
608 Fairview Street
Fountain Inn, SC 29644
(864) 355-5100
www.greenville.k12.sc.us/ftinn
GREENVILLE COUNTY SCHOOLS
DR. BURKE ROYSTER, SUPERINTENDENT
Grades Served: 3 Year Kindergarten-Fifth

Scope of Action Plan: 2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Fountain Inn Elementary

GREENVILLE COUNTY SCHOOL DISTRICT

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

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Walt Tanner	*(signature)*	3/24/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Tony Reabold	*(signature)*	3/24/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sharon Marie Smith	*(signature)*	3/24/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 608 Fairview Street
Fountain Inn, SC 29644

SCHOOL'S TELEPHONE: 864 355-5100

PRINCIPAL'S E-MAIL ADDRESS: tonyreabold@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	Tony Reabold
2.	TEACHER	Brandy West
3.	PARENT/GUARDIAN	Lisa Hartnett
4.	COMMUNITYMEMBER	Walt Tanner
5.	SCHOOLIMPROVEMENTCOUNCIL	Tony Reabold Sharon-Marie Smith Susan Pritchett Cindy Marlar Lisa Hartnett Walt Tanner Brandy West
6.	Read to Succeed Reading Coach	Sara Lawlor
7.	School Read to Succeed Literacy Leadership Team Lead	Sharon-Marie Smith

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*

*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

Fountain Inn Elementary's Strategic Plan was developed to document the changes and progress our school has made while working to continuously increase student achievement, strengthen community relations, and offer purposeful staff development. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories in our strategic plan are:
- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- Annual School Report Card

Our strategic plan is a working document that describes Fountain Inn Elementary and includes evidence of our work. It describes our goals, plans, needs assessment based on results, and achievements. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

Much of the narrative content came from evaluating our program through the AdvanceED Standards Assessment. We have continued these efforts through our Professional Learning Communities in grade level, faculty council, vertical, and leadership meetings.

All of our stakeholders have an investment in our success. With a continued focus on strong collaborative planning and excellence within the classroom, together teachers, students, and the community will continue to exceed our levels of expectation for excellence in the 21st century academic standards.

This portfolio is a reflection of who we are and how we work collaboratively for continuous improvement. We work to prepare our students to become successful citizens and productive participants in the future world!

The Staff of Fountain Inn Elementary

EXECUTIVE SUMMARY

Summary of Student Achievement:

Based on state law, schools will not be rated for state accountability purposes again until Fall 2017. For the 2013-2014, Fountain Inn Elementary School earned an ESEA letter grade of 86 "B" on the school report card. We are proud to report that for the school year, 2013-2014, Fountain Inn Elementary School performed "Good" for our Absolute Rating and "Good" for our Growth Rating on the State Report Card. This represents an increase from the past five years for which Fountain Inn Elementary School had performed "Average" for our Absolute Rating and "Good" for our Growth Rating on the State Report Card.   Over the past seven years, we have continued to earn the Palmetto Silver Award for increasing student achievement.

Academic goals are the foundation for the delivery of instruction within the classroom. We make the necessary steps to ensure that all students are learning at their potential. After careful review of demographic data, survey questionnaire results, and student achievement data, an effective strategic plan for student achievement, complete with goals and objectives, was created. Benchmarks were identified for gains in both reading and math. Staff development activities which include MAP assessment data, implementation of Fountas and Pinnell Balanced Literacy, our continual development as a PLC, are all focused on meeting students' various academic needs. The staff, Faculty Council, and SIC update the goals and objectives determined by the strengths and limitations of current data. Data is disaggregated and discussed, and priorities are established for the upcoming school year.

For the 2014-2015 school year, our school participated in ACT Aspire testing in third through fifth grade. When looking this baseline data, 66.8% of students were considered Exceeding or Ready in English, 25.6 % of students were considered Exceeding or Ready in Reading, 48 % of students were considered Exceeding or Ready in Math, and 19.4 % of students were considered Exceeding or Ready in Writing. For the 2014-2015 school year, all fourth and fifth grade students participated in SCPASS Science and Social Studies testing. In regards to the SCPASS test, 71.9% of all fourth and fifth grade students scored Met or Exemplary on Science and 79.5 % of all fourth and fifth grade students scored Met or Exemplary on Social Studies. These percentages are above the state percentage of students scoring Met or Exemplary in all both subject areas

For the 2015-2016 school year, our school participated in SC READY testing in third through fifth grade. When looking at this data, 43.4% of students scored Met or Exemplary in English Language Arts and 45.8% of students scored Met or Exemplary in Math. For the 2015-2016 school year, all fourth and fifth grade students participated in SCPASS Science and Social Studies testing. In regards to the SCPASS test, 63.2% of all fourth and fifth grade students scored Met or Exemplary on Science and 78.1% of all

fourth and fifth grade students scored Met or Exemplary on Social Studies. The percentage of students scoring Met or Exemplary in Social Studies is equal to the state percentage of students scoring Met or Exemplary.

When looking at our MAP data from last school year, 87.1% of students in second through fifth grade made their MAP target RIT goals in the area of reading. 56.9 % of students in second through fifth grade made their MAP target RIT goals in the area of math. We will continue to set goals, differentiate instruction, focus on formative assessments, and remediate where needed to increase these percentages.

<u>Continual Steps Taken to Continually Improve:</u>
Fountain Inn Elementary School continues to enhance instruction through effective program initiatives. These include:

- ❖ Working extensively with our Special Education team to create a stronger model for delivery of services including inclusive services. We are working closely with the district to implement a program that will meet the needs of our special education students including ability grouping, direct teaching, and using a modified curriculum.

- ❖ Continue to lay the foundation for becoming a S.T.E.A.M. school during the 2017-2018 school year.

- ❖ Continue the support of two Literacy Mentors (one primary and one intermediate) in 2017-2018. Begin using a train the trainer approach with FIE staff members.

- ❖ Ongoing evaluation of technology. Promethean boards are located in every instructional classroom. All teachers have an iPad with access for our students, as well as a minimum of two Google Chromebooks per classroom.

- ❖ Begin implementation of Personalized Learning with one to one devices in grades 3-5 during the 2017-2018 school year.

- ❖ Continual development of ourselves as an effective PLC, including the use of common assessments, common grading practices, and the use of effective instructional strategies in the classroom.

- ❖ A plan for purposeful, differentiated, and meaningful staff development.

- ❖ Implementation of Successmaker as an afterschool tutoring program, as well as using data to identify select students to participate in this program throughout the school day.

- ❖ Training and Implementation of Fountas & Pinnell Balanced Literacy Program.

❖ Ongoing evaluation of the strategic five year school plan.

Summary of Teacher and Administrator Quality:

Over half of our staff, 54%, holds advanced degrees. We have two teachers with National Board Certification. According to the 2015-2016 state report card, 100% of classes are taught by highly qualified teachers. Ongoing, quality staff development is utilized to maintain a strong Professional Learning Community. We have completed our seventh year striving to serve as a PLC. We will continue to participate in book studies, address issues pertaining to professionalism, develop common assessments, and analyze formative assessment data to guide instruction. Staff development is designed to help teachers maintain highly qualified certification and continue to grow as a professional educator. Technology is addressed through evaluation of materials and response to our needs assessment. Continued professional development focused on technology is provided to help teachers be "technology proficient" by the State Department.

Summary of School Climate:

According to our teacher, student, and parent survey data from the 2016 school report card, 100% of teachers, 83.4% of students and 90.8% of parents are satisfied with the learning environment. We will continue to provide and seek out ways to create a school culture that cultivates and celebrates student growth and learning. In regards to school-home relations, 73.6% of parents are satisfied, which was the lowest percentage concerning our school climate. We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

In terms of student performance, 2015-2016 served as a source of baseline data, as we participated in SC READY testing for the first time. We will continue to explore ways to tailor our instruction to meet the needs of the individual, as well as improve performance in all subject areas.

Fountain Inn's Significant Challenges:

One of our significant challenges from the past four years has continued to be reaching all abilities of the learning spectrum in the classroom. We strive to look for ways to lessen the gaps for our subgroups, as well as challenge our high-performing students. Standardized assessments, such as SC READY, SC PASS, and MAP testing, present challenges associated with maintaining and exceeding student past performance.
As of 2013-2014 and 2014-2015, all staff has been a part of training and implementation of the Fountas and Pinnell Balanced Literacy program. We identified two staff members, one at the primary level and one at the intermediate level, to serve as our building Literacy Mentors. These teachers will pave the foundation for future schoolwide reading practices. All staff has successfully implemented the Fountas and Pinnell leveled reading groups into their classrooms. Teachers are regularly meeting with leveled reading groups to meet individual student needs in reading. We are continuing to grow professionally in

order to improve reading instruction, which in turn will improve performance across the other content areas.

Another significant challenge is continuing to fund positions to support classroom instruction, such as a computer lab teacher and RTI Interventionist. We continue to explore ways to use funding to support our students' learning. The ongoing need for technology upgrades, as well as current staff development in all aspects of the curriculum, pose significant challenges. We strive to grow professionally as life-long learners within a PLC. Though these challenges are present, we are committed to excellence and providing the best environment for our students to grow and develop into productive citizens.

Fountain Inn's Significant Awards, Results or Accomplishments:

We have continued to earn the Palmetto Silver Award for increasing student achievement. Fountain Inn Elementary School performed "Good" for our Absolute Rating and "Good" for our Growth Rating on the 2014 State Report Card. This represents an increase from the five years prior in which Fountain Inn Elementary School had performed "Average" for our Absolute Rating and "Good" for our Growth Rating.

This year, we have the additional support of a fulltime Literacy Specialist. The specialist has been provided to support literacy and best practices for teachers to more effectively meet the needs of struggling students. There is continued support in the areas of reading and math for low-achieving students. To assist in these efforts, we work to increase hands-on experiences in the classrooms, provide reading intervention in grades K-2, utilize character education, and form partnerships with local agencies to support student and family needs.

Fountain Inn Elementary has established itself as a Professional Learning Community where teachers are committed to a collaborative process for teaching and planning. Our staff is engaged in on-going staff development for increasing their level of effectiveness in the classroom. We will continue to engage in professional development to explore all components of the balanced literacy framework. We have adopted the Lucy Calkins writing program. K-2 have completed training and are in the process of full implementation, while grades 3-5 began this effort in 2016-2017. Collaborative planning and the use of common assessments are in place across all grade levels and curriculum areas. Data analysis assists our teachers in developing rigorous lessons that will support our high expectations for student growth.   We continue to develop a data analysis system that will meet the needs of each grade level to ensure at least an 80% mastery of performance in each area.

Our students are positively impacting our community. Opportunities such as the National Junior BETA Club offer our students the ability to serve others inside and outside of our

school. We maintain select Positive Behavior and Intervention Supports, along with utilizing our strong guidance department to build students of character. Fifth grade students have the opportunity to apply and interview to be a part of the FIE Morning News Show. This select group produces and directs the show live on a daily basis. Fourth and fifth grade students participate in leadership opportunities that are offered in our Student Council. Our school has also been recognized with the SC Safe Routes to School award, as well as the South Carolina Safe Kids School award.

SCHOOL PROFILE

Fountain Inn Elementary and its Community:

Fountain Inn Elementary is a kindergarten through grade five public school built in 1998. It is one of fifty-two elementary schools in the School District of Greenville County. Fountain Inn Elementary is located in Fountain Inn, South Carolina.   Fountain Inn Elementary serves a community of urban, rural, and agricultural areas. It has been fully accredited by the regional association and is a deregulated school. Originally built in 1939, the new facility was completed in 1998. There are forty-two classrooms, as well as two music rooms, two art rooms, science lab, gymnasium, media center, and two computer labs. Twelve additional classrooms and a multi-purpose room were added during the spring of 2007. Fountain Inn is now home to 771 students and fifty-seven instructional staff members. This year, 2016-2017, is the seventy-seventh year of Fountain Inn Elementary's existence.
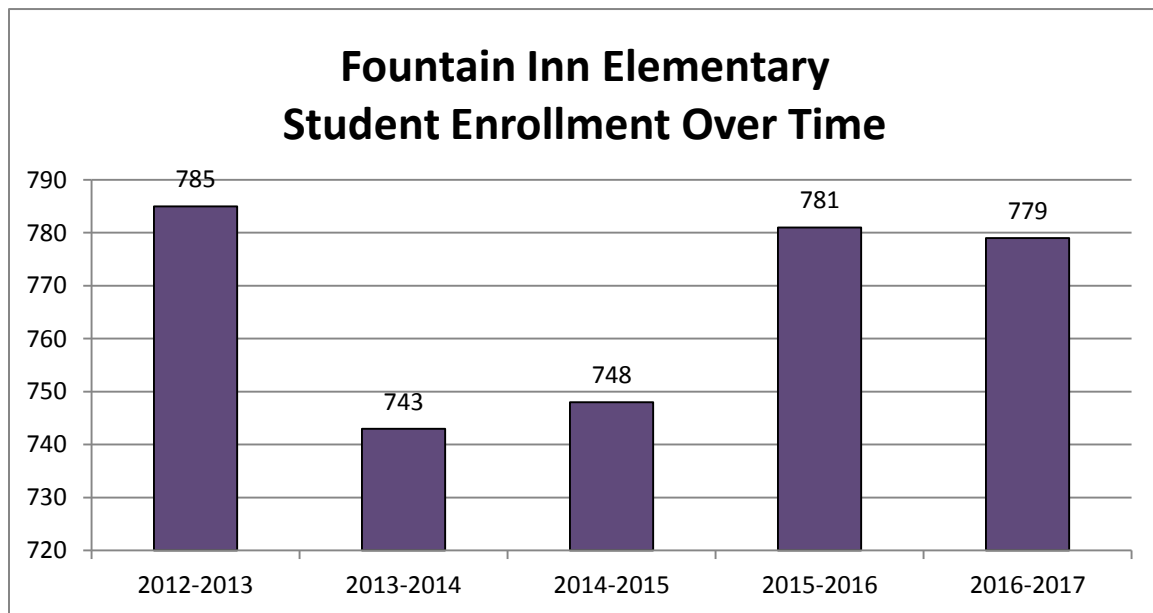
Fountain Inn Elementary has the following current enrollment configuration by grade level:

|	
Grade K3 & K4 = 55	Grade K5 = 107
Grade 1 = 101	Grade 2 = 129
Grade 3 = 107	Grade 4 = 132
Grade 5 = 148	

Total Students: 779

Our school population has stayed within 740-790 over the past five years. It is imperative that we are aware of the ongoing changes throughout Fountain Inn as the town continues the revitalization process in an effort to impact our students and community.

Fountain Inn Community

The Fountain Inn Community reflects the growing national trend toward an increase in the number of single-parent families, families where both parents are working, or families where neither parent is working. This has been further compounded by the current economic conditions. According to the 2010 census for the Fountain Inn zip code of 29644, the population of 15,980 people is divided into two areas: 6,308 from urban areas and 9,672 live in rural areas. The educational level of our community is quite diverse. Approximately 1.5% of the population does not have a high school diploma; 81.3% of the population only has a high school diploma; and only 17.2% of the population has a Bachelor's degree or higher. Approximately 25% of the population consists of single parent households. According to the 2010 Census, 13.5% of the households reported are living below the poverty level in Fountain Inn as shown in the graphs below. This affects the quality of educational resources available to students in their homes.

Fountain Inn Community Educational Level 2010 Census

Legend:
- No high school diploma
- Only high school diploma
- Bachelor +
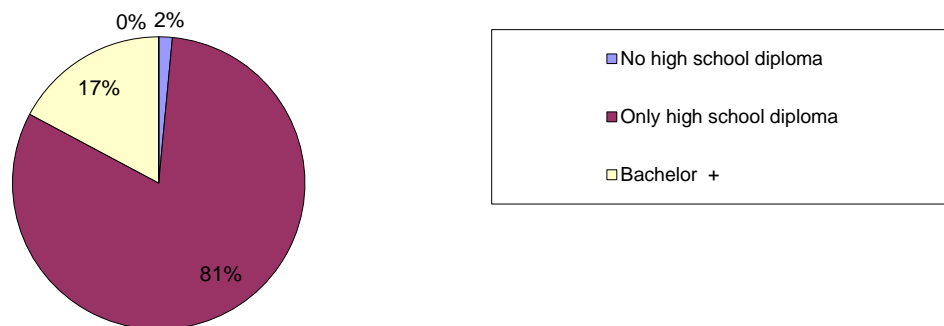
Fountain Inn Community Population 2010 Census
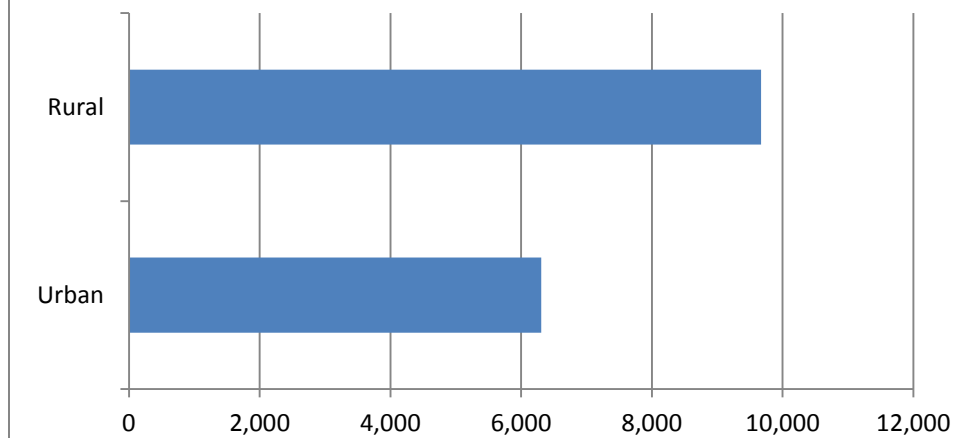
Local Leaders

Fountain Inn's new Mayor, Sam Lee, is a Charleston native who moved to Simpsonville in 1993 and Fountain Inn in 2007. Mr. Lee is a licensed HVAC contractor, a licensed realtor, and member of the National Association of Realtors. He was elected to Fountain Inn City Council in November 2015. He, along with other city leaders, is presenting a progressive style of leadership that fully embraces the community of Fountain Inn to build it into the greatest city it can be.

Parental Involvement and Community Business Partners

School Improvement Council (SIC) meets monthly to review school decisions and policies and offer advice towards meeting our school goals. SIC includes the Principal, Assistant Principal, two teachers, a PTA representative, two parents, and two community/ business members. PTA Board meets monthly to discuss school improvement and projects for the school. The PTA Board includes the President & Vice-President, Treasurer & Secretary, Teacher Liaison, and Ways and Means Chair. Many in the business community have reached out to Fountain Inn Elementary for ways to help the school in meeting the needs of the students and teachers. They have offered incentives for both students and teachers as well as services to enhance the overall program.

School Leadership

Mr. Tony Reabold is in his second year as Principal of Fountain Inn Elementary. He is in his 32nd year as an educator with all of his experience, except one year, being at the elementary school level. He has served as a physical education teacher, a classroom teacher, an assistant principal and is in his 18th year as a principal. In addition to his building level experience, he has served one year as the Federal Programs Director for a school system in Georgia. He holds degrees from the University of Georgia and Georgia State University. Mr. Reabold believes that caring for students and appropriately challenging students academically is vital. Furthermore, he believes that it is not good enough to do one without the other. Mrs. Sharon-Marie Smith is in her second year as Assistant Principal at Fountain Inn Elementary. This is her 17th year as an educator. She holds an Honor's Degree in Elementary Education and a Master's in School Leadership and Administration.

School Administrative Structure

Administrative teams are included in decision-making at Fountain Inn Elementary. The Faculty Council members make decisions, disaggregate data, and discuss concerns from each team to the leadership meetings for discussion. Members also relay information back to their team. Faculty Council includes one grade level representative from each team, one representative from Related Arts and Special Education, Guidance Counselor, Principal, Assistant Principal, and Instructional Coach.

Staffing Model 2016-2017

Tony Reabold, Principal
Sharon-Marie Smith, Assistant Principal
Brandy West, Instructional Coach

PreK
Kellie Davis 3K
Ashley Smith 4K
LuAnn Bartell 4K

K5
Becky Asberry
Ashley Bair
Susannah Gable
Sarah Vaughan
Celia Wrice

Assistants
Donna Morton – Neuro
Aileen Belt – Neuro
Michelle Gervasi – SSA
April Lengel – 3K
Becky Williamson – 3K
Amy Cox – 4K
Yolanda Crouch – 4K
Latorya Dorsey – Aide
Traci Danley – Media Clerk
Rene Davis – 5K
Mary Edwards – 5K
Michelle Garrett – 5K
Tanya Humphrey – 5K
Pam O'Bleness – 5K

First Grade
Lila Balentine
Michelle Ford
Jamie Hazel
Lisa Maddox
Shamel Minga
Bonnie Pearson

Second Grade
Brooke Beam
Tina Brown
Lawrence Ochieng
Amanda Reininger
Angela Shaw
Shannon Taylor

Third Grade
Josh Bryant
Jessica Cacciato
Michelle McCaleb
Christa Morrison
Jill Walls

Fourth Grade
Katie Hester
Valerie Meadows
Amy Rich
Debbie Searcy
Amber Shade

Fifth Grade
Heather Bolt
Stephanie Fletcher
Leslie Rackley
Lauren Stoddard
Sam Stretar
Elizabeth Woods

Special Ed.
Sara Lawlor – Literacy
Specialist
Anna Williams – RTI
Alyssa Contestable –
SC/Neuro
Lesli Cale – SC/Neuro
Katrina Kimbril – ESOL (.5)
Stuart Howlett – Resource
Andria Kinninger–Challenge (.3)
Susan Weber – Speech (.5)
Paige Flemming – Speech (.5)
Brooke Vickery – Speech (.5)
Kamella Winslett –Resource

Guidance
Julie Bridges – 3 – 5 (0.5)
Brenda Lipe – Mental Health
Susan Pritchett – K - 2

Related Arts
Jennifer Bishop – Art
Drew Adams – PE
Adam Ezell – PE
Carol Ann Good - Art
Anna Hood – Media
Taylor Ford – Computer
Greg Connell – Music
Gary Frazier – Music

Office Staff
Susie Humphrey –
Bookkeeper
Sara Taylor – Attendance
Leigh Owens – Clerk
Lisa Wagner – Nurse
Tracy Schillinger – Nurse

Cafeteria Staff
Beth Mendoza – Manager
Kimberly Cobb – Assistant
Kristy Abee
Kisha Hickman
Courtney Olivero
Kimberly Ward
Martha Restrepo

Custodial Staff
Galo Franco
Joshua Haslam
Tomas Quiros
Cynthia Sanders
Rhonda Campbell
Lenny Viscio

Fountain Inn Elementary and its Staff:

The staff at Fountain Inn Elementary School includes: 1 principal, 1 assistant principal, 1 instructional coach, 1.5 guidance counselors, 1 mental health counselor, 36 classroom teachers, 2 self-contained special education teachers, 2 resource teachers, 1.5 speech teachers, 1 media specialist, .3 challenge teacher, 1 media clerk, 5 kindergarten aides, 2 K-3 aides, 2 K-4 aides, 4 special education resource self-contained aides, 1.2 music teachers, 1.2 physical education teachers, 1.2 art teachers, 1 RTI interventionist, 1 Literacy Specialist. The number of years teaching experience, by grade level, is shown below for Instructional Teaching Staff:

Years of Teaching Experience by Grade Level
2016-2017 School Year

Grade Level	Years of Teaching Experience					
	0-5	6-10	11-15	16-20	21-25	26+
Pre-K/K5		3	1	4		1
1		1	3	2		
2	2	1	2			1
3	2	1	1	1		
4	2		1		1	1
5	4		1		1	
Special Ed.	4					
Related Arts		2	2			
Support Services	1	2	1			2
Instructional Leadership		1		1		1

Fountain Inn Elementary is centrally located near numerous colleges and universities where continual educational programs are available and accessible. This accessibility provides teachers with the resources to enhance their professional knowledge, and continually upgrade their teaching throughout the year. Staff development programs are based on a review of data and survey results to determine the areas of instructional needs for our staff.

The graph below indicates the education level of teachers from 2011 -2017.

Teacher Education Level

Year	Bachelor's	Advanced Degrees	National Board
2011-2012	40%	57%	3%
2012-2013	36%	58%	3%
2013-2014	39%	60%	6%
2014-2015	40%	60%	6%
2015-2016	40%	60%	6%
2016-2017	51%	49%	4%
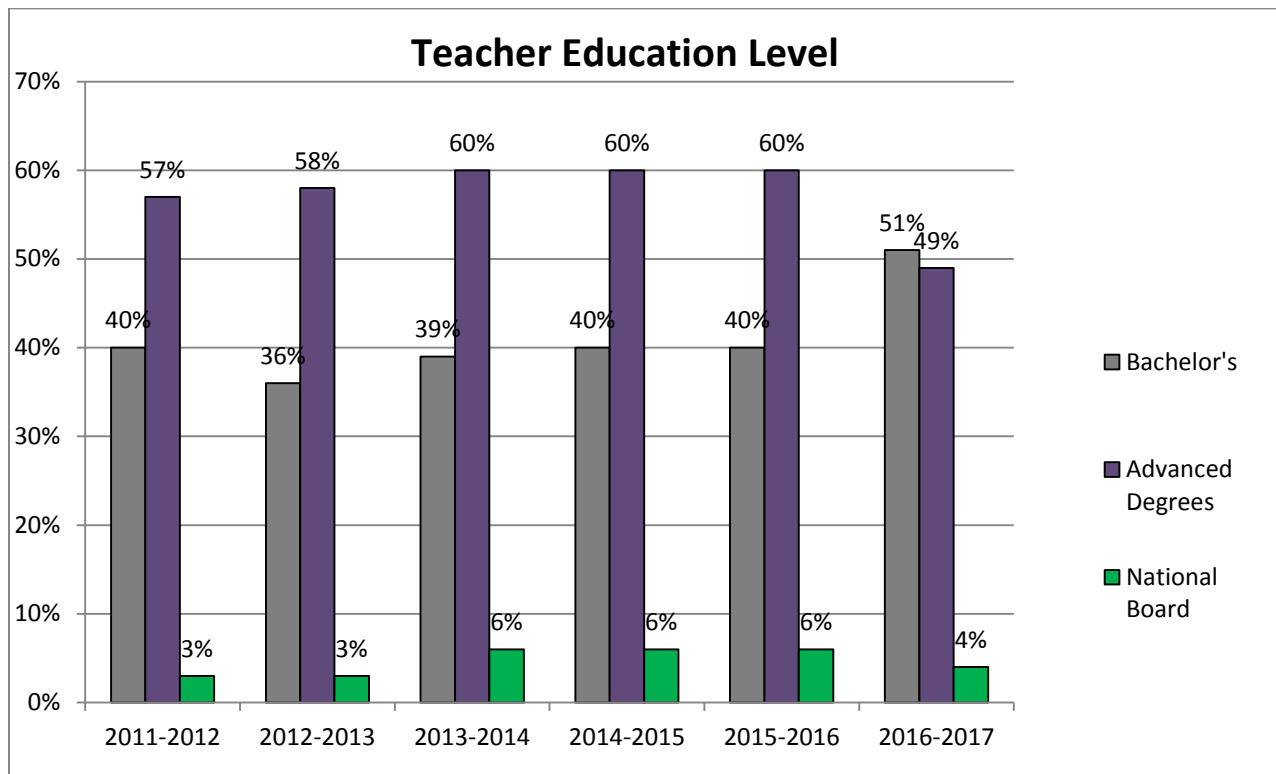
There are currently 45 female and 10 male teachers.

Teacher Gender

Year	Male	Female
2012-2013	6	47
2013-2014	5	45
2014-2015	9	48
2015-2016	6	49
2016-2017	10	45
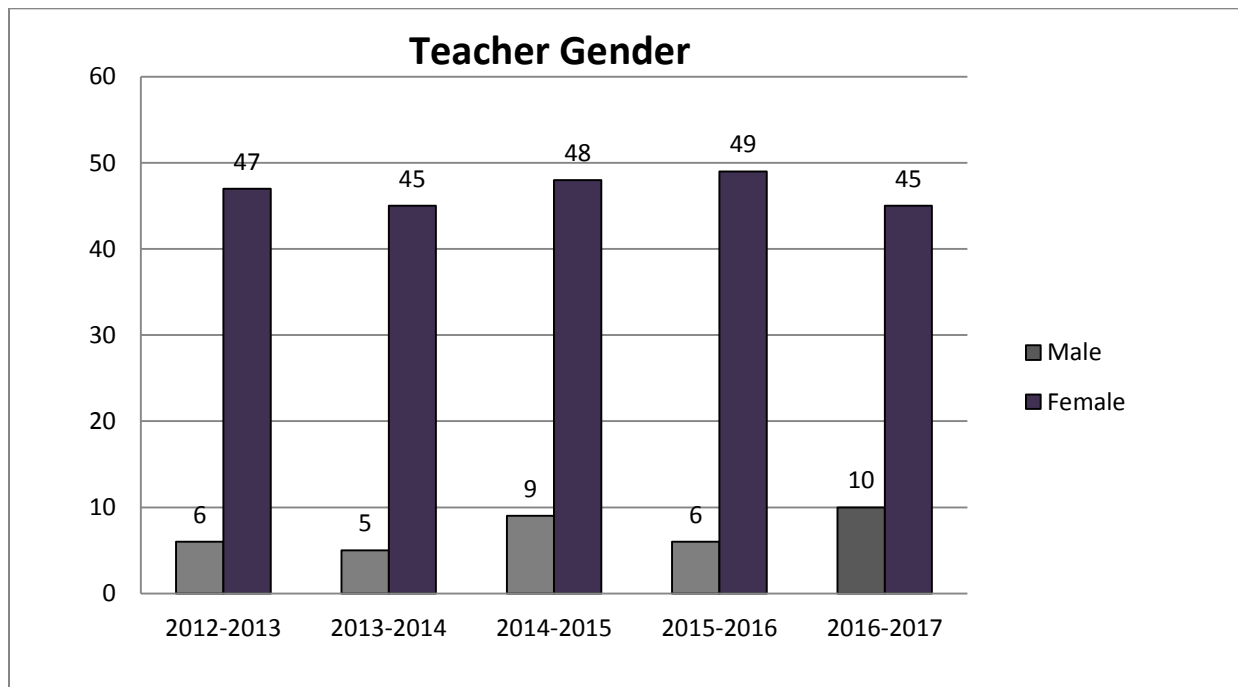
There are currently 52 Caucasian and 3 African-American teachers.

Teacher Ethnicity
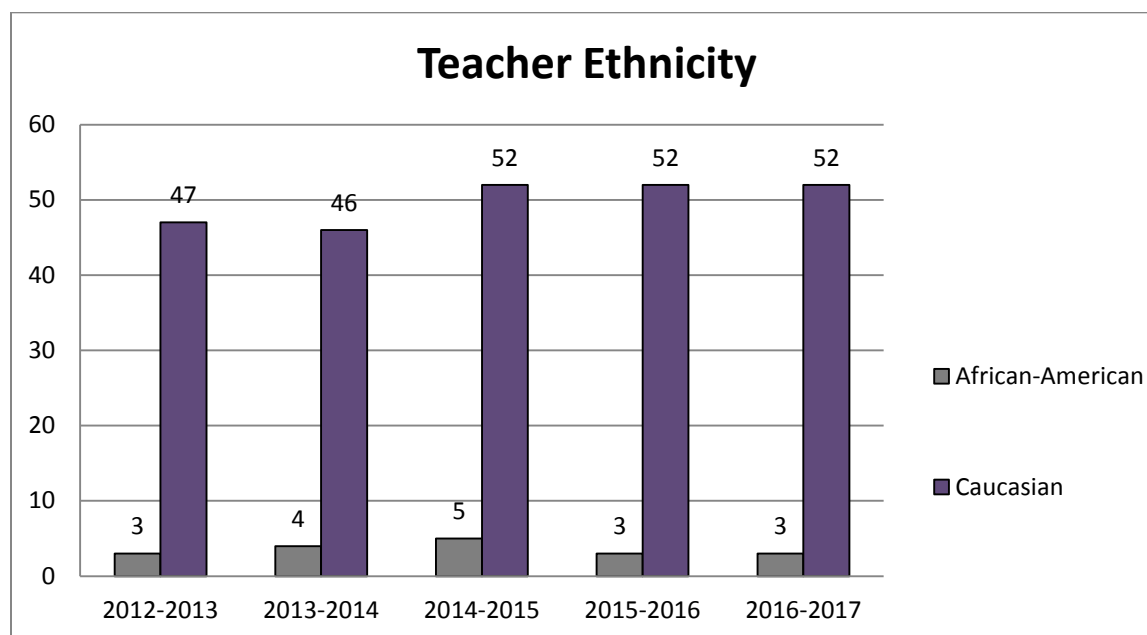
Additional personnel include the secretary, two attendance clerks, six custodians, and six food services workers. Five bus drivers also provide services to students. Other support personnel available to assist in meeting the needs of Fountain Inn Elementary students include the district psychologist and two school nurses.

Counseling and Other Student Support Services

Students at Fountain Inn Elementary receive a high level of support services from an outstanding staff. Susan Pritchett and Julie Bridges, our school counselors, provide a comprehensive, developmental guidance program for all students. Direct services include classroom guidance lessons, small group sessions, and individual counseling. As needed, the counselor provides crisis intervention for members of the school community. Indirect services include consultation with parents, teachers, and administrators. The program assists students' growth in three major areas as defined by the state. They are: 1) Learning to learn (academic development), 2) Learning to work (career development), and 3) Learning to live (personal/social development).

Brenda Lipe, our school's site-based Mental Health Counselor, works daily with our school to increase partnerships within our school and community that promote emotional health. Her position is funded by the S.C. Department of Mental Health and has a mission of identifying and intervening at early points in emotional disturbances and assisting parents, teachers, and counselors in developing comprehensive strategies for resolving these disturbances. School-based services include individual, family, and group counseling as well as crises intervention and psychiatric consultation as needed. These programs are non-stigmatizing and easily accessible to children and their families in the Fountain Inn Community.

Safety, Cleanliness, and Adequacy of School Facilities

Fountain Inn Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan. Regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing student safety first.

Fountain Inn Elementary was provided with two community officers who have an office at FIE and work with staff to provide a safe environment for our students. Safety Patrol, originally sponsored by the police department, is now coordinated supervised by adults in our building.

Specific safety concerns regarding buildings and grounds at the school site are handled by both the maintenance department and site custodians or utility workers assigned to site duties. Our professional staff includes one plant engineer and five custodians who perform basic cleaning operations in every classroom every day.

Fountain Inn Elementary and its Students:

The total enrollment of Fountain Inn Elementary School is 779. At the present time, the student enrollment at Fountain Inn Elementary is made up of 6 percent Hispanic, 52.6 percent Caucasian, 33.6 percent African-American, and 7.8 percent "Other", as shown in the pie chart below. The population served by Fountain Inn Elementary has remained consistent with no significant shifts in demographics of ethnic groups over the past years.

**Fountain Inn Elementary
2015-2016 Enrollment by Ethnicity**

- Other 8%
- Hispanic 6%
- African-American 34%
- Caucasian 52%
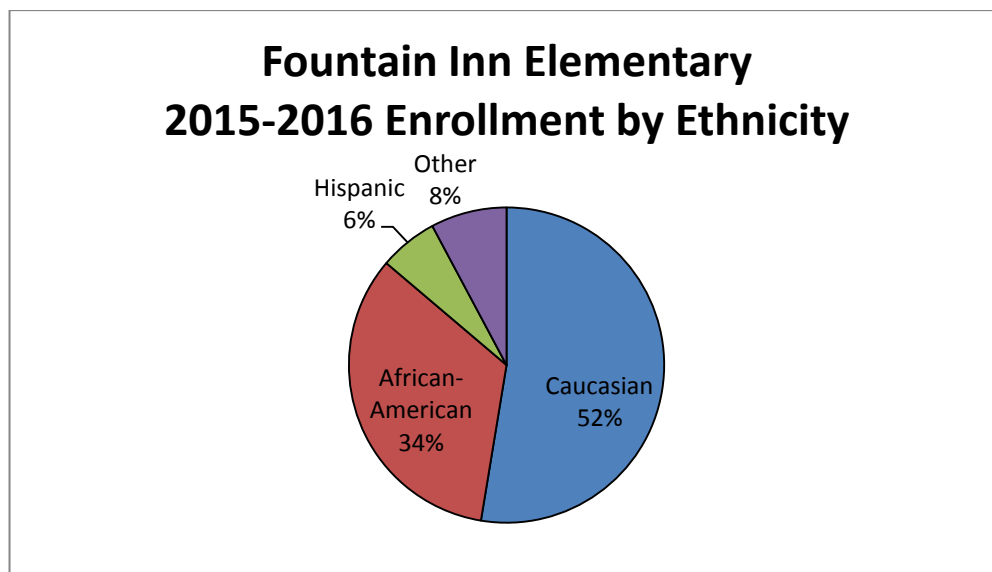
Fountain Inn Elementary currently has 55.4% of its students qualify for free and reduced priced meals. As shown in the graph below, the percentage of free and reduced lunch has remained relatively constant since 2014-2015.

Fountain Inn Elementary Free & Reduced Lunch

Year	Percentage
2012-2013	73
2013-2014	60
2014-2015	63.5
2015-2016	63.46
2016-2017	55.4
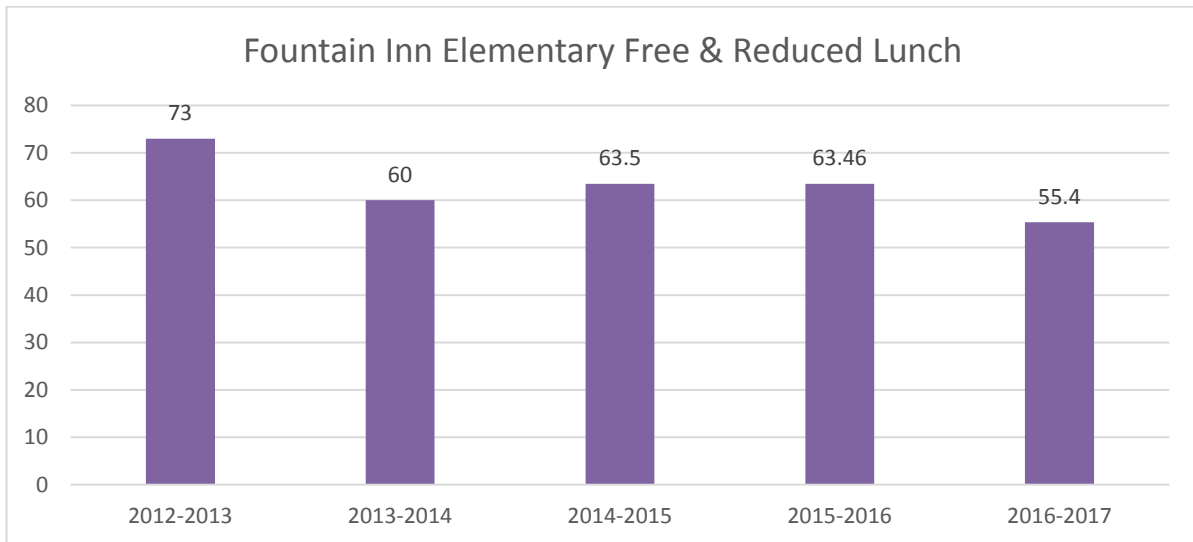
The student population is comprised of students with 4 home languages. These languages, in order of student enrollment are English, Spanish, Micronesia, and Hmong. Fountain Inn Elementary has several funded programs which focus on helping "at risk" students and the special needs of all students. This assistance is provided by having specialized instruction during the school day. Fountain Inn Elementary has identified 30.8% of its population this year as special needs students. There are 42 students in the gifted and talented program, 16 students assigned to self-contained special education classes, 68 students in special education resource classes, and 106 speech students. There are 8 students on a 504 plan.

Our Student Population

Number of Students

	2013-2014	2014-2015	2015-2016	2016-2017
Gifted and Talented	62	62	56	42
Self-Contained Special Education	13	19	9	16
Special Education Resource	71	63	71	68
504 Candidates	6	7	8	8
Speech	30	82	95	106

Axis Title
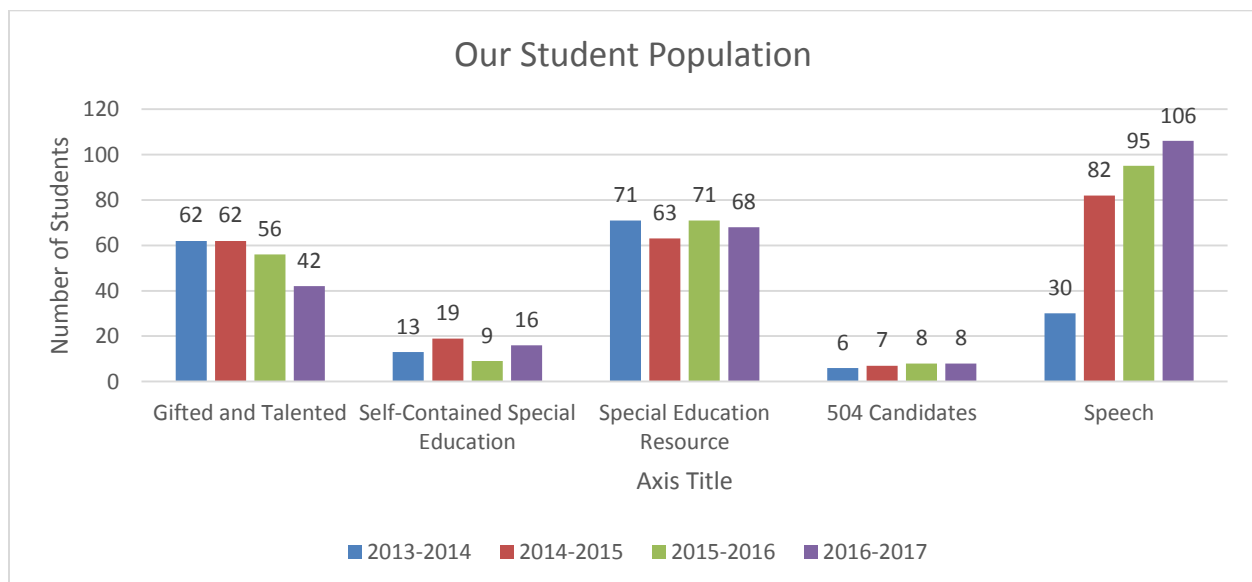
Fountain Inn Elementary Academic and Behavior Features:

Fountain Inn Elementary School offers a variety of academic programs and accommodations to meet student needs. Data is utilized to determine needs of students and effectiveness of models. The following are academic and behavior features of FIE:

Measures of Academic Progress (MAP) - The Measures of Academic Progress (MAP) test is an additional resource for assessment in Greenville County. This computerized system of testing is administered two times this year in reading and mathematics at Fountain Inn. MAP correlates with national and state curriculum standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

Assistance Team (A-Team) - The A-Team, chaired by our Assistant Principal, meets monthly to address students with learning problems not resolved by classroom accommodations. Members may refer students for possible psychological evaluations. This purpose of this team is to explore interventions and strategies to put into place for the purpose of serving the student. If students qualify based on the psychological testing provided by our district, students will then enter into the inclusive resource program or self-contained resource program.

Reading Intervention - We have one full-time RTI Interventionist and one full-time Literacy Specialist who support students in grades K – 2 in reading and literacy. These positions, along with all classroom teachers in grades K-2, work with small groups of students for developing skills early on and assisting to build a stronger academic foundation. Kindergarten through second grade students are all screened used AIMSweb. Students who score below benchmark are targeted and given additional instruction, 30-minutes daily. Students' progress is monitored every ten days using AIMSweb. Students receive early reading intervention throught the Fountas and Pinnell Leveled Literacy Intervention program.

Fountas & Pinnell - All teachers have been trained to implement the Balanced Literacy Language Arts model in the classroom. This program measures proficiency in reading and promotes small group instruction. The Fountas and Pinnell Benchmark Assessment System is used to evaluate reading progression as students increase their reading achievement. A measurement is taken three times a year. All staff has successfully implemented the Fountas and Pinnell leveled reading groups within their classrooms. Teachers regularly meet with leveled reading groups to meet individual student's reading needs.

Successmaker - A select group of students participate in an Afterschool Tutoring Program using Successmaker three days a week. Successmaker is a computer-based program that prescribes a path to meet students where they are in Math and Reading. This program helps students grow through short, concise lessons and regular progress monitoring.

CODE - Fountain Inn Police Department provides an officer to teach fifth grade students drug awareness and character lessons. The program encourages self-esteem, responsible decision making, and positive relationships with community officers.

Character Education - The character education program is designed to increase positive behavior in the school. Included in Character Education is Terrific Kids (each nine weeks). Our program uses some components of the PBIS intervention program. This program teaches our students that "We are All on One Team." At Fountain Inn, We: Treat others with respect, Encourage others to do their best, Accept Responsibility, Make good choices. Whole classes are rewarded by earning puzzle pieces for a class incentive, while individual students are rewarded with Dojo points or with punches on their cards for individual incentives.

MVP – Five times per year, classroom teachers identify one student per class as their MVP. The teacher writes a special message about this student to share with administrators, as well as their family. The MVP students get to eat lunch with administrators, have their picture displayed in the school lobby, and listen to a positive phone call made to their parents by the Principal or Assistant Principal.

Lucy Calkins Writing - Kindergarten, first, and second grade teachers have been trained with the Lucy Calking Units of Study curriculum. Third, fourth, and fifth grade teachers are being trained this year. This writing program emphasizes the craft of writing through daily mini-lessons, and it encourages independent writers through Writers Workshop. Teachers also follow the provided district pacing guide to strengthen students' writing skills throughout the year.

Technology Integration - Instructional staff members (Kindergarten through fifth grade) are trained to utilize Promethean Boards, ActiveExpressions, ActiveVotes, Ipads, ActiveSlates, and Hues to incorporate technology into daily instructional delivery and student engagement. Our staff has also participated in a series of GAFE (Google Apps for Education) training to assist with using Google Chromebooks. Our staff will begin implementing Personalized Learning with Chromebooks in grades 3-5 during the 2017-2018 school year.

Data Tracking - We are in the tenth year of staff development focused on instruction strategies and best practices to implement within the classroom. As a school, we are tracking student's

progress in setting goals for Fountas and Pinnell reading levels, common formative assessments, and goal setting on the Reading and Math MAP tests.

PLC (Professional Learning Community) - We continue to provide ongoing staff development for maintaining ourselves as a strong Professional Learning Community. Over the past seven years as a PLC, we have participated in numerous book studies, addressed issues pertaining to professionalism, developed common grade-level assessments, and utilized a consistent grading system for our school.

After-School Activities

Fountain Inn Elementary supports after-school programs that service many of the students attending the school. These programs include: Good News Club, Successmaker Tutoring, Junior Beta Club, Safety Patrol, Chorus, and the After-Care Program. FIKE is also a local free after-school and mentoring center for our students in the community of Fountain Inn.

Classroom Discipline/Learning

Fountain Inn Elementary provides a disciplined, but stimulating, learning climate for students. This climate for learning is enhanced with parental involvement. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage and honor their child's successes. Daily instruction directly aligns with our state academic standards and district curriculum support.

Student discipline is the responsibility of all Fountain Inn Elementary staff members. A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behaviors. To reach this goal, Fountain Inn Elementary offers many opportunities for student participation and recognition. Our school's Positive Behavior Intervention Support (PBIS) strategies assist us in promoting positive behaviors and minimizing negative outcomes. At Fountain Inn Elementary, "We are all on one TEAM." "TEAM" stands for **T**reat Others with Respect, **E**ncourage Others to do Their Best, **A**ccept Responsibility, and **M**ake Good Choices. Expectations are clear throughout the school and home. School rules and consequences are posted in every room and additional areas throughout the school. Students are rewarded for following the "TEAM" acronym individually and as a class. Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

MISSION, VISION AND BELIEFS

The Mission of Fountain Inn Elementary:
One Team, One Mission: Success for ALL Students

The Vision of Fountain Inn Elementary:
Building a Successful Community of Learners

The Beliefs of Fountain Inn Elementary:

We believe…
- Students are the center of the learning process.
- Students will have caring and competent teachers, administrators, and support personnel.
- The home, community, and school share the responsibility in the education of students.

We are…
On a continuous journey to sustaining a Professional Learning Community where:
- We know what our students need to learn.
- We work and plan collaboratively.
- We are results focused.
- Staff development is purposeful.
- We have high expectations for student achievement.
- Common assessments are used across the grade levels.
- We will respond when they don't learn.
- Data drives every decision we make.
- Decisions are made together.
- Exemplary staff is focused on student learning.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment:

Data Sources:

SDE School Report Card Website = https://ed.sc.gov/data/report-cards/

Summary of findings of student achievement:

For the 2014-2015 school year, Fountain Inn Elementary…
- Earned the Palmetto Silver Award.
- Third graders outperformed Greenville County Schools, elementary schools like ours, and schools statewide on the ACT Aspire Math assessment.
- Had over fifty percent of students in second through fifth grade met their target growth on the reading MAP test.

MAP Analysis

Second through fifth graders are assessed in our district using MAP (Measures of Academic Progress). The graph below reflects the Student Growth summary results of the percent of students meeting their target growth from Fall 2012 to Spring 2016 for reading and math. In 2013-2014, we began administering the Common Core version of the MAP test.
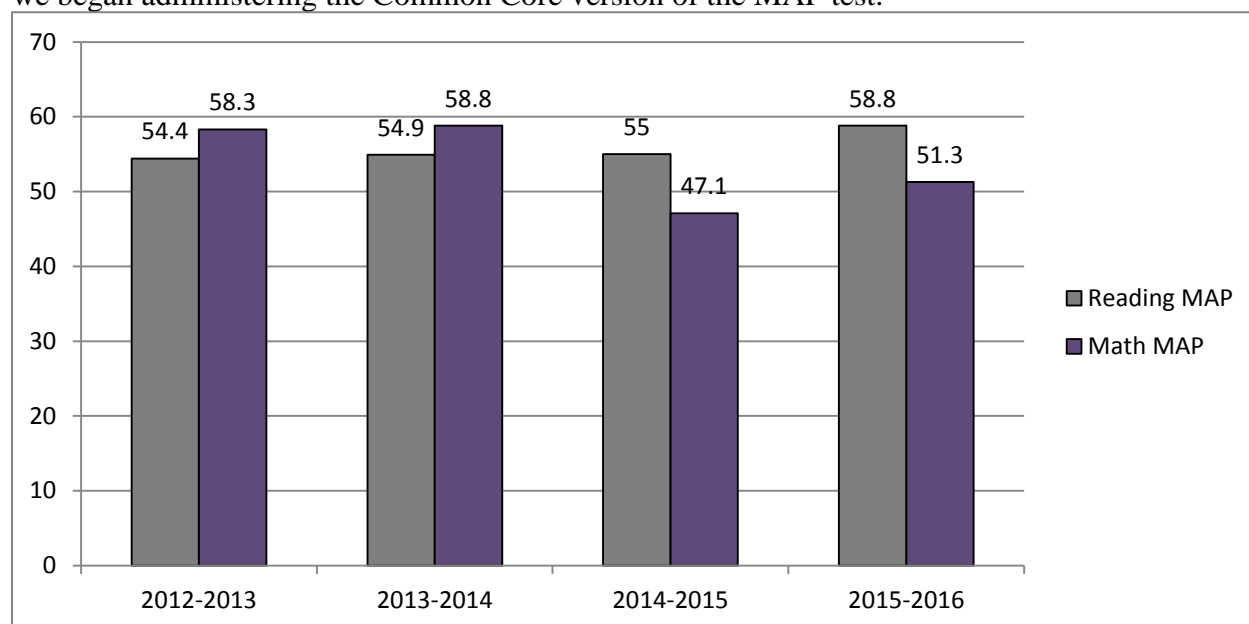
		Percent Meeting MAP Target Growth By Grade Level						
Grade	2012-2013 Reading	2013-2014 Reading	2014-2015 Reading	2015-2016 Reading	2012-2013 Math	2013-2014 Math	2014-2015 Math	2015-2016 Math
2	54.6	51.5	56.3	59	48	53	36.1	50
3	51.3	60	52.6	52	46.2	58	45.9	56
4	43.0	44.3	47.7	60	65.4	58.6	49.5	49
5	68.6	63.6	63.5	64	73.7	65.7	57	50

ACT Aspire Analysis for 2014-2015

For the first year ever, students in South Carolina participated in the ACT Aspire testing in 2014-2015. All students in grades third through fifth at the elementary level took this standardized assessment. The scoring categories included the following ACT Readiness Levels: Exceeding, Ready, Close, and In Need of Support. School performance, as well as grade level performance, can be found below.

Percent of Students Grades 3-5 Meeting ENGLISH Standard on ACT Aspire
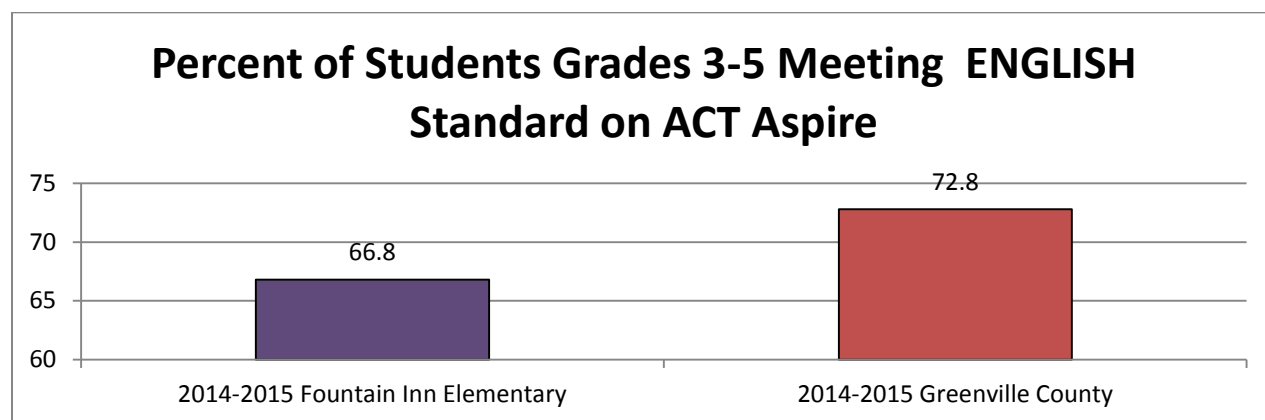
ACT Aspire Grade Level Data: ENGLISH Percent Scoring "Ready or Exceeding" according to ACT Readiness Levels	
	2014-2015
3rd Grade	69.7
4th Grade	66.0
5th Grade	64.6

Percent of Students Grades 3-5 Meeting WRITING Standard on ACT Aspire
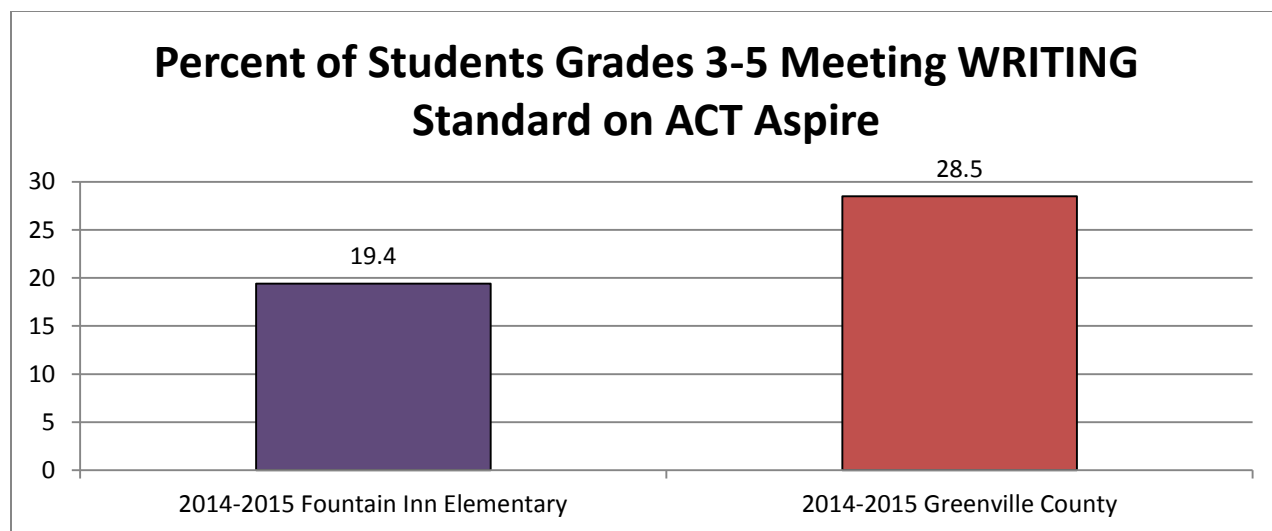
ACT Aspire Grade Level Data: WRITING	
Percent Scoring "Ready or Exceeding" according to ACT Readiness Levels	
	2014-2015
3rd Grade	22.8
4th Grade	22.0
5th Grade	13.7

Percent of Students Grades 3-5 Meeting READING Standard on ACT Aspire
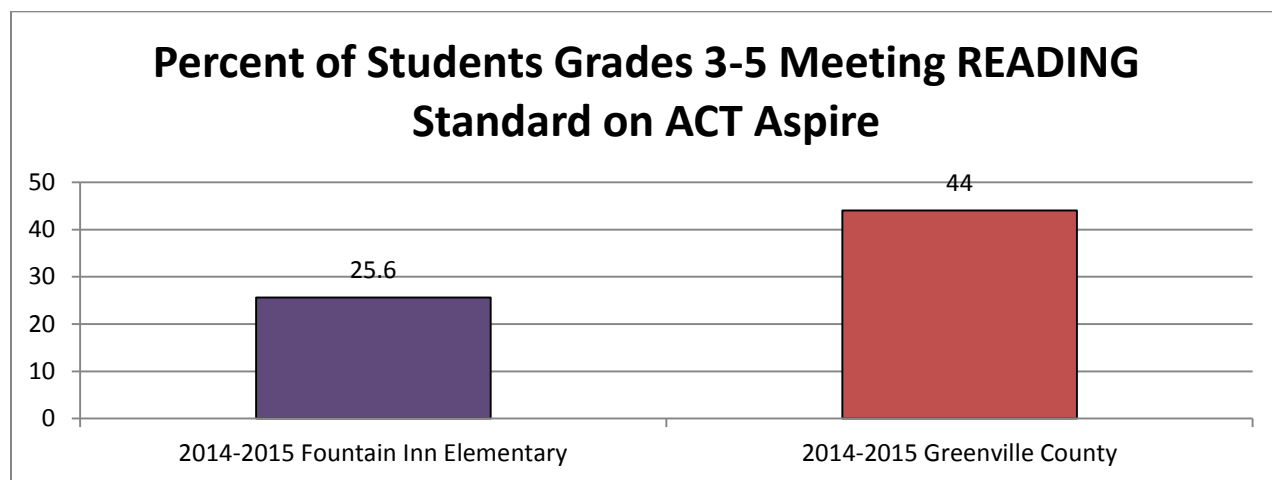
ACT Aspire Grade Level Data: READING	
Percent Scoring "Ready or Exceeding" according to ACT Readiness Levels	
	2014-2015
3rd Grade	27.3
4th Grade	28.3
5th Grade	21.2

Percent of Students Grades 3-5 Meeting MATH Standard on ACT Aspire
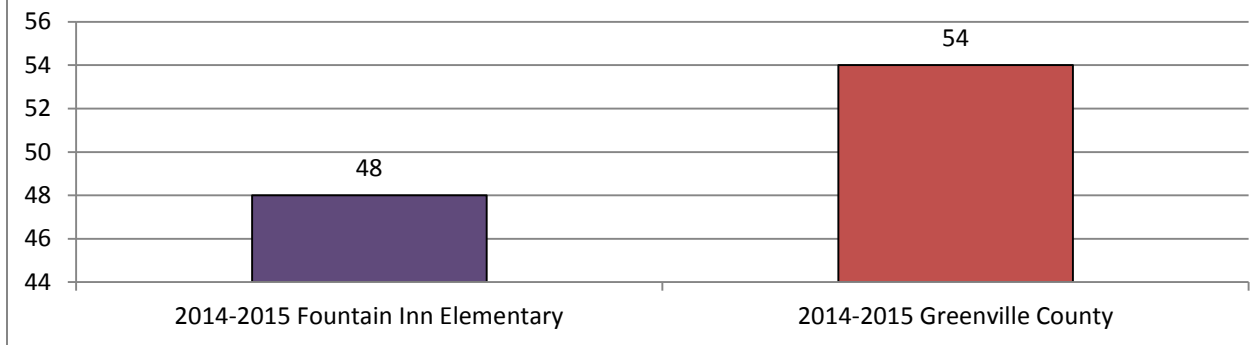
ACT Aspire Grade Level Data: MATH Percent Scoring "Ready or Exceeding" according to ACT Readiness Levels	
	2014-2015
3rd Grade	58.3
4th Grade	48.1
5th Grade	36.4

SC READY Analysis for 2015-2016

In 2015-2016, students in South Carolina participated in SC READY testing. All students in third through fifth grades at the elementary level took this standardized assessment. The scoring categories included the following SC READY Levels: Exceeds Expectations, Meets Expectations, Approaches Expectations, Does Not Meet Expectations. School performance, as well as grade level performance, can be found below.

English

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
School: Grade 3	17	41	42	23
School: Grade 4	15	45	43	40
School: Grade 5	10	30	34	24

Mathematics

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Fountain Inn Elementary	59	108	123	75
GREENVILLE COUNTY SCHOOLS	7,585	8,780	10,286	6,581
Statewide	59,391	80,246	108,468	79,291

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
School: Grade 3	22	46	31	24
School: Grade 4	23	35	51	34
School: Grade 5	14	27	41	17

SC PASS Analysis for 2011-2016

Each year, students in grades third through eighth grade take the South Carolina Palmetto Test of State Standards (SC PASS). This standardized test measures the students' achievement with regards to our state standards. Students can exceed the standard, meet the standard, or not meet the standard. The graphs below show the percentage of students at Fountain Inn Elementary that either met or exceeded the standard in Science and Social Studies for the past three to five years.

Percent of Students Grades 3-5 Meeting Science Standard

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	69	75.6	67	71.9	63.2
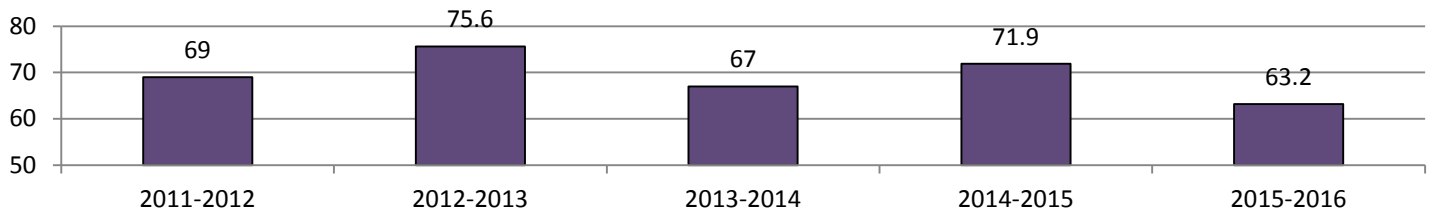
SCPASS Grade Level Data: SCIENCE Percent Scoring "Met or Above"	
	2015-2016
4th Grade	60.8
5th Grade	66.7

Percent of Students Grades 3-5 Meeting Social Studies Standard

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	72.3	79.3	81.9	79.5	78.1
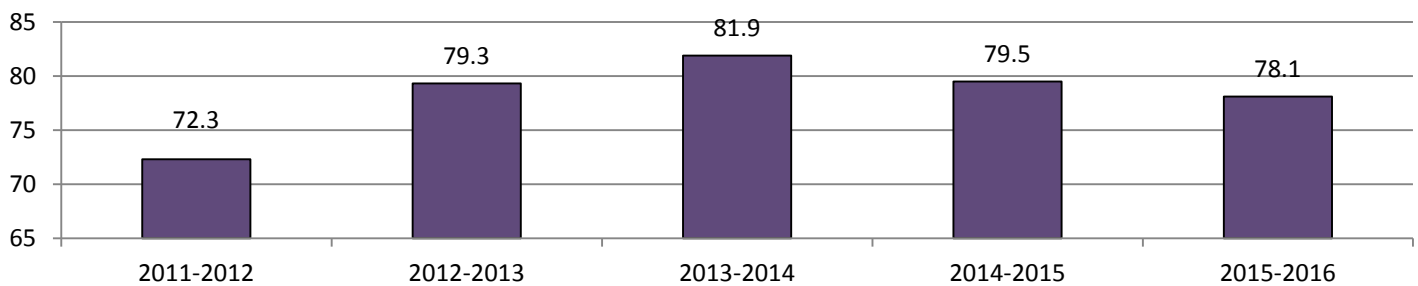
SCPASS Grade Level Data: SOCIAL STUDIES Percent Scoring "Met or Above"	
	2014-2015
4th Grade	79.7
5th Grade	75.8

STUDENT ACHIEVEMENT SUMMARY

What the Data Tells Us:

Since the 2014-2015 ACT Aspire data serves as baseline data, we can only compare our performance to Greenville County schools, elementary schools like ours, and statewide. In comparison to these three areas, we performed under those percentages overall in English and Reading. We performed above the state in Math, but below when compared to Greenville County and to elementary schools like ours. Third grade outperformed all three of these areas in math. We performed above elementary schools like ours in Writing, but below when compared to Greenville County and the state.

Since the 2015-2016 SC READY data serves as serves as baseline data, we can only compare our performance to Greenville County schools, elementary schools like ours, and statewide. In comparison to these three areas in ELA, we performed slightly below Greenville County Schools, similar to schools like ours, and equally with the state. We performed below in all three areas in Math.

The review of SCPASS 2015-2016 data shows a decrease in the percentage of students scoring met or above in science and a slight decrease in the percentage of students scoring met or above in Social Studies. This year, all students in fourth and fifth grade were administered this test. We performed equally with the state in social studies.

With the continued implementation of MAP testing, Measurements of Academic Progress, we will disaggregate and identify specific weaknesses in student's learning and develop strategies for enhancing instructional practices through differentiated instruction and spiral review of concepts. The Compass Learning program provides individualized practice for each student based on their MAP strengths and weaknesses. Goals are set for each student according to NWEA and growth is measured from the fall to spring administration.

Next Steps:

In order to increase student achievement, we will plan to-----
- continue to examine and monitor student progress and results as identified through MAP and standardized testing.
- continue to implement quality tools and best practices such as the use of the Learning Continuum associated with MAP Testing.
- provide ongoing, quality staff development based on our needs assessment.
- implement Lucy Calkins writing program K-5, offering additional support to all instructional staff in the process of writing.
- align our yearly goals to reflect on assessment data.
- continue supporting all teachers in the use of Compass Learning.
- facilitate Personalized Learning with one to one devices in grades 3-5
- give priority scheduling for Special Ed students.
- continue to offer intervention support in reading in grades K-3.
- utilize district supported curriculum with all students.
- support teachers in the implementation of the Fountas & Pinnell Balanced Literacy Program.

- provide support to teachers in the use of the state standards.
- learn and implement research-based instructional practices as mentioned in Robert Marzano's work

Teacher and Administrator Quality

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds. There are three types of contracts issued to teachers: induction, annual, and continuing. First year teachers are given Induction Contracts. Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers in their second year of teaching or those teachers, who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year.
In compliance with the state, all teachers are participating in goal-setting through creating Student Learning Objectives (SLOs). They track data, progress monitor through formative assessments, and reflect on each individual student's performance and growth.

Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards. Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.
1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.
1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. Our professional development calendar consists of workshops, book studies, small group sessions based on interest/need, and grade level trainings with the instructional coach and administration. The district requires each teacher to participate in a minimum of 24 hours of professional development per year. At the school level, we provide teachers with a minimum of 12 of those hours.

Professional Development Calendar 2016-2017							
Title	**Presenter**	**Description**	**Date**	**Time**	**Number Attended**	**Targeted Group**	**Correlation to School Goals**
New Teacher Orientation	Leadership Team	Oreientation for new teachers to FIE	8/8/2016	8:30-12:30	13	New Teachers to FIE	Goal 1,2,&3
Book Study: The Leader In Me	Leadership Team	Lay the foundation for leaders in our building and apply ot our school culture.	Monthly	3:15-4:15	13 10 6	New teachers to FIE Faculty Council SIC and PTA	Goal 1,2,&3
IC Team Meetings	Leadership Team	Grade level meetings focused on instructional practices and academic updates	Weekly / Monthly	During Common Planning	42	FIE Staff	Goal 1,2,&3
SLO objectives	Brandy West	To meet with, give guidance, and prepare teachers for writing SLOs	9/19/2016	3:15-4:15 Common Planning	9	FIE Staff	Goal 1,2,&3
Lucy Calkins Writing Support	Kristy Jennings	To support grades 3-5 with implementation of the Lucy Calkins writing curriculum	9/28/16 12/15/16 3/30/17	During Common Planning Coaching Cycles	10	3-5 Classroom Teachers	Goal 1,2,&3
STEAM Professional Development and Planning	Chris Burras Jessica Austin Leadership Team	To prepare our grade levels for the implementation of a STEAM project as we transition to Project Based Learning	Weekly / Monthly	During Common Planning	46	FIE Staff	Goal 1,2,&3
Stetson: Inclusive Practices	Stetson Leadership Team	To provide training and support as we prepare for the transition to inclusion with SPED	10/25/16 10/26/16 12/14/16 2/8/17	8:30-4:30	8	Stetson Lead Team	Goal 1,2,&3
New Teacher Support	Leadership Team	To discuss methods and strategies that will guide continual improvement of our school.	Monthly	3:15-4:15	13	New Teachers to FIE	Goal 1,2,&3
Data Meetings	Leadership Team	To monitor and share progress on formative and summative data	Ongoing	During Common Planning	42	FIE Staff	Goal 1,2,&3

Vertical Teams	Leadership Team	To meet vertically to identify areas of weakness and to develop a plan to support these areas in all subjects	Individual Vertical Team Calendar	3:15-4:15	42	FIE Staff	Goal 1,2,&3
Supporting Balanced Literacy	Brandy West Literacy Mentors	To provide support and strategies to enhance and sustain Balanced Literacy	Ongoing	During and After School	2	Literacy Mentors	Goal 1,2,&3
Google Sites Workshop	Anna Hood	Offered to help teachers establish/update a Classroom Google Sites	9/6/2016	3:15-4:15	11	FIE Staff	Goal 1,2,&3
Discovery Ed Leadership Corp.	Discovery Ed Team	To help Discovery Ed Leadership Teachers become familiar with Discovery Ed and apply within the classroom	7/25/16 10/10/16 12/5/16 1/9/17 2/21/17 3/6/17	During School	4	Discovery Ed Leadership Team	Goal 1,2,&3
Personalized Learning Observations	Mauldin ES Staff Brandy West	To expose teachers to the power of Personalized Learning	1/24/17 2/2/17 2/3/17 3/2/17	8:15-11:15	11	FIE Staff	Goal 1,2,&3
Discovery Ed	Discovery Ed Leadership Team	To help teachers become familiar with Discovery Ed and apply within the classroom	1/26/17 2/9 & 2/23 3/1 & 3/29 4/5 & 4/20 5/3 & 5/17	3:15-4:15	17 5 / 9 5 /	FIE Staff	Goal 1,2,&3
Donor's Choose	Jed Dearybury	To expose teachers to the power of Donor's Choose	1/24/2017	3:30-4:30	17	FIE Staff	Goal 1,2,&3
GAFE Training Series	Stephanie Williams	To help teachers become familiar with the Google Apps and apply with Google Chromebooks	2/27/17 3/27/17 4/25/17 5/22/17	3:15-5:15	6	FIE Staff	Goal 1,2,&3

Professional Development Calendar 2017-2018								
Title	**Presenter**	**Description**	**Date**	**Time**	**Number Attended**	**Targeted Group**	**Correlation to School Goals**
New Teacher Orientation	Leadership Team	Oreientation for new teachers to FIE	TBD	TBD	TBD	New Teachers to FIE	Goal 1,2,&3
Book Study: The Leader In Me	Leadership Team	Lay the foundation for leaders in our building and apply ot our school culture.	Monthly	During Common Planning	TBD	FIE Staff	Goal 1,2,&3
IC Team Meetings	Leadership Team	Grade level meetings focused on instructional practices and academic updates	Weekly / Monthly	During Common Planning	TBD	FIE Staff	Goal 1,2,&3
SLO objectives	Brandy West	To meet with, give guidance, and prepare teachers for writing SLOs	Aug/Sep	3:15-4:15 Common Planning	TBD	FIE Staff	Goal 1,2,&3
STEAM Professional Development and Planning	Jessica Austin Leadership Team	To prepare our grade levels for the implementation of a STEAM project as we transition to Project Based Learning	Ongoing	During Common Planning	TBD	FIE Staff	Goal 1,2,&3
Stetson: Inclusive Practices	Stetson Leadership Team	To provide training and support with inclusive practices	Ongoing	During and After School	8	Stetson Lead Team	Goal 1,2,&3
New Teacher Support	Leadership Team	To discuss methods and strategies that will guide continual improvement of our school.	Monthly	3:15-4:15	TBD	New Teachers to FIE	Goal 1,2,&3
Data Meetings	Leadership Team	To monitor and share progress on formative and summative data	Ongoing	During Common Planning	TBD	FIE Staff	Goal 1,2,&3
Vertical Teams	Leadership Team	To meet vertically to identify areas of weakness and to develop a plan to support these areas in all subjects	Individual Vertical Team Calendar	3:15-4:15	TBD	FIE Staff	Goal 1,2,&3

Supporting Balanced Literacy	Brandy West Literacy Mentors	To provide support and strategies to enhance and sustain Balanced Literacy	Ongoing	During and After School	6	Literacy Mentors	Goal 1,2,&3
Google Sites Workshop	Anna Hood	Offered to help teachers establish/update a Classroom Google Sites	Aug	3:15-4:15	TBD	FIE Staff	Goal 1,2,&3
Discovery Ed Leadership Corp.	Discovery Ed Team	To help Discovery Ed Leadership Teachers become familiar with Discovery Ed and apply within the classroom	Ongoing	During and After School	4	Discovery Ed Leadership Team	Goal 1,2,&3
Discovery Ed	Discovery Ed Leadership Team	To help teachers become familiar with Discovery Ed and apply within the classroom	Ongoing	During and After School	TBD	FIE Staff	Goal 1,2,&3
Google Classroom	Stephanie Williams	To help teachers become familiar with the Google Classroom and apply with Google Chromebooks	Aug	3:15-5:15	TBD	FIE Staff	Goal 1,2,&3
Chromebook	District Technology Representative	To help teachers become familiar with Google Chromebooks to implement Personalized Learning	Ongoing	3:15-5:15	TBD	FIE Staff	Goal 1,2,&3

School Climate Needs Assessment
Data Sources:

- **SDE School Report Card – https://ed.sc.gov/data/report-cards/**

SCHOOL PERCEPTIONS

The survey data below is recorded from the Annual School Report Card from the State of South Carolina. Evaluations are presented from teachers, fifth grade students, and parents of fifth grade students. School climate is recognized as a significant factor related to student achievement. Survey results from 2012-2015 are recorded below.

Survey Data from the Annual Report Card Survey – Teachers					
	2012	2013	2014	2015	2016
Satisfied with learning environment	91.7	91.9	89.1	98	100
Satisfied with social and physical environment	95.8	96	95.5	98	92.6
Satisfied with home-school relations	93.8	96	86.9	96	96.3
Survey Data from the Annual Report Card Survey – Students					
	2012	2013	2014	2015	2016
Satisfied with learning environment	96.4	84.6	100	89	83.4
Satisfied with social and physical environment	95.6	81.6	98.2	85	88.6
Satisfied with home-school relations	96.4	89.7	98.2	90	87.5
Survey Data from the Annual Report Card Survey – Parents					
	2012	2013	2014	2015	2016
Satisfied with learning environment	93	91.6	92	88	90.8
Satisfied with social and physical environment	86.1	85.7	91.5	83	92.6
Satisfied with home-school relations	87.1	86.9	79.2	63	73.6

According to our 2015-2016 results, two of the three areas of the teacher survey experienced an increase. Two of the three areas on the student survey experienced a decline. However, all three areas of the parent survey experienced an increase. We will continue to explore and enhance strategies to improve and increase communication, as well as involvement, with our parents and community.

Student and Teacher Attendance Rate					
	2012	**2013**	**2014**	**2015**	**2016**
Students	96.4	96.1	96.4	95.4	95.7
Teachers	95.7	94.9	96.2	94.2	90.6

FOUNTAIN INN ELEMENTARY SCHOOL ACTION PLAN

SC READY ELA

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

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

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

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual	43		
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		
School Actual	44		
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	*	**43**		
Male	*	**36**		
Female	*	**50**		
White	*	**46**		
African-American	*	**35**		
Asian/Pacific Islander	*	*		
Hispanic	*	**50**		
American Indian/Alaskan	*	*		
Disabled	*	**8**		
Limited English Proficient	*	**43**		
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	*	**50**		
Male	*	**45**		
Female	*	**55**		
White	*	**63**		
African-American	*	**27**		
Asian/Pacific Islander	*	*		
Hispanic	*	**36**		
American Indian/Alaskan	*	*		
Disabled	*	**16**		
Limited English Proficient	*	**36**		
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	*	**44**		
Male	*	**44**		
Female	*	**44**		
White	*	**47**		
African-American	*	**33**		
Asian/Pacific Islander	*	*		
Hispanic	*	**63**		
American	*	*		

Indian/Alaskan				
Disabled	*	**10**		
Limited English Proficient	*	**57**		
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	*	**56**		
Male	*	**56**		
Female	*	**57**		
White	*	**68**		
African-American	*	**34**		
Asian/Pacific Islander	*	*****		
Hispanic	*	**47**		
American Indian/Alaskan	*	*****		
Disabled	*	**25**		
Limited English Proficient	*	**48**		
Students in Poverty	*	*****		

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

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	X		
School Actual	71.9	62		
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: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	X		
School Actual	79.5	77		
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
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
1. Teachers will use Fountas and Pinnell Balanced Literacy Program to provide small group reading instruction and to ultimately increase student reading achievement.	2013-2018	Leadership Team Teachers	None	Current materials	Lesson Plans Classroom Evidence Leveled Readers Room
2. Teachers will integrate South Carolina State Standards in lesson planning, as well as align units of instruction with district curriculum guides from Rubicon Atlas.	2013-2018	Teachers Leadership Team	None	None	Lesson Plans Observations Feedback from Leadership Team
3. Teachers will participate in vertical articulation meetings about State Standards, academic vocabulary, and best practice.	2013-2018	Leadership Team Vertical Team Content Chairs	None	None	Vertical Team Minutes Observations Feedback from Leadership Team
4. Provide teachers with training and resources in order to help them integrate technology into curriculum, instruction, and assessment.	2013-2018	Leadership Team Teachers	None	None	Professional Development Calendar Classroom Observations

5. Continue to implement school-wide writing program (Lucy Calkins Units of Study)	2013-2018	Leadership Team Teachers Kristy Jennings	None	None	Lesson Plans Professional Development Plan Classroom Evidence
6. Provide early intervention literacy instruction for identified students in kindergarten through third grade.	2013-2018	RTI Teacher Literacy Coach Teachers	Teacher Salary (for RTI position)	District	AimsWeb Summative Data
7. Continue to implement researched based instructional delivery models. i.e. Learning Focused.	2013-2018	Teachers	None	None	Lesson Plans Classroom Observations
8. Continue to use the data from a variety of tools and assessments to evaluate student's progress.	2013-2018	Teachers Leadership Team	None	None	PowerSchool MAP Data ITBS PASS AimsWeb Compass
9. Continue to utilize and analyze common grade-level assessments to track student's progress.	2013-2018	Teachers Leadership Team	None	None	Data Meetings Grade Level Planning

PROFESSIONAL DEVELOPMENT

☐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 Cycle 2 of the Balanced Literacy Model Training in 2014-2015.

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

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Instructional staff will participate in classroom visits and model lessons to observe Fountas & Pinnell Implementation.	2013-2018	Leadership Team Instructional Staff	NA	NA	Log of school visits Professional Development Calendar
2. Instructional staff will participate in Cycle 1 training to implement Fountas & Pinnell Balanced Literacy.	2013-2014	Leadership Team Instructional Staff	NA	NA	Professional Development Portal Log
3. Instructional staff will participate in Cycle 2 training to implement Fountas & Pinnell Balanced Literacy.	2014-2015	Leadership Team Instructional Staff	NA	NA	Professional Development Portal Log
4. Instructional staff will continue to implement Fountas & Pinnell Balanced Literacy.	2015-2016	Leadership Team Instructional Staff	NA	NA	Professional Development Portal Log
5. Maintain school wide Staff Development Plan in technology integration as additional technology resources are added.	2013-2018	Principal, Media Specialist, IC, Instructional Tech.	NA	Local Funds, District Funds, PTA, Grants, K5 Enhancement	Training agenda, Sign-In Sheets

6. Utilize Successmaker in an afterschool tutoring program and for select students during the school day	2015-2018	Instructional Staff	NA	Flex Funds	Successmaker Reports
6. Continue interpreting and using MAP & state testing data.	2013-2018	Leadership Team Teachers	n/a	n/a	Training Agenda, Sign-in Sheets
7. Attend training for Compass Learning Software.	2013-2018	New Staff	District Funded	District Funded	Training Agenda, Sign-in Sheets
8. Appoint two literacy mentors (one primary and one intermediate) to model best practices and receive personalized professional development.	2016-2017	Leadership Team Two teachers	District Funded	District Funded	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	96.4	96.1	96.4	95.4	95.7		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 93% or higher through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 93% of parents who are satisfied with the learning environment

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93	93	93	93	93
School Actual	93.0	91.6	92.0	88.0	90.8		
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: Maintain the percent of students who are satisfied with the learning environment at 96.4% through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 96.4% of students who are satisfied with the learning environment

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.4	96.4	96.4	96.4	96.4
School Actual	96.4	84.6	100.0	89.0	83.4		
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: Increase the percent of teachers who are satisfied with the learning environment from 91.7 % in 2012 to 94.7 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by at least 0.5% points annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.7	93.2	93.7	94.2	94.7
School Actual	91.7	91.9	89.1	98.0	100		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

☐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 93.1% in 2012 to 95.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage points annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	93.6	94.1	94.6	95.1	95.6
School Actual	93.1	95.3	94.5	83.0	96.3		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	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 from 97.1% in 2012 to 97.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 97.1 percentage points annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.1	97.1	97.1	97.1	97.1
School Actual	97.1	88.2	94.7	85.0	92.7		
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

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 at least 100 percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100.0	98.0	97.7	98.0	96.3		
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
Maintain positive contact with families and community:					
1. Classrooms provide weekly newsletters to parents and PTA and principal provides quarterly newsletter to parents.	2013-2018	Principal PTA Teacher	Copying	Local Funds	Published Newsletters, Web Page
2. Provide local media sources with weekly updates of school activities and needs.	2013-2018	Faculty and Staff; Assistant Principal	n/a	n/a	Greenville County Facebook Local Publications Newsletter
3. Maintain and Update School and Teacher Web Pages or blogs at least weekly, and school marquee.	2013-2018	Leadership Team Teachers Office Clerk	n/a	n/a	Web Pages or Blogs And Marquee
4. Continue to make school available for Community group meetings, and invite business leaders to the school.	2013-2018	Principal	n/a	n/a	Log of Meetings
5. Continue to utilize	2013-	Principal, PTA	n/a	n/a	Log of Volunteer

surveys done by PTA to place volunteers in appropriate roles.	2018	Board			Hours
6. Continue Family Learning Nights.	2013-2018	Faculty and Staff	n/a	n/a	Agenda of Family Nights
7. Continue with site-based model, and involve SIC in safety & learning environment decision-making.	2013-2018	Leadership Team, SIC Members	n/a	n/a	Agenda of Meetings

2015-2016 School Report Card:

Full Version:

https://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?d=2301&s=058&t=E&y=2016