

Paris Elementary School



David Wise, Principal
Emily Gerard, Assistant Principal



Greenville County Schools

Burke Royster, Superintendent

School Renewal Plan for:

2013-14 through 2017-18

District National Accreditation

Fall 2014

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Paris Elementary School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2016-17 (*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

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Heather Raushenberger		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

David Wise		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Shannon Hever		3/23/2016
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 32 East Belvue Road Taylors, SC 29687

SCHOOL'S TELEPHONE: (864)355-4260

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

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(Federal Accountability Rating System)	

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------------------|
| 1. PRINCIPAL _____ | David Wise _____ |
| 2. TEACHER _____ | Lori Nelson _____ |
| 3. PARENT/GUARDIAN _____ | Rebecca Hill _____ |
| 4. COMMUNITY MEMBER _____ | Michael Stathakis _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Heather Raushenberger _____ |
| 6. Read to Succeed Reading Coach _____ | Sheila Moss _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Shannon Hever _____ |
| 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>
<u>Emily Gerard</u>	<u>Assistant Principal</u>
<u>Sheila Moss</u>	<u>Literacy Specialist</u>
<u>Shannon Hever</u>	<u>Instructional Coach</u>
<u>Keli DeHart</u>	<u>PTA President</u>
<u>Lisl Windham</u>	<u>School RtoS Team</u>
<u>Amy Gasparich</u>	<u>School RtoS Team</u>
<u>Denise McWhorter</u>	<u>Media Specialist/ RtoS Team</u>

***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.

N/A **Innovation**

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

X **Collaboration**

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

- X** **Developmental Screening**
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- N/A** **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.
- N/A** **Developmentally Appropriate Curriculum for PreK–3**
The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- X** **Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- X** **Recruitment**
The school makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
- X** **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Introduction

The Paris Elementary School portfolio was developed to document the changes and progress that the school has made while working to continuously improve current progress. The portfolio provides all stakeholders with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The school portfolio is a living document that describes Paris and includes evidence of our work. It describes who we are, our vision for the school, goals, plans and progress and achievements in context of the client demographics and deeds, and out of school partnerships.

A team of teachers, administrators and community members was involved in researching and developing the portfolio. Group consensus was reached before final decisions were made during SIC meetings, PTA Board meetings, and Faculty meetings. Much of the narrative sections were taken from discussions of the school and evaluations using the Continuous Improvement Continuums. During these meetings, all stakeholders were asked to contribute evidence of our achievement and ideas for improvements. Through this process, all stakeholders had the opportunity to be heard and to contribute to the development of the portfolio for Paris Elementary School.

The team consists of the entire faculty broken into sub-committees, our PTA Board Members, and our SIC Committee. The faculty specifically analyzed our school's achievement in curriculum, climate, instruction, assessment, technology, and communication. They determined our specific strengths and weaknesses based on gathered evidence. The PTA Board and SIC Committee provided opinion and evidence to account for climate and communication. They also gave their "outside" view of our strengths and weaknesses.

Executive Summary

Needs Assessment or Findings for Student Achievement

- Palmetto Assessment of State Standards (PASS) results show our school had more students not meet the grade level standards for Social Studies and Writing than other elementary schools like ours.
- Paris did not meet state objectives in the following areas:
 - Female – Science
 - Minority – ELA, Math, Science, Social Studies
 - Disabled – ELA, Math
 - ESOL – Science
 - Subsidized Meals – Science

Needs Assessment or Findings for Teacher and Administrator Quality

- 52.8% of our faculty has advanced degrees. This percentage is more than 10% less than other schools like our sand the Median Elementary School.
- None of our teachers are trained in the Fountas & Pinnell Balanced Literacy Program that will be a district-wide implementation in 2013 – 14.

Needs Assessment or Findings for School Climate

- According to Evaluation findings, Social and Physical environment was the least favorable condition of Paris. SIC and PTA Committees cited “Continuing to teach to all learning levels” and “More efficient communication methods of wants and needs from teachers to parents”.

Paris’s Significant Challenges from the Past 3 Years

- Spring 2012, Paris had to replace a resigning teacher with a mid-year hire.
- For Paris’s Centennial Celebration in 2012, the PTA and Staff was tasked with contacting the alumni over the past century to involve them in the celebration of the school’s 100th birthday.

Paris’s Significant Awards, Results, or Accomplishments from the Past 3 Years

- Recognized ASCA Model Program (RAMP) for School Counseling Program
- Excellence on School Report Card 2012, 2013, 2014, 2015, 2016
- Palmetto GOLD Awards for 2012–13, 2013-2014, 2014-2015, and 201-2016 School Years
- 2 Palmetto SILVER Awards for 2010 – 11 and 2011 – 12 School Years
- PTA Teacher of the Year 2011 – 12 School Year
- PTA Principal of the Year 2010 – 11 School Year
- 100 Year Celebration Spring 2012
- Promethean Boards in every classroom

- Positive Behavior Interventions and Supports (PBIS) Ribbon Recipient 2012
- Reedy River Run Award for 2011 – 12 and 2012 – 13 School Years
- LiveWell Greenville Grant Award, 2014
- Technology Grant Recipient 2010 – 11 School Year
- Over 25 Virtual Field Trips in various grade levels enabling more students to experience on-site learning in 2012 – 13 School Year alone

School Profile

Paris Elementary School

32 East Belvue Road

Taylors, SC 29687

Telephone: (864) 355-4260

Fax: (864) 355-4391

Grades: Pre-K5 – 5th Grade

Enrollment: 636 Students

Faculty Profile:

- 2 Administrators
- 44 Teachers
- 26 Support Staff

Facilities:

- Cafetorium
- Computer Lab
- Gymnasium
- Historical School Location
- Media Center
- Science Lab
- School Dates Back to Early 20th Century
- Separate Playground for Kindergarten

School Community:

- Centennial Celebration involving Paris Alumni from the past 60 years (Celebrated in Spring 2012)
- Walking Club meeting twice a week before school involving students, teachers, and parents
- Corporate Sponsorship from business such as Chick-Fil-A, Harvey's Restaurant, Bojangles, Lowe's, and Country Boys
- Annual SpiritFest Celebration involving local community, On-Air News Reporters from WYFF, Piedmont Park Fire Department, families, and staff

School Personnel Data:

- 44 Teachers, 26 Support Staff, 2 Administrators
- 52.8% staff hold advanced degrees
- 89.2% staff returning from the previous year
- 96.8% Attendance Rate
- 100% Highly Qualified
- Less than 2% Minority , 98% Caucasian
- 2% Male, 98% Female
- Chart comparing teachers' grade level with years of experience:

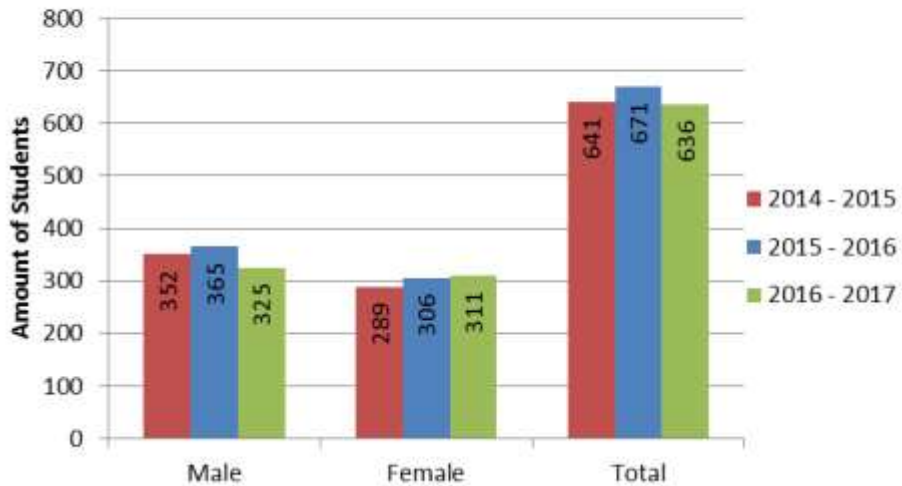
Grade Level <5 5-10 11-15 16-20 20<

Grade Pre-K5				1	
Grade K5	1		2	2	
Grade 1	1	1	3		1
Grade 2	1	1	1		2
Grade 3	2		2		1
Grade 4	1		1		2
Grade 5	1	2			1
Spec. Educ.		3		1	
Related Arts				1	1
Speech			1	1	

Student Population Data:

	Total	Male	Female
GradePreK	13	7	6
Grade K5	103	46	57
Grade 1	118	66	52
Grade 2	101	55	46
Grade 3	112	58	54
Grade 4	112	60	52
Grade 5	103	45	58
Total Population	662	337	325

Enrollment



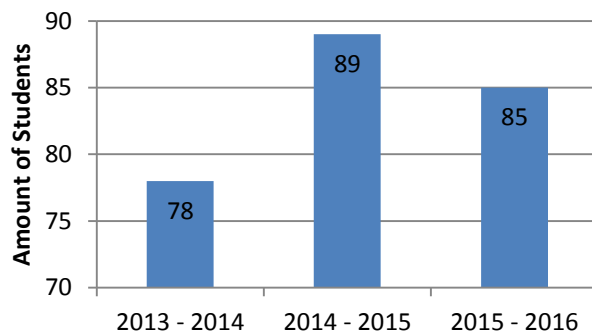
Ethnicity Sub Groups

- 1 American Indian/Alaskan Native (less than 1%)
- 10 Asian (1.6%)
- 68 African American (10.7%)
- 3 Pacific Islands (less than 1%)
- 427 White (67.1%)
- 80 Hispanic (12.6%)
- 47 Multi Race Categories (7.4%)

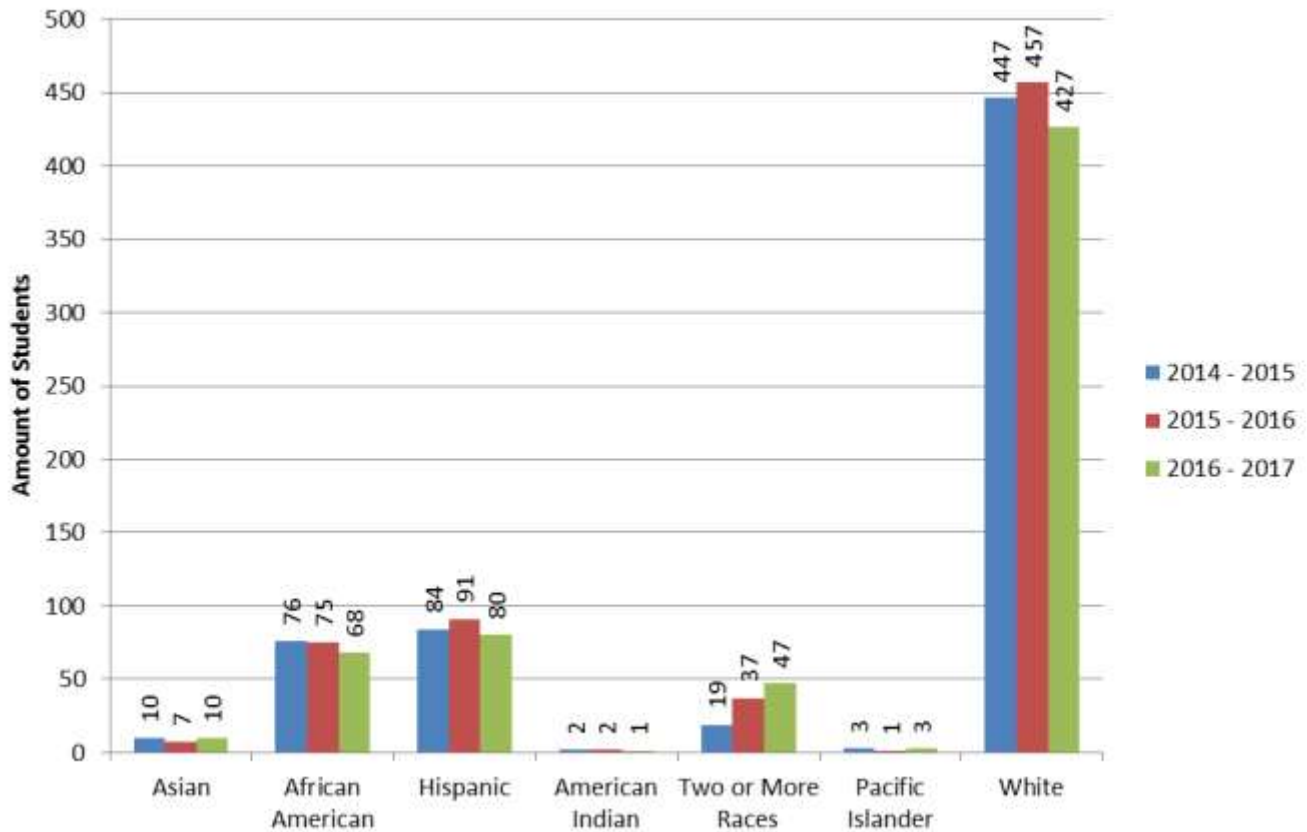
Special Services Sub Groups

- 89 ESOL
- 48 Resource
- 19 EDSC (8 Primary, 11 Intermediate)
- 59 Speech

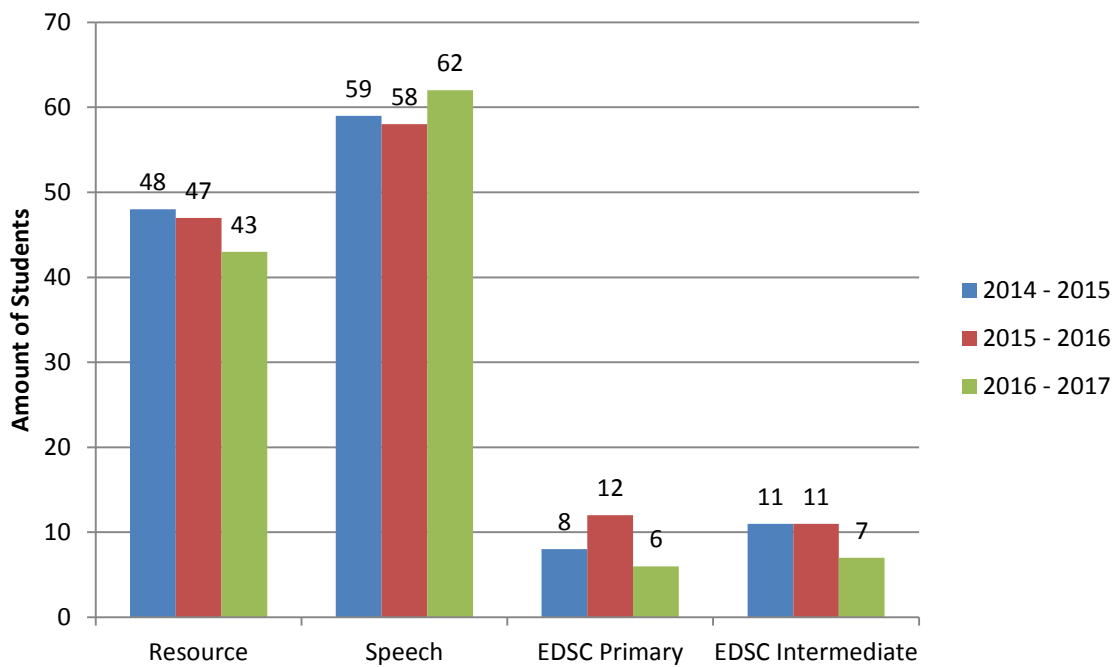
ESOL Enrollment



Enrollment by Subgroups

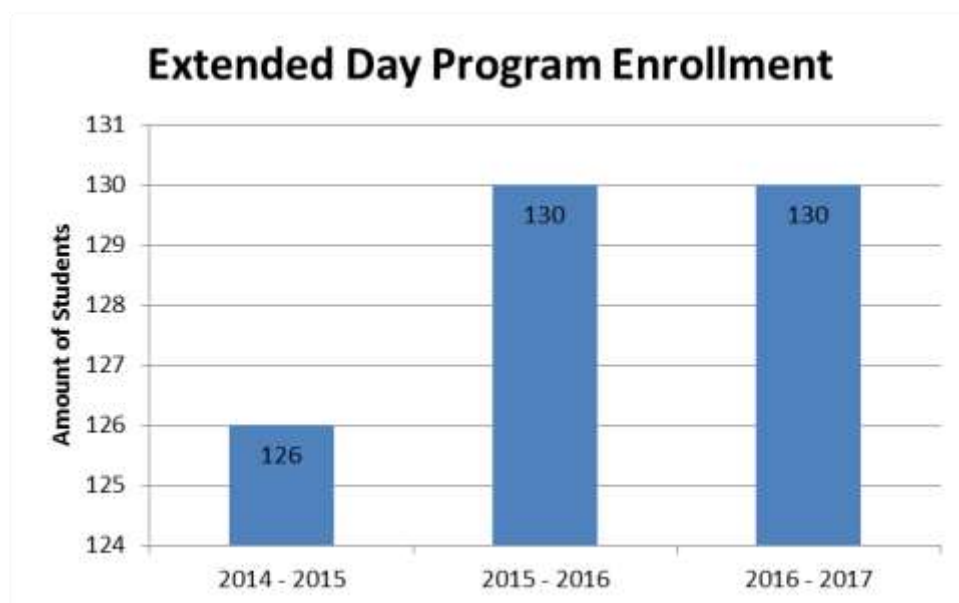
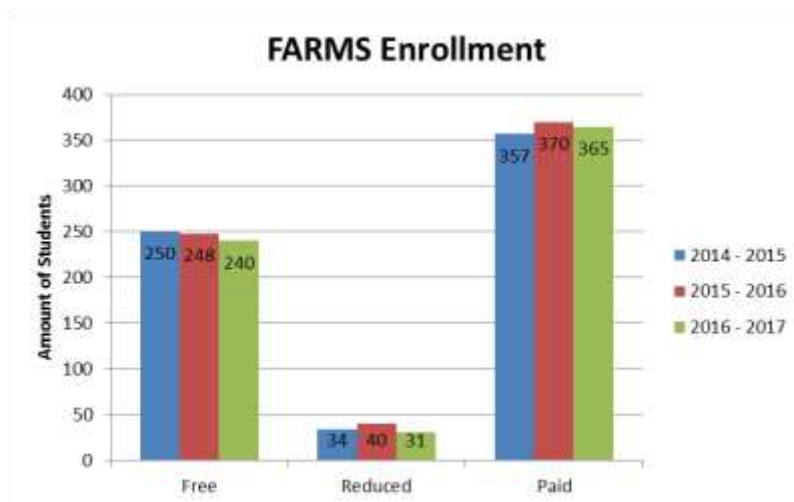


Special Education Enrollment



Other Sub Group

- 2 Students Retained (0.3%)
- 250 Free Lunch, 34 Reduced Lunch, 357 Paid
- 126 in Extended Day Program



Major Academic and Behavioral Features/Programs/Initiatives:

- Academic Awards Program – Showcases students' achievements in academics
- Accelerated Reader – Allows teachers to track students' independent reading level and comprehension
- After School Day Care Program – On Site Daily
- Art Club – Allows gifted art students to have a more in-depth instruction
- Artist in Residence Program – Provides a musical, artistic, and physical experience in learning
- Author's Spotlight – Quarterly, Celebrates student authors in every grade level
- Challenge Program (Gifted and Talented)
- Citizen of the Month – Recognition of students who exemplify good character
- Computer Lab – Allows every class an opportunity to utilize Odyssey Compass Learning

- District Science Kits – Hands-On Instructional Opportunities for Students
- Every Day Calendar Math – Builds on concepts every day in a variety of mathematical strands
- Field Day – End of the Year celebration for all students
- Fitness Wall of Fame – Recognizes students who are active and physically fit
- Fountas and Pinnell Balanced Literacy – Focuses on reading instruction on each child's instructional level
- Honors Chorus – Allows gifted singers to have a more in-depth instruction
- Instructional Technology – A Promethean Board in every classroom
- Kindergarten for 5 Year Olds – Full Day
- Laptop Computer Lab – Allows every class a chance for extra Odyssey Compass Learning, Research, or Technology Instruction
- MAP Assessment Program – Formative Assessments for 1st through 5th grades
- Math Club - Above Grade Level instruction for Advanced 4th and 5th Grade Math Students
- Math Superstars – Recognizes Students' Math Fact Achievement
- Odyssey Compass Learning – Online personalized instruction for students in Math and Language
- PBIS (Positive Behavior Interventions and Supports) – Recognizes and Reinforces positive behavior in students individually and as a class
- Prime Time News on Closed Circuit Television – Daily Broadcast of Announcements by students
- Professional Learning Communities – by Grade Level, Expertise, and Experience
- PTA Reflections Contest – Showcases Literary, Photographic, Artistic, and Expressive Talents of Students
- RTI (Response to Intervention) – Early Intervention for Kindergarten, First, and Second Grade Students in Reading
- SEEDS Reading Program – Involves Parents in Reading Instruction in Classrooms
- Science Fair – Promotes Scientific Thinking and Method for Fifth Grade Students
- Terrific Kids Awards – Quarterly, Recognizes Good Character in Students

Mission, Vision, and Beliefs

The mission of Paris Elementary School is to prepare students to continue active, self-disciplined, lifelong learning as responsible citizens. This mission is carried out through our vision in four key areas: curriculum, instruction, assessment, and environment.

Our beliefs are also an integral component in conveying our vision to all stakeholders. Paris's beliefs acknowledge the link between the student, home, school, and community as well as the importance of diversity, respect, and dignity. These ideas are the basis for all of our instructional and organizational priorities and goals.

Values and Beliefs:

- Educational goals are best accomplished in a safe and comfortable environment.
- Creative thinking and problem solving skills are essential for life-long learning.

- All children have individual strengths, needs, and learning styles.
- Education is a shared responsibility of home, school, and the community.
- Curriculum and instruction meet the changing needs of students and the community.
- All students share the responsibility to be active learners.
- Positive discipline fosters accountability and self-respect.
- Parental involvement and volunteer services enrich learning.
- Students are the center of the learning process.
- Diversity enriches education.
- Dignity, respect, and appreciation are important.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

➤ Data Sources

1. SDE School Report Card

English

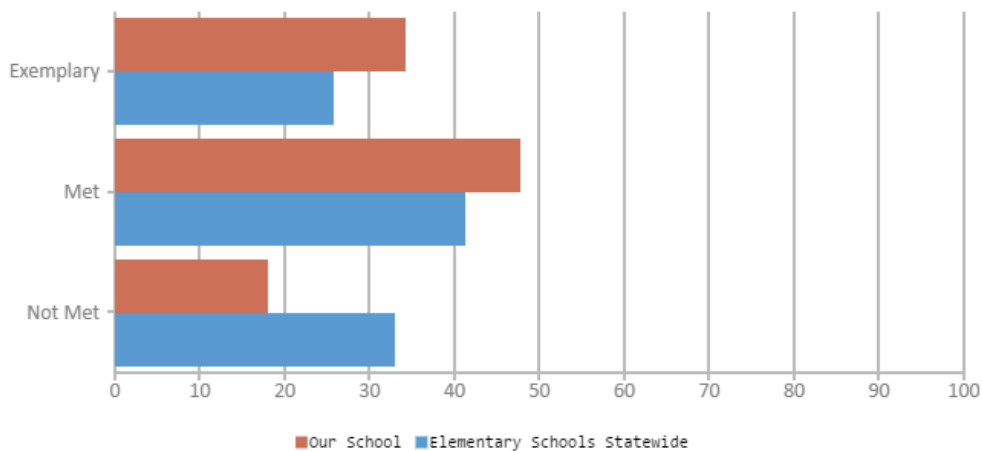


Mathematics



Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

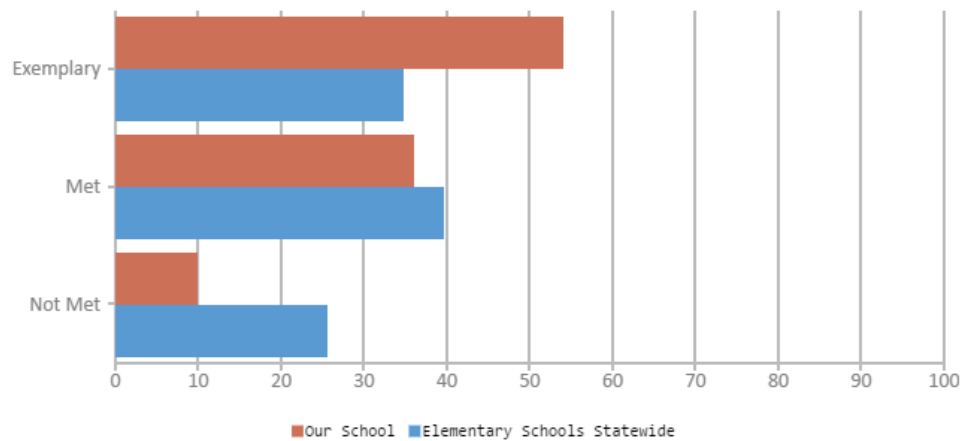
Science



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
88.5	77.0

Social Studies



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
94.8	86.5

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

➤ Findings

Palmetto Assessment of State Standards (PASS) results show our school did outperform other elementary schools like ours in the areas of ELA, Math, Writing, Social Studies, and Science based on the amount of students that were considered Met or Exemplary on PASS.

2. 2014 – ESEA/Federal Accountability System

(not available for 2015 or 2016)

Overall Weighted Points Total: 91.6

Overall Grade Conversion: A

Points Total – Elementary Grades: 91.6

	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	0.8	0.6			1	1
Asian/ Pacific Islander						
Hispanic	1	0.9				
American Indian/ Alaskan						
Disabled	0.7	0.5			1	1
LEP	0.9	0.9			1	1
Subsidized Meals	1	0.9	0.7	0.9	1	1
Total Number of Points	78.4	7.8	4.7	4.9	8	8
Total Number of Objectives	9	9	5	5	9	9
Percent of Objectives Met	98.75	75	75	97.5	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	37.33	34.67	4.7	4.9	5	5
Points Total	91.6					

➤ Findings

Paris did not meet state objectives in the following areas:

- Minority – Math, Science
- Disabled –Math

3. ITBS – School Summary from Riverside Publishing

Grade 2	Reading Comprehension	Math Concepts	Math Problems	Math TOTAL
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ITBS/CogAT Number of Students Included	103	103	103	103
Average Standard Score (SS)	166.2	160.2	163.3	161.8
Percentile Rank of Average SS: National Student Norms	75	64	69	66
NPR of Average PSS (PNPR)	61	55	58	57
Difference (NPR – PNPR)	+14	+9	+11	+9
<i>Number of Students Tests = 120</i>				
ITBS Number of Students Included	103	103	103	103
Average Standard Score (SS)	166.2	160.2	163.3	161.8
National Stanine of Average SS	6	6	6	6
Normal Curve Equivalent of Average SS	64	57	60	59
Percentile Rank of Average SS: National Student Norms	75	64	69	66
<i>Number of Students Tests = 106</i>				

CogAT Grade 2	Average Universal Scale Score	Grade Scores Percentile Rank	Grade Scores Stanine
Verbal	161.6	54	5
Quantitative	166.1	59	5
Nonverbal	185.3	75	6
Composite	171.0	64	6

➤ Findings

Paris's 2nd graders scored in over the 50th percentile in the areas of Reading Comprehension, Math Concepts, and Math Problems. They also scored in above the 50th percentile in Verbal, Quantitative, and Nonverbal areas.

4. Teacher and Administrator Quality

➤ Data Sources



PARIS ELEMENTARY
Greenville County Schools

2016-2017 PROFESSIONAL DEVELOPMENT PLAN

Date	Meeting/Inservice	Contact	Details
8/9/16	Vision for the Year & Management Tidbits	Wise	FLEX
8/10/16	Workshops <ul style="list-style-type: none"> • Math Benchmark (Hever) • Group Dynamics (Nelson) • Literacy Framework (Moss) • Classroom Management (Gerard) • Communication (Wise) • Media Center/Research (McWhorter) 	As Indicated	FLEX
8/12/16*	Grade Level Planning		FLEX
8/15/16*	Group Dynamics – Part 2		WORK DAY
8/24/16	Grade Book Setup & Grading Practices MAP Training (Grades 2-5, Resource, EDSC)	Hever	
8/31/16	Inservice - Team Building	Nelson	
9/7/16	Inservice - Student Learning Objectives	Hever	
9/14/16	Grade Level Planning		
9/21/16	Inservice - A-Team & 504s	Nelson	
9/28/16	Academic Vertical Team Meetings	Hever	
10/5/16	Inservice - Managing Escalating Behavior	Houliston	
10/12/16	Grade Level Planning		
10/19/16	Inservice - Teaching Challenge Students	Flesher	
10/25/16*	INCLUSION TEAM TRAINING		ALL DAY
10/26/16*	INCLUSION TEAM TRAINING		ALL DAY
10/26/16	Academic Vertical Team Meetings		
11/2/16	Inservice – Learning Focused	Hever/Moss/ Wise	
11/9/16	Grade Level Meetings		
11/16/16	Faculty Meeting		
11/30/16	Academic Vertical Team Meetings		
12/7/16	Inservice- SLOs Follow Up	Hever	
12/14/16	Grade Level Meetings		
12/14/16*	INCLUSION TEAM TRAINING		ALL DAY
1/4/16	Grade Level Planning		
1/11/16	Inservice – Text Dependent Questions	Hever/Moss	
1/18/16	Faculty Meeting		
1/25/16	Academic Vertical Team Meetings		
2/1/16	Inservice – Team Building	Nelson	
2/8/16	Grade Level Meetings		
2/15/16	Faculty Meeting & MAP Administration	Hever	
2/22/16	Academic Vertical Team Meetings		
3/1/16	Inservice – SCREADY Writing Prompt/Scaffolding	Hever Moss	
3/8/16	Grade Level Meetings		
3/15/16	Inservice - Differentiated Instruction Strategies	Stetson	
3/22/16	Inservice – Technology Potpourri		Hever – basics Windham - websites Holtzclaw – Google Apps
3/29/16	Inservice - Ron Clark	Riebe/ Windham	

4/5/16	Inservice – Soft Skills	Ogg/Nelson	
4/19/16	SCREADY/SCPASS Administration	Hever	
4/26/16	Grade Level Meetings		
5/3/16	Inservice – Power of Positive Relationships	Braga/Nelson	
5/10/16	Grade Level Meetings		
5/17/16	Faculty Meeting		
5/24/16	Academic Vertical Team Meetings		
5/31/16	Class Formation		

- First Wednesday – Faculty Meeting/Inservice
- Second Wednesday – Grade Level Planning
- Third Wednesday – Faculty Meeting
- Fourth Wednesday – Academic Committee (Vertical Team) Meetings
- Grade Level Meetings – regularly scheduled weekly for collaborative planning
- Faculty Council – meet other than Wednesday

➤ Findings

5. Professional Development Plan 2016 – 17

Under the continued guidance of our literacy specialist, we are continuing with our work in Lucy Caukins Writing Framework. Our Intermediate teachers undergo training this year. We are continuing to making writing across the curriculum an integral part of our teaching procedures. In addition, a renewed push towards integrated technology supports new devices like Chromebooks in the classroom.

6. Professional Development Plan 2015 – 16

Under the guidance of our literacy specialist, our next school year will focus on a school-wide writing program. Our staff will participate in training using the Lucy Caukins Writing Framework in conjunction with our ongoing implementation of Fountas and Pinnell Balanced Literacy System. Our hope is to use vertical articulation and Calkins research to make writing across the curriculum a vital part of our teaching.

7. Professional Development Plan 2014 – 15

In working with the instructional coach, we hope to foster a feeling of confidence in the new Common Core Standards, Fountas & Pinnell Balanced Literacy, and their integration and implementation. We hope that faculty meetings and Professional Learning Communities (PLC) can become a sharing of methods, an ongoing discussion of pedagogy, and an exchange of ideas—what works and what does not. Our staff will undergo training in the Fountas & Pinnell program over the 2014-2015 school year.

Our professional development plan for 2014-2015 emphasizes the following areas

a. Fountas & Pinnell

Our District has chosen to use the Fountas & Pinnell Balanced Literacy System for teaching reading. Most of our staff development will be in training for Balanced Literacy. Our training began in June 2013. The training will include whole staff instruction, Professional Learning Communities to discuss problems and

troubleshoot, and evaluation and feedback from the Fountas & Pinnell professionals.

b. Vertical Articulation

One of the areas of improvement that our staff has noticed is in the area of vertical articulation. Our staff will have small group meetings to discuss specific areas of curriculum, instruction, and assessment in multiple subjects. The goal will be to find a common link to help prepare students for what they will learn in the future and to tap into prior learning with more accuracy.

8. Professional Development Plan 2013 – 14

c. Technology

Paris had previously received some funding for a Technology Grant. We used the upcoming Common Core and Fountas & Pinnell Balanced Literacy to determine the allocations for those funds by choosing to do iPad Minis to help with classroom instruction. This iPad initiative began this school year. Our training demonstrated the most effective and efficient uses of our iPads in the classroom for the implementation of Fountas and Pinnell Balanced Literacy.

After extensive discussion and research, we determined the best uses for the remainder of the funding to support instruction in the classroom by updating Promethean Board technology, upgrading classroom computer monitors, and placing ActivSlates, HUE cameras, and ActivExpressions in more classrooms.

d. Common Core

The Common Core staff development encompassed the origins of Common Core State Standards (CCSS), the schedule, and the new Smarter Balanced assessment that will follow in 2015. In addition, we used our knowledge of CCSS to help the district choose a new math text, transition our lesson plans and instruction, and find commonalities/differences between our current standards and CCSS.

e. Guided Reading in the Balanced Literacy Framework

Our District has chosen to use the Fountas & Pinnell Balanced Literacy System for teaching reading. Most of our staff development has been in training for Balanced Literacy, specifically Guided Reading and Interactive Read-Alouds. Our training began in June 2013. The training included whole staff instruction, Professional Learning Communities to discuss problems and troubleshoot, and evaluation and feedback from the Fountas & Pinnell professionals.

9. School Climate Needs Assessment

➤ Data Sources

School Report Card 2015

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	39	102	85
Percent satisfied with learning environment	100.0%	95.1%	91.7%
Percent satisfied with social and physical environment	100.0%	97.0%	91.7%
Percent satisfied with school-home relations	100.0%	99.0%	78.3%

➤ Findings

The teacher and student results from the Survey indicated that teachers and students were more satisfied than parents with the school environment and relations.

The families, staff, and community work together to nurture and develop a genuine appreciation for one another's culture. The Paris community is welcomed to our school, just as Paris Elementary students contribute in a positive way to the Paris community and to the preservation of our natural habitat, Paris Mountain and Paris Mountain State Park.

Beliefs, missions, and values are communicated at Paris Elementary in a variety of ways including, but not limited to, the following:

- Orientation
- Online class syllabi for all grade levels and special areas, hard copies of same are available for families without internet access
- Paris Elementary School Handbook/Calendar
- Teacher Handbook
- Open House and Family Nights
- Parent/Teacher Conferences
- Weekly folders
- Daily folders
- Notes/emails/phone calls
- School websites
- Classroom websites and newsletters
- Greenville News
- Ink Panther
- Prime Time Paris News

Paris 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 safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of 4 custodians performs basic cleaning operations in every classroom every day. Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

Action Plan

SC READY WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

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

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

	Baseline 2015-16	2016- 17	2017- 18
School Projected	X		
School Actual		75%	
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in 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		65.9%	
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

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

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

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

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	2016- 17	2017- 18
School Projected	X		
School Actual		64.4%	
District Projected	X		
District Actual			

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	*	65.9		
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 2015-2016.

% 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	*	48.3		
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 2015-2016.

% Tested Math – School	Baseline	2015-16	2016-17	2017-18
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	2014-15			
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	64.4		
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 2015-2016.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
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Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	*			
All Students	*	46.2		
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 2015-2016.

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

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

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

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

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

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual	82	82		
District Projected	X			
District Actual	72.9			

*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			
School Actual	87	90.1		
District Projected	X			
District Actual	81.2			

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

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

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd percentile	61 st percentile	

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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	100	100	100	100	
Actual	100	100	100	100	100	100	

STUDENT ATTENDANCE

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.6	94.6	97	96.7	96.5	96.7	
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

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 ____% in 2012 to ____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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					
School Actual	89.3	91.3	90.5	93.1	96.1		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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

STUDENT SATISFACTION – LEARNING ENV.

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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					
School Actual	89.3	88.2	91.2	94.4	97.6		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from ____% in 2012 to ____% 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					
School Actual	100	100	100	100	100		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from ____% in 2012 to ____% 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 #18

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X					
School Actual					97.4		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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 ____% in 2012 to ____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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					
School Actual	91.2	94.7	94.8	94	92.2		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

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

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

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

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

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Promote communication of questions and concerns from parents to Principal	August - June	Principal	\$0	N/A	School Website
Hold Coffee with the Principal	Monthly	Administration	\$0	N/A	School Website Calendar
Communicate regularly with parents using weekly progress reports, weekly folders, parent conferences, web sites, report cards	August - June	Teachers Principal	\$500	PTA Funding	Copies of documents Conference Logs
Increase community awareness of the school through teacher web pages, school and district website, and Ink Panther newsletter	August - June	Teachers Principal PTA	\$1000	PTA Funding	Newsletters Webpages Website
Distribute School Report Card	November	School District	\$0	N/A	Report Card delivered to all stakeholders
Administer school climate survey to teachers, parents, and students	February - March	Teachers Principal	\$0	N/A	School Report Card Data
Produce Prime Time Paris News	August - June	Media Specialist Principal Students	\$500	PTA Funds	Daily Broadcasts

☒ 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: Annually 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 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	60 th %tile	61 th %tile	75 th %tile	64 th %tile	64 th %tile	61 st %tile	
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	51 st %tile	55 th %tile	64 th %tile	59 th %tile	55 th %tile	64 th %tile	
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	55 th %tile	58 th %tile	69 th %tile	59 th %tile	69 th %tile	51 st %tile	

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	67 th %tile	66 th %tile	75 th %tile	64 th %tile	64 th %tile		
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	52 nd %tile	50 th %tile	64 th %tile	59 th %tile	55 th %tile		
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	58 th %tile	55 th %tile	64 th %tile	59 th %tile	55 th %tile		

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Conduct MAP goal setting conferences with 1 st – 5 th grade students with follow up spring conferences	September and April	Teachers Instructional Coach	\$0	N/A	Student Goal Setting Sheet
Analyze MAP data and utilize the data in directing instruction.	October	Instructional Coach	\$0	N/A	Data analysis meeting during PLC
Plan as a grade level	August-June	Teachers Principal Instructional Coach	\$0	N/A	Lesson Plans
Reflect Common Core Standards in Lesson Plans	August – June	Teachers Principal Instructional Coach	\$0	N/A	Lesson Plans and Syllabus
Train teachers in Fountas and Pinnell Balanced Literacy	Ongoing	School District Instructional Coach Teachers	\$0	N/A	Professional Development Plan Inservice Points
Hold Author's Spotlight events quarterly to celebrate the writing efforts of students	August – April	Instructional Coach Teachers	\$0	N/A	Quarterly Celebration featuring students with an audience of parents and friends
Plan as a grade level	August – June	Teachers Principal Instructional Coach	\$0	N/A	PASS Results Agendas/Minutes of meetings
Evaluate PASS Test Scores	August – September	Administration Teachers Instructional Coach	\$0	N/A	Portfolio – Student Achievement Section
Administer and Evaluate PM Benchmark Assessment and District Writing Prompts	Quarterly	Teachers Instructional coach	\$0 (District Provided)	N/A	Student ELA Folder and Records
Collaborate between Special Education Resource teachers and Regular Education Teachers to provide targeted instruction to the student group (Disabled) who did not show full gains	August – June	Principal Teachers	\$0	N/A	Increase the number of Disabled Students who score Met or Exemplary on PASS
Train teacher in implantation of Common Core Standards	Ongoing	Instructional Coach Teachers	\$0	N/A	Professional Development Plan
Implement Every Day Counts Calendar Math in every classroom at every grade level	Ongoing	Instructional Coach Teachers	\$0	N/A	Classroom and Lesson Plans
Utilize Learning-Focused strategies while utilizing	Ongoing	Instructional Coach	\$0	N/A	Record of Professional

Rubicon Atlas and collaboration in teacher Planning		Teachers			Development opportunities and Lesson Plans
Use Odyssey CompassLearning integrated curriculum materials and NWEA resources to supplement classroom activities	Ongoing	Teachers	\$0	N/A	Regularly Scheduled Computer Lab (45 minutes), Laptop Lab (45 minutes) and classroom (30 minutes) time
Utilize materials from the new math series to provide hands-on math instruction	Ongoing	Instructional Coach Teachers	\$0	N/A	Lesson Plans and Observations
Provide targeted instruction for the student subgroups who did not show gains (African American, Disabled)	Ongoing	Teachers	\$0	N/A	Lesson Plans and Observations/ Data Analysis of scores
Implement Response To Intervention reading intervention in kindergarten with the kindergarten teachers and in first grade by a part-time intervention teacher to target students identified by the AIMSweb screening process	Ongoing	Teachers	\$0	N/A	Benchmarks, Aimsweb Data
Utilize the web-based program Accelerated Reader to encourage reading	Ongoing	Teachers	\$0	N/A	Number of students meeting Accelerated Reader goals

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain 100% of teachers who are highly qualified for their positions.

ANNUAL OBJECTIVE: Maintain 100% of teachers who are highly qualified for their positions

DATA SOURCE(S):

	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	

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Recruit Hire only Highly- Qualified Teachers	June - August	Principal	Teacher Salary Schedule	District Funds	Report Card Data

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96	96.7	97	96.7	96.5	96.7	
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 87.1% in 2012 to 89.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.5	87.9	88.3	88.7	89.1
School Actual	87.1	91.5	91.5	92.1	96.1		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

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

STUDENT 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 95.8% in 2012 to 97.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.2	96.6	97.0	97.4	97.8
School Actual	95.8	98.8	98.6	98.1	97.6		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8						

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 at 98.6% in 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain percentage 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	98.6	98.6	98.6	98.6	98.6
School Actual	98.6	100.0	100	100	100		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 95.3%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage of parents who indicate annually 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	95.3	95.3	95.3	95.3	95.3
School Actual	95.3	94.4	94.2	95.1	97.4		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

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

STUDENT 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 91.2% in 2012 to 93.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) 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	91.2	91.7	92.2	92.7	93.2
School Actual	91.2	94.7	95.1	94.9	92.2		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

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 at 100%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage of teachers who annually indicate they 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	100	100	100	100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Promote communication of questions and concerns from parents to Principal	August - June	Principal	\$0	N/A	School Website
Hold Coffee with the Principal	Monthly	Administration	\$0	N/A	School Website Calendar
Communicate regularly with parents using weekly progress reports, weekly folders, parent conferences, web sites, report cards	August - June	Teachers Principal	\$500	PTA Funding	Copies of documents Conference Logs
Increase community awareness of the school through teacher web pages, school and district website, and Ink Panther newsletter	August - June	Teachers Principal PTA	\$1000	PTA Funding	Newsletters Webpages Website
Distribute School Report Card	November	School District	\$0	N/A	Report Card delivered to all stakeholders
Administer school climate survey to teachers, parents, and students	February - March	Teachers Principal	\$0	N/A	School Report Card Data
Produce Prime Time Paris News	August - June	Media Specialist Principal Students	\$500	PTA Funds	Daily Broadcasts

2016 Report Cards

Paris Elementary
School

Principal: David G. Wise
 Superintendent: Dr. W. Burke Royster
 Board Chair: Mrs. Lisa Wells
 School Phone: 864-355-4260
 School Website: <http://www.greenville.k12.sc.us/parise/>

State Rating History	Past Year's Ratings
	2014 - Excellent
	2013 - Excellent
	2012 - Excellent

*Based on state law, schools and districts will not be rated for state accountability purposes until Fall 2018



World Class Knowledge

Rigorous standards in language arts and math for career and college readiness
 Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

Creativity and innovation
 Critical thinking and problem solving
 Collaboration and teamwork
 Communication, information, media and technology
 Knowing how to learn

Life and Career Characteristics

Integrity
 Self-direction
 Global perspective
 Perseverance
 Work ethic
 Interpersonal skills

Enrollment
655

Grades
PK-5

Teachers
39

Established in 1912 and nestled at the base of Paris Mountain, Paris Elementary offers a unique educational setting rich in a tradition of excellence. Paris Elementary is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. Our mission is to prepare students to continue active, literate, and lifelong learning. We accomplish this through student-centered, research-based academic programs which ensure the best possible education for our students.

The faculty is well-trained to provide instruction through subject integration presented in standards-based thematic units. Our balanced literacy approach to reading serves the individual needs of each student. Our math program utilizes the Everyday Counts Calendar Math program and is enhanced by the Math Superstars program. These programs employ a hands-on approach to promote student creativity and higher order thinking to solve word problems. Students continue learning with Odyssey Compass Learning, a computer-based instructional program which addresses individual students' needs. Our teachers use hands-on science kits and project-based teaching in Social Studies.

The character development of students is a priority. Five lifelong guidelines and nineteen life skills are taught through the morning news program and modeled and integrated into classroom instruction. Parents are encouraged to partner with the school by focusing on a life skill shared each week in the school newsletter. Citizens of the month and of the year, the Kiwanis Terrific Kids program, the Positive Behavior Interventions and Supports (PBIS) program, and character lessons by the school counselor promote character development.

The success of Paris Elementary is heightened by strong support from our PTA and the surrounding community. Our PTA contributes an enormous amount of time and financial resources to programs in the school which benefit all students, such as Artist-in-Residence, Science is Fun Day, and the reading celebrations. Our PTA supports and funds the use of technology as an instructional tool. Volunteers read to and tutor students, assist teachers, and help with the maintenance and beautification of the school.

The school staff, parents, students, and community all work together to ensure student achievement and success. As we persevere in a new century of academic achievement, we will continue to build on the traditions of excellence which have always defined Paris Elementary.

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Alice Geiger, SIC Chair

Emily Gerard, Assistant Principal

David G. Wise, Principal

School Website: www.greenville.k12.sc.us/parise

South Carolina College-and Career-Ready Assessments (SC READY)

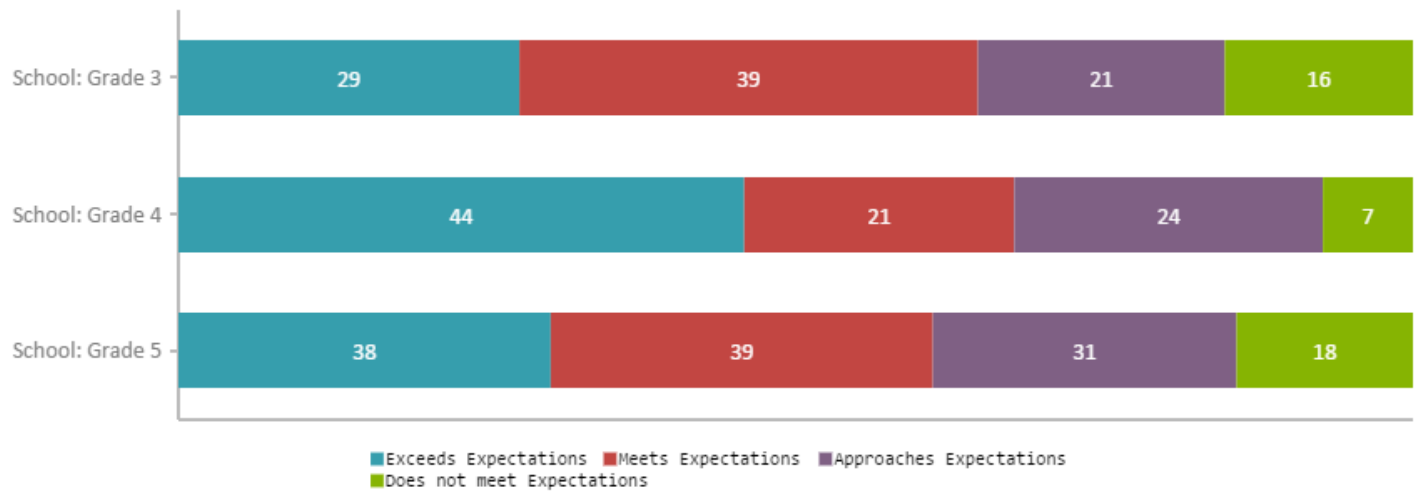
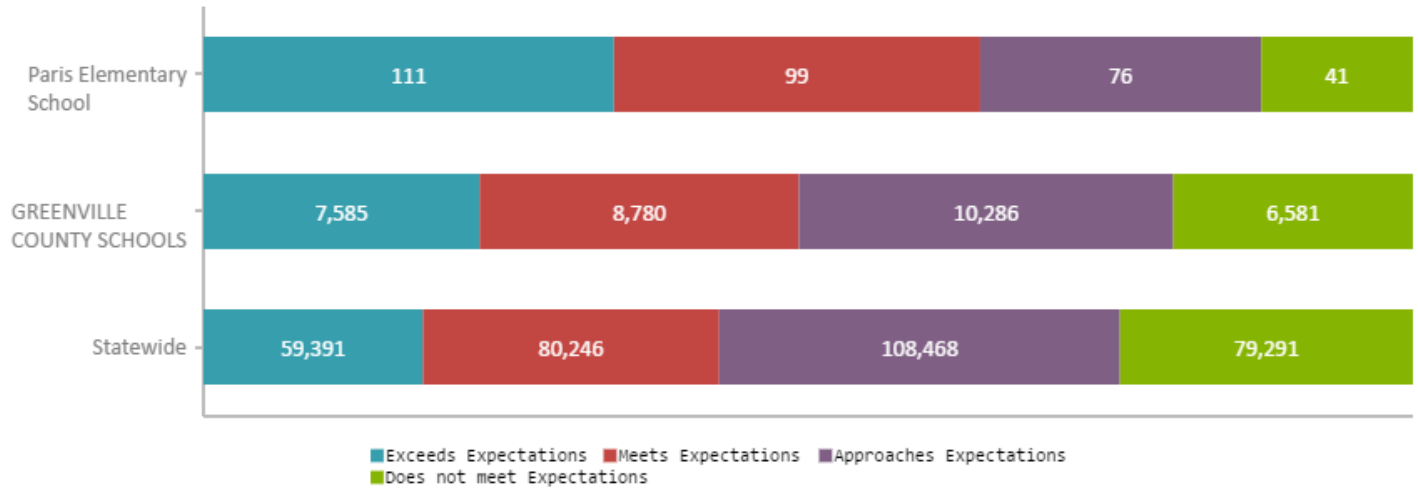
The South Carolina College-and Career-Ready(SC READY) assessment was given to students in grades 3-8 in Spring 2016. Students were assessed in the subject areas of Reading, English, Mathematics and Writing.

o - Results for groups with 4 or fewer students

English



Mathematics



Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

SCPASS

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2016. Students were assessed in the subject areas of Science and Social Studies.

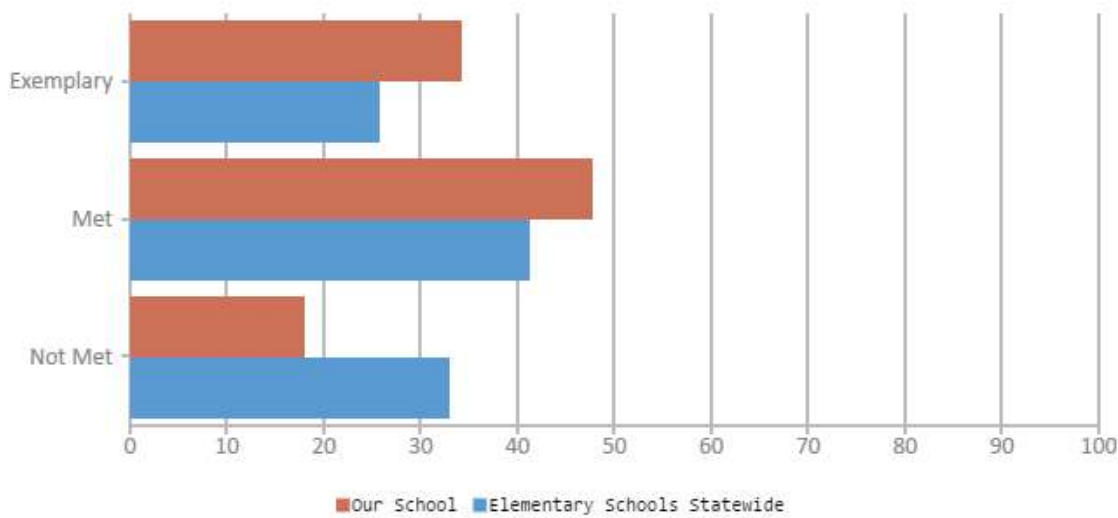
"Exemplary": student demonstrated exemplary performance in meeting the grade level standard.

"Met": student met the grade level standard.

"Not Met": student did not meet the grade level standard.

**Note: Results include SC-Alt assessment results.*

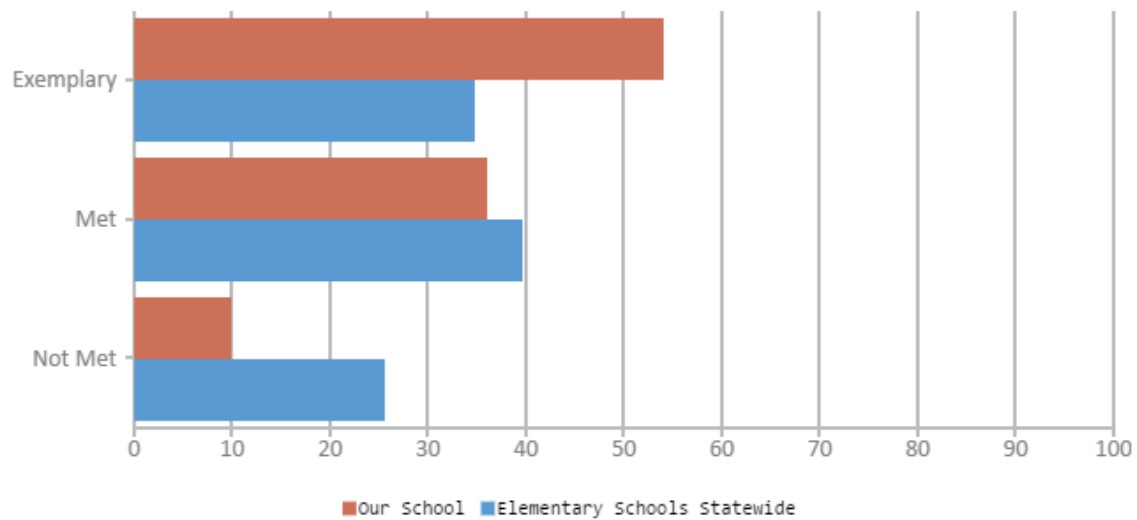
Science



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
88.5	77.0

Social Studies



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
94.8	86.5

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

For students to meet the profile of the SC Graduate

	Our School	Change from last year
Students (n = 655)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	47.8	Down from 51.5
Attendance rate	96.5	Up from 96.3
With disabilities	16.5	Up from 13.4
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0	No change
Percentage of students served by gifted and talented program	16.6	Up from 15.1
Percentage of students retained	0.9	Up from 0.6
Teachers (n = 39)		
Percentage of teachers with advanced degrees	51.3	Up from 50.0
Percentage of teachers on continuing contract	89.7	Down from 92.1
Teachers returning from previous year	93.3	Up from 91.1
Teacher attendance rate	93.5	Down from 94.8
Average teacher salary	\$48,333	Up from \$47,893
Professional development days/teacher	13.9	Up from 11.1
Percentage of teacher vacancies for more than 9 weeks	0.0	No change

School		
Principal's/Superintendent's years at school/district	8	Up from 7
Student-teacher ratio in core subjects	22.1 to 1	Up from 21.8 to 1
Prime instructional time	88.2	Down from 90.2
Opportunities in the arts	Good	No change
AdvancEd (SACS) accreditation	Yes	No change
Parents attending conferences	100.0	No change
Character development program	Excellent	No change
Average age of books / electronic media in the school library	13.0	Up from 12.0
Number of resources available per student in the school library media center	19.4	Up from 14.8
Each student device has access to at least 1 Mbps of bandwidth	Yes	N/A
Percent of classrooms with wireless access	91 - 100%	Change from 76-100%
Percent of students served by 1:1 learning	1 - 10%	N/A
Number of devices dedicated for student use	324	N/A
Percentage of classes not taught by highly qualified teachers	0.0	No change
Dollars spent per pupil	N/A	N/A
Percent of expenditures for instruction	N/A	N/A
Percent of expenditures for teacher salaries	N/A	N/A
Number of online or blended (50% online) courses offered	N/A	N/A

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	39	128	77
Percent satisfied with learning environment	100.0%	97.6%	96.1%
Percent satisfied with social and physical environment	100.0%	92.2%	97.4%
Percent satisfied with school-home relations	100.0%	94.5%	81.9%

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

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample