

**SIMPSONVILLE ELEMENTARY SCHOOL AT  
MORTON PLACE**

**Mrs. Jackie Earle, Principal**

**SCHOOL DISTRICT OF GREENVILLE COUNTY  
Dr. W. Burke Royster, Superintendent**

**STRATEGIC PLAN  
2013-14 THROUGH 2017-18**



**200 Morton Avenue  
Simpsonville, SC 29681  
864-355-8300**

**<http://www.greenville.k12.sc.us/simville/>**

**Kindergarten through 5<sup>th</sup> Grade**

**SCHOOL RENEWAL PLAN COVER PAGE*****SCHOOL INFORMATION AND REQUIRED SIGNATURES*****SIMPSONVILLE ELEMENTARY SCHOOL****GREENVILLE COUNTY SCHOOL DISTRICT****SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)****SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*one year*)****Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)).

The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**CHAIRPERSON, BOARD OF TRUSTEES**

Dr. Crystal Ball O'Connor		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Meghann McCall		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Jackie Earle		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Sharon Clyborne		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL'S ADDRESS: 200 Morton Avenue Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-8300

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

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

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	<u>Jackie Earle</u>
2.	<b>Teacher</b>	<u>Angela Watts</u>
3.	<b>Parent/Guardian</b>	<u>Jaime Mogle</u>
4.	<b>Community Member</b>	<u>Peter Bergstrom</u>
5.	<b>School Improvement Council</b>	<u>Meghann McCall</u>
6.	<b>Others*</b> (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<b>Position</b>	<b>Name</b>
<b>Assistant Principal</b>	<b>Julie Cooke</b>
<b>Parent/Teacher</b>	<b>Pam Reece</b>
<b>Parent/Teacher</b>	<b>Antoinette Boller</b>
<b>Parent/Teacher</b>	<b>Angela Watts</b>
<b>Instructional Coach</b>	<b>Jennifer King</b>
<b>Parent/Teaching Assistant</b>	<b>Patricia Idarraga</b>
<b>P.T.A. President</b>	<b>Jaime Mogle</b>

\* **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 RENEWAL PLANS  
(Mandated Component)**

**Act 135 Assurances**

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- × **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).
- × **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).
- × **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.
- × **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*.
- × **Technology**  
 The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- × **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.
- × **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).

- × **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.
- × **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.
- × **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.
- × **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.
- × **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.
- × **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 to Our Strategic Plan/School Portfolio**

The Simpsonville Elementary Strategic Plan/School Portfolio was developed to document the progress our school has made while working to continuously improve all areas of instruction, learning environment and parent/community involvement. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This strategic plan is an evolving document that describes Simpsonville Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of student demographics and needs, and school partnerships.

A team of teachers was involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions by the staff in the process of evaluating our work using the AdvancedED Self-Assessment. In future yearly assessments, the staff will be asked to contribute “evidence” of progress, actual documents that show the changes in our practices.

Staff and community members listed on page 3 were involved in the development of our Strategic Plan along with our Faculty Leadership Team composed of administration and grade level/department chairs. The members of our Faculty Leadership Team are Jackie Earle (Principal), Leah Stafford (Assistant Principal), Jennifer King (Instructional Coach), Sharon Clyborne (Literacy Specialist), Cheryl Ritter (K5 teacher), Antoinette Brown (1<sup>st</sup> Grade teacher), Angela Watts (2<sup>nd</sup> Grade teacher), Teresa Finchum (3<sup>rd</sup> Grade teacher), Cathy Gowan (4<sup>th</sup> Grade teacher), Jennifer Hauser (5<sup>th</sup> Grade teacher), Zoe Hudson (Special Education teacher), Cheri Owensby (Music teacher), Abby Richey (Media Specialist), and Anne Henderson (school counselor).



## **EXECUTIVE SUMMARY to Our Strategic Plan/School Portfolio- Our Goals for 2013-14 to 2017-18**

### **Goal #1: Raise the academic challenge and performance of each student**

- Objectives:
  - Meet or exceed the standard in ELA as measured by SC READY.
  - Meet or exceed the standard in mathematics as measured by SC READY.
  - From 2015-2016 through 2017-2018, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 73.3%
  - From 2015-2016 through 2017-2018, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 85.4%
  - Meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the IOWA Test in grade 2.
- Strategies:
  - Use test scores to determine strengths and weaknesses in the curriculum.
  - Provide additional support/intervention to students identified as having weaknesses in math and ELA.
  - Continue Morning Math Program for targeted students.
  - Offer data-driven PD to our staff based on test scores.

### **Goal #2: Teacher/Administrator Quality**

- Objectives:
  - Core Teachers will be provided Professional Development Activities so that our ELA and Mathematics goals for student achievement will be reached from 2014-15 to 2018-19.
- Strategies:
  - Faculty and staff will participate in classes, workshops, and site visits to observe quality instruction.
  - Balanced Literacy training will be provided in school-level workshops along with District training.
  - Staff will attend district PD offered by academic specialists.
  - Technology workshops provided for teachers at our school.

### **Goal # 3: School Climate (Parental involvement, Safe/Healthy schools, etc.)**

- Objectives:
  - Maintain at least a 95% attendance for all students and all AYP subgroups for the 2013-2014 school year through the 2017-2018 year.
  - Increase number of parents who are satisfied with our school's learning environment from 88.5% in 2012 to 91% in 2017-2018.
  - Increase the percent of parents who indicate that their child feels safe at school from 94.8% in 2012 to 95.5% by 2018.
- Strategies:
  - Encourage greater parent participation in classroom enrichment programs and P.T.A. activities such as Build-a-book, ESOL, P.T.A. Parent Group, and Tutoring.
  - Schedule teacher-parent conferences.
  - Involve Hispanic parents in our school activities and provide translators.
  - School will participate in an "Attendance Blitz."
  - Administration will hold attendance conferences with students/parents for excessive tardies/absences.
  - Teachers and staff will highlight positive behaviors.



## **Needs Assessment Summary for Student Achievement**

- Received an Absolute rating of Excellent and an Overall rating of Excellent for the past three school years on the State of South Carolina Annual School Report Card
- Obtained an A (95.3) for the ESEA/Federal Accountability Rating System
- Earned a Palmetto Silver Award for Student Achievement

## **Needs Assessment Summary for Teacher and Administrator Quality**

The faculty is structured into teams and committees to involve all staff in decision making. These groups/committees are as follows:

- Leadership Team
  - Consists of the principal, assistant principal, instructional coach, literacy specialist, and school counselors.
  - Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, and school activities and events o
  - Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC
- Faculty Council
  - Consists of the administrative team, grade level leaders, special education, related arts, and guidance.
  - Discusses instructional and operational aspects of the school
  - Disseminate information to grade level teams
- Grade Level Teams
  - Consist of the team leader and teachers from the grade level
  - Collaborate to create lesson plans
  - Share best practices
  - Record minutes to be shared with the leadership team
- Vertical Teams (ELA, Math/Technology, Science/Health and Social Studies)
  - Consist of curriculum committee chairperson, administrator, and teachers from each grade level
  - Disseminate information received from the district Academic Specialists
  - Discuss articles pertaining to their content area
  - Share best practices related to the curriculum content area

## Needs Assessment Summary for School Climate

As you pull up to our school, an electronic marquee displays important dates and upcoming events. As visitors enter our school, they observe an attractive exterior, decorated with freshly planted flowers and seasonal wreaths. Our school's lobby is welcoming and comfortable. Students, teachers and parents spend each day in an inviting facility where there is space to provide instruction and encourage learning. The administration outlines expectations and provides regular feedback to staff regarding classroom environment. Quality student work labeled with a description and the state standard is displayed in the hallways. Eye-catching murals decorate the walls throughout the building. Playground equipment is inspected regularly to comply with safety codes. Students, staff, and the community use the walking track to improve physical fitness.

Our maintenance staff works hard to maintain our building and grounds. This staff takes pride in keeping the building clean and all equipment in working order. Maintenance of the school grounds and landscaping are included in custodial duties. Inspection results from energy audits are provided to the staff to create an awareness of energy saving efforts. To further ensure all issues are addressed, we use custodial inspections and survey results on the overall cleanliness of the school to make necessary modifications and improvements. The custodial staff, as well as school personnel, immediately reports all safety concerns, both inside and outside the building. Our well maintained facility enables us to provide a safe learning environment for students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, drug, personal, home and playground safety. Our school has several communication devices which contribute to a safe environment. For constant access, the administration, custodial, and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility daily. A zoned officer from the Simpsonville Police Department patrols the school campus on a regular basis. Signs on all exterior doors state visitors are to report to the main office where they are required to sign in and out through and receive a visitor's badge indicating a reason for the visit. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. Establishing a safe, secure environment for our students and staff is a priority.

We plan numerous opportunities to involve parents in their child's education. Parents are always welcomed to our building, but we also plan certain events and opportunities to encourage them to come to SES. The first event we host every year, Meet the Teacher, takes place a few days before school starts. This is an opportunity for students and their parents to meet their teacher for the current school year. Other important parent and community events including K5 Sneak Preview Night, 1<sup>st</sup> Grade Parent Information Night, Safe Kids & Health Fair, STEAM Night, and more highlighted later in this document.

## **Overview of Simpsonville Elementary's significant accomplishments, challenges, and results for the past three years:**

### **Significant Accomplishments:**

- ▶ Technology Refresh
  - Internet and Wireless access in all classrooms
  - Promethean Boards in all classrooms
  - New teacher laptops
  - New student laptops, DellPads, Chromebooks, and iPad minis
- ▶ Balanced Literacy training for all teachers and implementation at all grade levels
- ▶ Morning Math Program in computer lab before school
- ▶ School-wide educational incentive programs, First in Math and Reading Counts
- ▶ Implementation of new State Standards at all grade levels
- ▶ Continued support from P.T.A. and business partners
- ▶ Creating a warm, friendly environment, a home away from home
- ▶ Successfully implementing the Inclusion Model
- ▶ Being a Project Fit America school
- ▶ Being a CATCH school
- ▶ Promoting our tag line: Academics + Fitness "SEAL" our Success

### **Significant challenges facing our school:**

- ▶ Limited funding for mandated programs
- ▶ Adding students and mainstreaming Intermediate ED and LD classes
- ▶ Communicating with ESOL parents (we are making significant progress with Hispanic Family Nights, in-house translators, and our parent information line)
- ▶ Time to carry out innovative ideas
- ▶ Increased class sizes, up to 28 students in some classes
- ▶ Staff keeping up with the technology proficient level of our students

### **Major Findings:**

- ▶ Need for an after school remediation program
- ▶ Increase in Challenge student population
- ▶ Need for parent education programs
- ▶ Need for teachers to keep up with the technology proficient level of our students
- ▶ We need to update out walking track



## **Achievements/Awards**

### ***\*Received in the past 3 years***

SC Gold Award for General Performance

SC Silver Award for General Performance

ESEA Federal Accountability "A" Rating

Closing the Achievement Gap Award from SDE

Safe Kids School Award

Live Well Elementary School of the Year

Live Well Grant Recipient

Energy Star Certified School

South Carolina Red Carpet School

Project Fit America National Educator

SC School Nurse of the Year

SC Board of Education Individual Volunteer Award Winner

Project Fit America Grant

Numerous Donor's Choose Grant Recipients

Six National Board Certified Teachers

First School in South Carolina to raise over \$100,000 for Jump Rope for Heart



Mr. Peter Bergstrom was named State Individual Volunteer of the Year by the South Carolina State Board of Education at a ceremony in Columbia in 2014. Mr. Peter was recognized for his dedication to our students as he volunteers before school each morning in our math computer lab. He coordinates additional volunteers from our Corporate Sponsor, Sealed Air. He is always looking for ways to improve student achievement. He has served on SIC for over 5 years and was the catalyst behind our Great Math Race program.

## SCHOOL PROFILE

### Simpsonville Elementary School at Morton Place

***"Simpsonville Elementary School at Morton Place is a neighborhood school working in partnership with committed parents, eager students and dedicated professionals striving to achieve success...nothing less."***

Simpsonville Elementary School is a kindergarten through grade five public school. We also have a Pre-K Special Education Typical Peers Mentor program. We moved into our new facility in August, 2003. Our new school is the result of combining Morton Elementary and Simpsonville Elementary in 2002-2003 and is located on the old Morton site. We lost a portion of our higher socio-economic population in 2002 with the opening of the new Bell's Crossing Elementary. At the same time, we merged with a Title I School.

Our building houses 805 students and 48 instructional staff members. It is one of 50 elementary schools in the Greenville County School District. Simpsonville Elementary School at Morton Place is located in Simpsonville, South Carolina. The facilities at Simpsonville Elementary School consist of 41 classrooms, 6 resource, speech and conference rooms, 2 art rooms, 2 music rooms, administrative offices, a cafetorium, multi-purpose room/gym, athletic track, media center, guidance office, health room suite, science lab, and a computer lab. Special features: Computers in all classrooms, lap-top cart with 30 computers, wall-mounted promethean boards in every classroom, broadcast room for TV morning show, communication (phone) access in each classroom, outdoor dining area, covered playground area for Kindergarten, P.T.A. office, separate bus and car pick-up areas, etc.

Our school leaders promote quality instruction by actively supporting teaching and learning. Teachers are encouraged to attend workshops, conferences and other professional development activities throughout the year in addition to workshops that are offered at our school.



Old Simpsonville Elementary School building



Old Morton Elementary School building

**Simpsonville Elementary joined Morton Elementary to form *Simpsonville Elementary at Morton Place***



Combined facility, Simpsonville Elementary School at Morton Place

## *Overview of our Simpsonville Community*

Simpsonville, South Carolina has a population of 18,238. Of the 18,238 residents, 1320 were foreign born, a statistic that reflects the increasing diversity of the area. About 75% of households consider themselves to be families and 59.4% are married. There is a significant percent of single-mother households--11.9%. More than 52% of families with children have both parents working. The racial composition of Simpsonville is as follows: 88% are white, 8.8% is African American, 1.5% is Asian, 2.4% are Hispanic/ Latino, and 2.4% are listed as "other." Over 88% of the residents own their own homes, and the median household income in 2000 was \$63,643. Among those employed, 60% are in management, professional or sales occupations. A small percent, 2.7% work at home. The remaining 33% work in production, transportation and material-moving occupations. Of Simpsonville's residents, 9.8% have less than a high school diploma, 90.2% are high school graduates or higher and 38.9% have a Bachelor's degree or higher. According to the Simpsonville Chamber of Commerce, the top four industrial employers are as follows: The largest employer in the area is Cryovac, Sealed Air Corporation. They design, manufacture, and sell proprietary packaging materials and equipment and are located next door to our new site. Kemet Electronics Corporation is the second-largest employer with its corporate headquarters and a plant located in Simpsonville. The third-largest employer is Fiberweb North America. They produce nonwoven materials for the hygiene, medical and industrial markets. Woven Electronics is the fourth-largest employer. They manufacture custom inter-connects for commercial and military original equipment manufacturers.

**Parent Teacher Association (PTA)-** Parents are valuable resources for our students. Our parent volunteers log well over 15,000 hours of service during the school year with approximately 1,000 volunteers. Their efforts include serving as resource speakers, participating in career awareness sessions, American Education Week and Red Ribbon Week activities. Support is further provided through their involvement with Teacher Appreciation Week, health room assistance, Jump Rope for Heart, chaperones for field trips, book fair, clerical assistance, making copies for teachers, field days, securing needed classroom resources (e.g. computers, copier machines, classroom supplies). The PTA also runs a Food Pantry and the Kool Kids Closet, for families in need. Volunteers are not limited to supporting extra and co-curricular activities, but are also directly involved in the classrooms as tutors in reading, math and other areas of the curriculum and the SEEDS (Starting Early with Enrichment Designs for Students) Program. With tight budget constraints, fundraising has become a high priority for our P.T.A. Board. They run several fundraisers each year, including Boosterthon, in which they raise several thousand dollars for our school. The PTA uses that money to purchase Dell Pads and iPads for our students, playground equipment, and more. One of the most important aspects of parental support comes from their commitment to assisting and encouraging their children to participate fully in the academic program of the school. PTA hosts popular family events, including an annual Daddy Daughter Dance and Mother Son Movie Night.

**School Improvement Council (SIC)-** The School Improvement Council (SIC) serves as an advisory committee to our principal and faculty. Our SIC plays a key role in the education of our children, bringing together parents, educators and community stakeholders to collaborate on the improvement of our school. Our SIC allows us to connect to the community and share successes and seek ideas to further enhance our community relations. Our SIC participated in the development of the five-year school improvement plan (ACT 135) and continues to monitor the implementation of the plan as well as evaluation of the improvements and innovations. This year, our SIC committee has also helped our school counselors with ideas and proposals' for our established Guidance Advisory committee.

**Community Volunteer Academic Tutors-** Business partners from Cryovac and area churches serve children through individual tutoring and computer assistance in our computer lab. They also work with the second grade in an Emergency Preparedness Program. Employees from Caterpillar provide Junior Achievement instruction. Parents and retired community members come to our school on a daily basis to provide one-on-one learning experiences for our children. Our academic volunteers truly make a positive difference in our school.

### ***Simpsonville Area Schools***

There are six elementary schools, three middle schools, one high school, and one career center in the growing Simpsonville/Fountain Inn area. Opportunities for a college education also are available nearby through Greenville Technical College's Brashier Campus, named for local businessman T. Walter Brashier. The Brashier Campus facility has been in operation since August, 1996 and also offers a middle/high school program.

Other opportunities for furthering one's education are located with a few miles of Simpsonville: Bob Jones University, Furman University, and University Center of Greenville, serving students of the University of South Carolina, Clemson, South Carolina State University and Lander University and many more.



**Our School Board Representative is Dr. Crystal Ball O'Connor, *Board member for Area 27*:** Crystal Ball O'Connor, Ph.D, received her doctorate in Education and Human Development from Peabody Teacher's College, Vanderbilt University. She is a highly regarded educator and children's book author who writes books with the mission of helping children preserve and protect the gifts of family, literacy and nature. Dr. O'Connor provides

writing instruction to students across the state. She also provides professional development and conference presentations on writing and arts integration for academic associations including the South Carolina International Reading Association, South Carolina Association of Curriculum and Instruction, Upstate Writers Program, Hands-on Minds-on Adventure Science Center, and more. Dr. O'Connor served on the Committee to Develop the Education Plan for the School District, Roper Mountain Science Center Board, Committee to Review the South Carolina State Board of Education Gifted and Talented Regulations, and the Charles Townes Center Student Improvement Council. Dr. O'Connor lives in Simpsonville, South Carolina with her husband and three children.

**Our principal is Mrs. Jackie Earle:** Mrs. Earle is the Principal at Simpsonville Elementary. She received her Elementary and Early Childhood Degree from Lander College and obtained her master's degree in Administration from Clemson University. She taught elementary and middle school for 12 years before serving as an Assistant Principal in several Greenville County schools over the course of 6 years. She served as Assistant Principal at Simpsonville Elementary for 11 years before taking on the role as principal in 2013. Mrs. Earle was married in 2004 and has a wonderful husband who works at Hillcrest High School.



**Our assistant principal is Mrs. Leah Stafford:** Mrs. Stafford serves as the assistant principal at Simpsonville Elementary. She grew up in the Holland, Michigan and attended the University of Michigan for her undergraduate degree in Elementary Education. She holds Master's degrees in Curriculum and Instruction in Literacy from Grand Canyon University and in Elementary Administration and Supervision from Southern Wesleyan University. Mrs. Stafford has eleven years of experience as a classroom teacher and administrator. She is a member of South Carolina Association of School Administrators, South Carolina International Reading Association, and the International Society for Technology in Education. She will be presenting at the ISTE conference in San Antonio, Texas during the summer of 2017 on the topic of administrator technology integration. This is Mrs.

Stafford's first year at SES. She previously was the administrative assistant at Chandler Creek Elementary school and taught kindergarten, second, and fourth grades at Heritage Elementary School, Legacy Charter School, and Stetson Elementary School in Colorado Springs, Colorado. Her passions are literacy education, STEM and Engineering integration, and using technology as an engagement tool in classrooms. Mrs. Stafford has two children, Jackson and Sara Kate. Her husband is also an assistant principal at Greer High School.



**Our Instructional Coach is Mrs. Jennifer King:** Mrs. King joined our staff at Simpsonville Elementary in August 2013. She earned a BS from USC Upstate and a M.Ed. in Elementary Education from Southern Wesleyan University. Mrs. King received her National Board Certification in 2010. She taught 4<sup>th</sup> and 5<sup>th</sup> grades at Bethel Elementary for 8 years, where she awarded 2009-10 Teacher of the Year. As an Instructional Coach at Simpsonville Elementary, she strives to increase student achievement, continuously working to help teachers diagnose student needs more analytically. Mrs. King shares Professional Development with best practices to help teachers plan more productively and teach more effectively. She lives in Simpsonville with her husband and 7 year old daughter.

### ***Student Support Services at Simpsonville Elementary***

**Counseling Services-** Students at Simpsonville Elementary receive a high level of support service from Dr. Anne Henderson, our full time school counselor. Dr. Anne has a B.A. in Early Childhood Education from USC, an M.A. in Personnel from Clemson, and a Doctorate in Education- Child, Youth and Family Services from



Nova Southeastern University. We also have a part time counselor, Mrs. Kim Genoble. Mrs. Genoble received a Bachelor’s degree in psychology from Gardner Webb University and her Master’s degree in Elementary Guidance from USC. I have worked with Greenville County Schools as a school counselor for 19 years. Prior to this I worked with Juvenile Justice and as a counselor to victims of violent crimes with the Solicitor's office in Spartanburg. The Guidance program at Simpsonville Elementary consists of guidance lessons in the classroom twice a month, small group guidance, character education and parent education. Individual planning includes consultation and placement input. Response services include individual counseling and small group counseling. System support includes planning, staff and community relations, professional development. Our school counselors teach the program 7 Habits of Highly Effective Students. Our Guidance Advisory Committee, or GAC, is led by our counselors. This committee meets monthly to discuss ways to help students and counseling programs in our school.

**Literacy Specialist-** Our school’s Literacy Specialist is Mrs. Sharon Clyborne. Mrs. Clyborne is also our Read to Succeed Literacy Leadership Team Lead. Mrs. Clyborne joined the staff at Simpsonville Elementary in 1998 as a first grade teacher. She has taught first grade, special education and reading intervention. She earned her BA and M.ED. degree from Furman University. She also earned her National Board Certification in 2012. Mrs. Clyborne works collaboratively to implement a quality literacy program by actively supporting teachers. She provides specialized instruction directly to students to support core classroom instruction.

**School Psychologist-** Ms. Leann Decker is our on-site school psychologist. This is her first year at SES. She has been practicing as a school psychologist for 4 years, after receiving her Master’s Degree in School & Community Psychology from Wayne State University in Detroit, MI. Ms. Decker is originally from Grosse Pointe Woods, MI and is loving her first year in Greenville.

**Mental Health Counselor-** Mrs. Colleen Staton, a Licensed Professional Counselor, is a counselor with Piedmont Mental Health Center. She has an on-site office at our school as part of Piedmont Mental Health Center’s school-based services program. The mission of the program is to identify and intervene at early points in emotional disturbances, and to assist parents, teachers, and counselors in developing comprehension strategies for resolution. Ms. Staton earned her Bachelor’s Degree in Psychology from Marymount University and Masters Degrees in Community Counseling and Forensic Psychology, also from Marymount University. Before coming to Piedmont Mental Health Center, Ms. Staton served as the School-Based Mental Health Counselor for Clinton High School in Clinton, SC and intensive home-based counselor in the Washington. D.C. Metro Area.

*Overview of Simpsonville Elementary School’s Students and Staff*

	Our School	Change from last year
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<b>Students (n = 775)</b>		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	53.0	Down from 55.4
Attendance rate	96.5	Down from 96.7
With disabilities	13.4	Up from 12.4
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1	Up from 0.0
Percentage of students served by gifted and talented program	10.1	Down from 11.1
Percentage of students retained	1.3	Up from 1.0
<b>Teachers (n = 44)</b>		
Percentage of teachers with advanced degrees	47.7	Down from 50.0
Percentage of teachers on continuing contract	95.5	No change
Teachers returning from previous year	94.3	Up from 93.5
Teacher attendance rate	93.9	Down from 94.9
Average teacher salary	\$52,059	Up from \$51,006
Professional development days/teacher	6.9	Down from 7.2
Percentage of teacher vacancies for more than 9 weeks	0.0	No change
<b>School</b>		
Principal's/Superintendent's years at school/district	3	Up from 2
Student-teacher ratio in core subjects	20.2 to 1	Down from 21.3 to 1

## Simpsonville Elementary's Student Population Data

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. For the 2015-2016 school year (this is the latest available data), the student attendance rate was 96.5%, which is down from 96.7 in the previous year. The retention rate at Simpsonville Elementary is currently 1.3%, up from

1.0% the previous year. At Simpsonville Elementary School, the poverty index is currently 53.0, down from 55.4 the previous year. The student population is comprised of students with 3 home languages. These languages, in order of student enrollment, are English, Spanish, and Arabic. These students are served by our pull out ESOL program. Simpsonville Elementary has a gifted and talented program for identified students. Currently, 10.1% of our students serve in the GT program. 13.4% of our students have disabilities and receive services from our special education teachers. Simpsonville Elementary School has community volunteers, business tutors and high school students who come during the school day to tutor at-risk students.

#### Current (2016-17) Enrollment Summary *\*as of March 2017*

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
-2	9 5 / 4	0 0 / 0	3 3 / 0	1 0 / 1	0 0 / 0	1 1 / 0	0 0 / 0	4 1 / 3	0 0 / 0
-1	3 2 / 1	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	2 1 / 1	0 0 / 0
0	130 63 / 67	1 1 / 0	27 12 / 15	26 10 / 16	0 0 / 0	8 6 / 2	1 1 / 0	67 33 / 34	0 0 / 0
1	121 53 / 68	0 0 / 0	27 12 / 15	19 8 / 11	0 0 / 0	7 4 / 3	0 0 / 0	68 29 / 39	0 0 / 0
2	145 72 / 73	4 2 / 2	31 14 / 17	22 14 / 8	0 0 / 0	8 3 / 5	1 0 / 1	79 39 / 40	0 0 / 0
3	119 67 / 52	3 3 / 0	34 18 / 16	24 19 / 5	0 0 / 0	2 0 / 2	0 0 / 0	56 27 / 29	0 0 / 0
4	143 73 / 70	1 1 / 0	34 14 / 20	23 12 / 11	0 0 / 0	9 3 / 6	0 0 / 0	76 43 / 33	0 0 / 0
5	126 75 / 51	1 0 / 1	25 14 / 11	21 12 / 9	0 0 / 0	7 2 / 5	0 0 / 0	72 47 / 25	0 0 / 0
Total	796 410 / 386	10 7 / 3	181 87 / 94	137 76 / 61	0 0 / 0	42 19 / 23	2 1 / 1	424 220 / 204	0 0 / 0

#### ***Simpsonville Elementary's School Personnel Data***

The staff at Simpsonville Elementary School includes 1 principal, 1 assistant principal, 1 instructional coach, 1 literacy specialist and 35 regular education teachers. We have a pre-k teacher, 2.5 resource teachers and 1 special education self-contained teacher. We have 3 full-time related arts teachers, 3 part-time related arts

teachers and 1 media specialist. We have a .8 ESOL teacher and 1.5 guidance counselors. We also have a .6 Gifted and Talented teacher, a .5 reading coach and a .5 math aide.

Support personnel available to assist in meeting the needs of Simpsonville Elementary School students include a district psychologist, a contract school nurse, and 3 speech and language specialists, one of which serves pre-school students. We have 2 pre-k assistants and 5 kindergarten assistants. We have 1 special education assistant teacher, and 1 media assistant. We also have an on-site social worker from Piedmont Mental Health.

Additional personnel include the plant engineer, custodial staff, and food services workers. We also have a staff of extended day workers. Several bus drivers and utility workers also provide services to our students.

Our staff includes 1 male teacher, 1 male teaching assistant, and 1 African-American teaching assistant. We have no teachers teaching with an out-of-field permit and all teachers are “highly qualified” under No Child Left Behind. 50% of our teachers have advanced degrees. 5 of our teachers are National Board Certified.

Teacher attendance at Simpsonville Elementary for the 2015-2016 school year (this is the latest available data) was 93.9%, down from 94.9 the previous year.

Teaching experience for our certified teachers is highlighted in the chart below. Data is represented by the number of years the teachers have taught and is organized by grade level:

	<b>1-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-10</b>	<b>11-15</b>	<b>16-20</b>	<b>21-25</b>	<b>26+</b>
<b>Pre-K</b>								1
<b>K</b>		2			2		1	1
<b>1</b>	2			1			3	1
<b>2</b>		1			1	2	2	1
<b>3</b>			1			2	1	1
<b>4</b>			2		1	1		1
<b>5</b>			1		1		1	2
<b>Other Areas</b>		1	1	1	3	3		4

The education attainment of our staff, by grade level, is shown below:

<b>Grade Level</b>	<b>Bachelors</b>	<b>Bachelors + 18</b>	<b>Masters</b>	<b>Masters + 30</b>	<b>Doctorate</b>	<b>National Board</b>
<b>Pre-K</b>				1		
<b>K</b>	2	1	2			1
<b>1</b>	3	2	2			2
<b>2</b>	1	1	3	1		
<b>3</b>	2	2	2			1
<b>4</b>	1	1	2	1		
<b>5</b>	2	1	2			
<b>Other Areas</b>	2	1	10			1

*Simpsonville Elementary's Academic and Behavioral Programs*

**Balanced Literacy-** We teach reading through Fountas & Pinnell, or F & P, a guided reading model that is being implemented in all Greenville County Schools. Through guided reading, small-group reading instruction takes place, designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time (similar guided reading levels).

**Project Fit America-** Simpsonville Elementary School is the only school in Greenville County that has won a Project Fit America Grant sponsored by Bon Secours St. Francis Hospital System. Just recently, our Physical Education teacher was named to the National All Star Teacher Recognition. The goal of the program is to transform sedentary students into moving machines whirling from one activity to another using math, nutrition, character development and goal setting. During Physical Education class, students exercise on outside fitness equipment that include pole-climb bars, pull-up bars, horizontal ladders, vault bars and more. Other equipment inside the gym, include 3-4 pound hula hoops, jump ropes, weights and 1000 building cups. Students earn gold, silver and bronze recognition for different levels of physical achievement. Student names are posted in the hallway just outside the gym for achievement of different physical skills. The challenges motivate students to achieve what they thought they couldn't before. Last year a student from our school completed 800 sit-ups in 40 minutes. He is ranked 5<sup>th</sup> in the nation and has earned National Elite recognition.

**Power Writing-** Our students are taught a school-wide writing strategy called Power Writing. This approach begins in kindergarten and teaches students to use a graphic organizer to construct their writing. By the end of the students' elementary career, they are able to write a well-written essay consisting of five paragraphs.

**Reading Counts-** We have schoolwide reading incentive program called "Reading Counts". This program enables teachers to assess the reading progress of their students. The classroom teacher sets a reading goal for the students to achieve each grading period. Students earn points by taking and passing tests on the books they have read. The points can be redeemed at the end of each grading period at the Reading Counts Store in the Media Center. Some teachers offer additional incentives by having a "date" with the students who accumulate the most Reading Counts points each quarter.

**RTI-Response to Intervention-** The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate, reading tools and strategies are taught so that children can become independent and successful readers on or above grade level. The Soar to Success curriculum published by Houghton-Mifflin is used for instruction. There are 30 literature selections that include both a fiction and a non-fiction story for students. Each lesson is composed of the following components: Revisiting, Teaching, Reading, and Responding. These lessons are taught by trained staff in small groups of approximately 5 children. Through frequent benchmarking data, individual student progress is monitored in each area tested, allowing teachers to see if students are on target for meeting end of the year reading goals.

**Morning Math Achievers-** Simpsonville Elementary's computer lab is open each morning from 7:15-8:00 for students to work on the First in Math program. We targeted students that were within a few points of scoring Proficient or moving from Not Met to Proficient on SCPASS and invited them to attend. The lab is staffed by parent volunteers, volunteers from Cryovac, and volunteers from our community.

**ESOL Program-** The goal of Greenville County School's English for Speakers of Other Languages (ESOL) Program is to provide equal educational opportunities to students who have a primary or home language other than English. The primary focus is to provide an English-rich environment, providing opportunities to reach English language proficiency as soon as possible. In order for students to receive a fluent designation, they must be proficient in the listening, speaking, reading, writing and comprehension of the English language.

**Gifted and Talented Program-** Gifted and Talented Identification Criteria included in State Regulation 43-220 has been implemented since our 2000-2001 school year. Our program now serves students being taught in Special Education and individuals with severe math, reading or writing deficiencies. Mrs. Stone meets the needs of all her students, working with them using many varied instructional strategies, and utilizing Yale University's Program for Diversified Instruction and Assessment. Often our smaller groups of highly gifted students serve as mentors demonstrating advanced standards to their peers in an academic and creative atmosphere. This non-competitive situation enhances learning in many areas.

**Yearbook Club-** Our school's Yearbook Club is organized by a parent volunteer who works with a select group of students to take photographs and submit write-ups for our annual school yearbook.

**Science Bee-** Every year, our 3<sup>rd</sup> through 5<sup>th</sup> grade students participate in a Science Bee as part of their standardized test preparation. Students study their grade level standards to prepare for their classroom level science bee. Classroom winners then participate in a grade level bee.

**Jr. Beta Club-** Jr. Beta Club recognizes 5th grade students with high academic achievement and good character. Junior Beta promotes service back to the community. We meet once a month to carry out community service projects and fundraisers that support chosen causes. Our members are responsible for completing 10 hours of community service outside of the school day.

**Student Council-** Our Student Council is made up of second through fifth grade students. One member from each homeroom class is chosen as a representative. Some activities that the students participate in are making and delivering Valentine's for local nursing homes, pet food drives, canned food drives, and generally pitching in whenever a need arises around the school. Their motto is "Service in Simpsonville." Student Council also organizes and leads one fundraiser a year. The money raised from the fundraiser is used for projects around the school, such as purchasing mulch for playgrounds, buying new soccer goals for P.E., replacing the broken cement benches and tables in the front and the picnic area, and more.

**Science Fair-** Our 3<sup>rd</sup> through 5<sup>th</sup> grade students create a science fair project for our annual Science Fair. Winning projects are then entered in the district level science fair.

**Good News Club-** The Good News Club is an opportunity offered to our students by a local church in our community. Through these monthly meetings, students receive character lessons and devotions.

**Safety Patrols-** Simpsonville Elementary School continues to implement a strong Safety Patrol Program. Fifth grade students are chosen to help oversee the safety of our students as safety patrols. The primary purpose of the program is to enhance the safety of our students. In addition, this promotes the development of leadership skills and good citizenship qualities. A safety patrol's job is to model for students the safety rules that have been taught in the classroom, to encourage students in safe transitions throughout the building, and to assist students

in and out of their vehicle during arrival and dismissal. Patrols receive instructions in safety guidelines and procedures during their training and regular patrol meetings.

**Book Club-** Our Instructional Coach and Media Specialist hold a Book Club with a group of interested fifth grade students. During their monthly club meetings, they participate in a book discussion and view live webinars with authors and illustrators.

**Chorus-** The SES Chorus is made up of 70 fourth and fifth graders who sing correctly on pitch. Interested students audition in the fall of each year. If accepted, rehearsals are held every Monday that we are in school from 2:30-3:15 p.m. The chorus has sung for many school and community events, including The Rotary Night of Singing at Brookwood Church, caroling at Greenville Memorial Hospital, Greenville Drive Baseball, Furman University, Hyatt Regency Hotel, The Springs Assisted Living, and more.

**Run Hard Club-** The Run Hard club is an eight week running club offered to our students. This club equips students to run a 5K. During the season, students train twice a week with a focus on endurance training and the Run Hard Core Character Values.

**Extended Day Program-** Simpsonville Elementary offers an extended day program for our students after school. Our mission in the After-School Program is to provide each and every child with a safe and caring environment where they all can flourish. In addition, our mission is to also provide the after-school students with an environment that includes education, nourishment, and all other physical and mental needs. Students have the opportunity to work in our media center and computer lab in addition to homework help and outside play and craft activities. We offer clubs for students to participate in during the Extended Day hours. Clubs are created due to interest and availability of volunteers. Participation in these clubs will be strictly voluntary. Along with these clubs, we offer special events during the school year. These may include, but are not limited to, arts and crafts, holiday activities, movie days, pizza parties, ice cream parties and contests.

**Family Literacy Event-** Family Reading Night is an annual event in which we offer a variety of events for families to attend. Activities include informational presentations on our Balanced Literacy reading program and ways for families to support reading at home. Other activities include a book walk, book mark making, the book fair, & more. Students can participate in our character showcase by dressing up as a book character and writing a book review of their book.

**STEAM Night-** We host an annual STEAM Night for our students and their families. Community members, including local engineers and The Children's Museums also participate in this event. This night allows families to come together for a fun evening of hands-on learning activities involving Science, Technology, Engineering, the Arts, and Math.

**Veterans' Day Program-** Every year, our school holds a Veteran's Day program to honor the Veterans in our community. We serve the Veterans breakfast, our Chorus students present a variety of patriotic songs, and then some of the Veterans speak to our students.

**International Night-** Simpsonville Elementary holds an annual International Night in which the students in our ESOL program present pieces of their work. The ESOL teacher provides an information presentation for the



parents on reading and writing at home. Additionally, families bring their favorite dish to share for a pot luck meal.

**Annual Art Show-** Visual arts plays a big role in our school as the art teachers often collaborate with classroom teachers overlapping core standards with visual arts standards. The students love to showcase their artwork on various art display boards throughout the school. In addition to several community art shows, every year we have a special “Art Show” in the evening where families are invited to view the terrific artwork. Every student in our school, K4-5th grade has an original piece displayed in a frame for the special night. Families can choose to purchase the frames to support the art department or may take home unframed work at no cost.

**Safe & Healthy Kids Fair-** This is an annual event at your school, and this year we had over 400 people present. Activities included kick boxing, outdoor games of lacrosse, dancing in the cafeteria, and a Zumba class taught by a certified instructor. Guest speakers from around the community included a Nutritional Counselor and a Personal Trainer. Additionally, free healthy snacks were provided by community businesses.

**K5 Sneak Preview-** This event, offered in the spring of the school year prior to the students’ kindergarten year, allows parents and students the opportunity to get to know more about our kindergarten program at SES. K5 teachers offer a presentation to parents and guardians on how to help prepare their child for kindergarten, as well as other helpful information related to our school. This time is also used to screen these future students by assessing them on what they know prior to starting school.

**1<sup>st</sup> Grade Parent Information Night-** Our school offers an informational night to the parents and guardians of our first graders at the beginning of the school year. During this event, presentations are offered for introducing and explaining some of our school’s policies and procedures.

**CATCH School-** Simpsonville Elementary is a CATCH school. CATCH stands for Coordinated Approach To Child Health. CATCH is the most proven program to prevent childhood obesity and launch kids and communities toward healthier lifestyles. Our goal is to encourage healthy choices that will not only impact students and families now, but will influence their future as well. This endeavor correlates with our school tagline; Academics + Fitness “Seal” Our Success!

**Culinary Creations Menu-** Our school provides students with the Culinary Creations Menu, a concept that emphasizes scratch cooking in lieu of processed foods and promotes the consumption of whole grains and fruits and vegetables. Four entrees are offered daily, and two are vegetarian choices. We also have a Vegetation Station where students can choose items daily from the soup and salad bar. All soups are made from scratch.

**Walk to School Event-** Our school participates annually in the International Walk to School Day and SC Walk to School Day. Hundreds of miles are completed on the track by parents, teachers and students during these special events.

**Community Turkey Trot-** As part of our CATCH endeavor, we provide extra opportunities to promote health and fitness. To encourage exercise around a time when people are consuming a lot of extra food, our school invites parents and community members to join our students and staff as we walk the track.

**Watch Dog Dads-** Watch Dog Dads is a program we have at Simpsonville Elementary that is run by our male parents and community members. The acronym “DOG” stands for Dads of Great Students. Volunteers work on a scheduled basis to walk the parameters and hallways of our school, looking for anything out of the ordinary or simply serving as a male presence, helping students feel safe during the school day.

**Vertical Teams-** Every teacher at SES serves on a Vertical Team. Each team is divided up by core subject area and has a member from each grade level or specialty area represented. These groups of teachers come together monthly to discuss a specific focus and vision for their content area. By having grade levels represented vertically, cross curricular standards are one of many items that can be effectively addressed.

**Data Teams/Data Centers/Data Wall-** Our school places a strong emphasis on data driven instruction. Each teacher serves on their grade level data team in which they analysis and discuss common assessments for the purpose of guiding their instruction and increasing student achievement. Each classroom has a Data Center in which teachers track their student’s data and goal progression. In our atrium, we have a school-wide Data Wall in which we track school-wide data, such as tardies, absences, Great Math Race participants, and Reading Counts points.

**Jump Rope for Heart-** Jump Rope for Heart is a national education and fundraising event sponsored by the American Heart Association. Every year, Simpsonville Elementary participates in this fundraiser. This year our school donated over \$8,000 to the American Heart Association, the largest donation we have made in over 8 years. Our school received a Service Celebration Award by the American Heart Association. For over twenty years, our school has raised over \$100,000 for the Jump Rope for Heart program. We were also recognized as a top fundraiser school for the state of South Carolina.

## ***Mission, Vision, and Beliefs***

**Mission:** Our mission at Simpsonville Elementary School is to prepare students to be productive, respectful and responsible.

**Vision:** Simpsonville Elementary School's vision stems from a child-centered focus on improving the curriculum, instruction, assessment, and environmental factors that support effective learning for our students.

**Beliefs:** At Simpsonville Elementary School, we believe...

- 📖 Each student has an equal and fundamental right to an education.
- 📖 All children have significant worth and should be provided the best educational opportunities for reaching their greatest potential.
- 📖 The educational process is a partnership among students, parents, educators, and the community.
- 📖 Each child, through his/her cultural diversity, contributes to an enriched society.
- 📖 A nurturing environment encourages success in learning.
- 📖 Early school success fosters continued positive learning/achievement.
- 📖 The primary focus of education is to provide the building blocks that facilitate growth and life-long learning.

**School Mascot:** Seal

**School Tagline:** Academics + Fitness "Seal" our Success!



## ***Data Analysis and Needs Assessment***

### ***Student Achievement Needs Assessment***

Data Sources: SDE School Report Card- <http://ed.sc.gov/data/report-cards/>

### **SC READY 2015-2016 Data for Simpsonville Elementary**

Column Legend:

- A) Number of students tested B) Percentage of students scoring “Does Not Meet”  
C) Percentage of students scoring “Approaches” D) Percentage of students scoring “Meets”  
E) Percentage of students scoring “Exceeds” F) Percentage of students scoring “Meets or Exceeds”  
G) Percentage of students scoring “Approaches, Meets, or Exceeds” H) Mean for total group of students  
I) Standard Deviation for the total group of students

ELA									
Grade	A	B	C	D	E	F	G	H	I
3	141	12.8	34.8	33.3	19.1	52.5	87.2	1350.6	17.9
4	118	17.8	27.1	40.7	14.4	55.1	82.2	1449.5	17.5
5	134	16.4	29.9	41.8	11.9	53.7	83.6	1547.7	17.8

Math									
Grade	A	B	C	D	E	F	G	H	I
3	141	14.2	22.7	40.4	22.7	63.1	85.8	1355.7	18.9
4	118	23.7	28.8	28.8	18.6	47.5	76.3	1449.3	18.6
5	135	19.3	27.4	32.6	20.7	53.3	80.7	1550.8	17.9

## 2015-2016 SCPASS Data for Simpsonville Elementary

Column Legend:

- A) Number of students tested B) Percentage of students scoring “Not Met”  
 C) Percentage of students scoring “Met” D) Percentage of students scoring “Exemplary”  
 E) Percentage of students scoring “Met” or “Exemplary” F) Mean for total group of students  
 G) Standard Deviation for the total group of students

Science							
Grade	A	B	C	D	E	F	G
4	119	30.3	51.3	18.5	69.7	632.7	54.2
5	135	28.1	51.9	20.0	71.9	630.9	54.9

Social Studies							
Grade	A	B	C	D	E	F	G
4	119	12.6	45.4	42.0	87.4	656.2	51.1
5	135	19.3	31.9	48.9	80.7	652.5	55.3

## 2016 CogAT and IOWA Scores for Simpsonville Elementary:



**SCHOOL SUMMARY**  
*Iowa Assessments™*  
 South Carolina Grade 2 Gifted and Talented Testing Program

School: Simpsonville Elem  
 District: GREENVILLE COUNTY

Form-Level: F-7  
 Test Date: 11/2016  
 Norms: 08/23 2011  
 Grade: 2 Page: 1

	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*	MATH TOTAL			
<b>Simpsonville Elem 2301081 Level: 7</b> Iowa Assessments/CogAT													
Number of Students Included	133							133	1	133			
Average Standard Score (SS)	158.2							152.0	118.0	152.0			
Average Predicted Standard Score (PSS)	154.2							151.0	144.0	151.0			
Difference (SS-PSS)	4.0							1.0	-26.0	1.0			
National Percentile Rank of Average SS	58							41	1	41			
National Percentile Rank of Average PSS	48							39	19	39			
Difference (NPR-PNPR)	10							2	-18	2			
<b>Iowa Assessments</b>													
Number of Students Tested = 137													
Number of Students Included	136	1						136	1	136			
Average Standard Score (SS)	157.8	105.0						151.3	118.0	151.3			
National Percentile Rank of Average SS	57	1						39	1	39			
Percent of Students in NPR Range 75-99	32							16		16			
50-74	27							32		32			
25-49	17							21		21			
1-24	24	100						31	100	31			
National Stanine of Average SS	5	1						4	1	4			



**SCHOOL SUMMARY**  
*Cognitive Abilities Test™ (CogAT®)*  
 South Carolina Grade 2 Gifted and Talented Testing Program

School: Simpsonville Elem  
 District: GREENVILLE COUNTY

Form-Level: 7-8  
 Test Date: 11/2016  
 Norms: Fall 2011  
 Grade: 2 Page: 1

		Number of Students Included	Average US8	Average SAS	AGE SCORES		GRADE SCORES		APR of Building Average Graph					
					PR	S	PR	S	1	25	50	75	99	
Simpsonville Elem	Verbal	134	173.7	97.3	43	5	51	5	43					
Level: 8	Quantitative	137	173.5	97.5	44	5	57	5	44					
Number of Students Tested = 137	Nonverbal	137	176.3	96.4	41	5	48	5	41					
	Composite (VQN)	184	174.8	98.9	42	6	48	6	42					

### ***Teacher and Administrator Quality:***

Professional development is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school.

### **2016-2017 Professional Development Plan:**

<b>Title</b>	<b>Presenter</b>	<b>Description</b>	<b>Date</b>	<b>Time</b>	<b>Number Attended</b>	<b>Targeted Group</b>	<b>Correlation to School Goals</b>
Guiding Teacher Leaders	Jackie Earle, Leah Stafford, & Jennifer King	Expectations for new year and the leadership team, student achievement focus, etc.	7/27/16	8:00-2:00	12	Faculty Council	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Expectations for a Successful School Year	Jackie Earle	The principal will share expectations for the new school year, back-to-school procedures, etc.	8/9/16	8:00-10:00	40	All Teachers	Goal 2: Teacher/Admin Quality Goal 3: School Environment
New Teacher Orientation	Jennifer King	New teachers will learn the routines, procedures, & expectations of our school and school district. <i>*There will be a follow-up meeting with all new teachers on the 1<sup>st</sup> Thursday of every month.</i>	8/11/16	10:00-11:00	TBD	New Teachers	Goal 2: Teacher/Admin Quality Goal 3: School Environment
MAP Testing In-service	Jennifer King	Teachers will be given a refreshers course on expectations of MAP testing, test security, and other testing guidelines.	8/23/16	3:00-4:00	30	2 <sup>nd</sup> -5 <sup>th</sup> Grade Teachers	Goal 2: Teacher/Admin Quality
<i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i>	TBD	<i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i>	9/28/16	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
CogAT/IO	Jennifer	Teachers will be	10/18/16	3:00-	7	2 <sup>nd</sup> Grade	Goal 2:

WA Testing In-service	King	given a refreshers course on expectations of CogAt/IOWA testing, test security, and other testing guidelines.		4:00		Teachers	Teacher/Admin Quality
Motivating & Challenging Struggling Students	TBD	Teachers will be shown a variety of ways to motive and challenge the hardest to reach students.	10/26/16	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Best Practices at the Elementary Level	Jennifer King	Teachers will gather ideas and best practices to implement in their own classrooms.	11/30/16	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Leah Stafford, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments.	TBD *1 <sup>st</sup> quarter	Grade Level Planning Periods	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Leah Stafford, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments.	TBD *2 <sup>nd</sup> quarter	Grade Level Planning Periods	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Leah Stafford, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments.	TBD *3 <sup>rd</sup> quarter	Grade Level Planning Periods	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Leah Stafford, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments.	TBD *4 <sup>th</sup> quarter	Grade Level Planning Periods	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
<i>*TBD (Data Driven PD, based on current needs assessment,</i>	TBD	<i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i>	1/25/17	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality



<i>test scores, etc.)</i>							
<i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i>	TBD	<i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i>	2/22/17	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Best Practices in Technology at the Elementary Level	Jennifer King	Teachers will gather ideas and best practices to implement in their own classrooms.	3/22/17	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
SCReady/ SCPASS Testing In-service	Jennifer King	Teachers will be given a refreshers course on expectations of MAP testing, test security, and other testing guidelines.	4/4/17	3:00-4:00	20	3 <sup>rd</sup> 5 <sup>th</sup> Grade Teachers	Goal 2: Teacher/Admin Quality
<i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i>	TBD	<i>*TBD (Data Driven PD, based on current needs assessment, test scores, etc.)</i>	4/26/17	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
<i>*TBD (Introduction/overview of school focus for 2016-2017 school year)</i>	TBD	<i>*TBD (Introduction/overview of school focus for 2017-2018 school year)</i>	5/24/17	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality

## 2015-2016 SDE School Report Card

SDE School Report Card-website = <https://ed.sc.gov/data/report-cards/state-report-cards/>

### 2015-2016 SDE School Report Card Survey results:

#### Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students'	Parents'
Number of surveys returned	44	126	63
Percent satisfied with learning environment	93.2%	86.5%	95.3%
Percent satisfied with social and physical environment	95.4%	81.7%	93.6%
Percent satisfied with school-home relations	95.5%	75.2%	85.5%

## 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 ELA each year.

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

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

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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	57.8	60.8
<b>School Actual</b>	54.8		
<b>District Projected</b>	X	53	56
<b>District Actual</b>	50		

\*Baseline data to be established in 2015-16.\*

## SC READY MATH

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

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

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

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

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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	58.9	61.9
<b>School Actual</b>	55.9		
<b>District Projected</b>	X	59	63
<b>District Actual</b>	56		

\*Baseline data to be established in 2015-16.\*

## SC READY % TESTED

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

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

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

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

% Tested ELA – School	Baseline 2015-2016	2016-17	2017-18
<b>Projected Performance</b>	95.0	95.0	95.0
<b>Actual Performance</b>			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

\*SC SDE did not provide baseline data for 2015-16.\*

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

\*SC SDE did not provide baseline data for 2015-16.\*

<b>% Tested Math – School</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0
<b>Actual Performance</b>			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

\*SC SDE did not provide baseline data for 2015-16.\*

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

\*SC SDE did not provide baseline data for 2015-16.\*



## SCPASS SCIENCE

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

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

**FIVE YEAR PERFORMANCE GOAL:** From 2015-2016 through 2017-2018, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 73.3%.

**ANNUAL OBJECTIVE:** From 2015-2016 through 2017-2018, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 73.3%.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	73.45	74.45	75.45
<b>School Actual</b>	72.45	73.3		
<b>District Projected</b>	X	73.9	74.9	75.9
<b>District Actual (ES &amp; MS)</b>	72.9	71.4		

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

## SCPASS SOCIAL STUDIES

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

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

**FIVE YEAR PERFORMANCE GOAL:** From 2015-2016 through 2017-2018, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 85.4%.

**ANNUAL OBJECTIVE:** From 2015-2016 through 2017-2018, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 85.4%.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	88	88.25	88.5
<b>School Actual</b>	87.85	85.4		
<b>District Projected</b>	X	82.2	83.2	84.2
<b>District Actual</b>	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.

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	60 <sup>th</sup> percentile	62 <sup>nd</sup> percentile	58 <sup>th</sup> percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	52 <sup>nd</sup> percentile	51 <sup>st</sup> percentile	41 <sup>st</sup> percentile	

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
The instructional coach will: observe in classrooms, provide resources and	August –June 2013 – 2018	Instructional Coach	n/a	n/a	IC Portfolio Examples

materials as needed, and work with teachers individually and in grade levels to implement best practices for Common Core Writing, L.A. and Math					
Teachers will integrate writing and reading standards into all areas of the curriculum.	August –June 2013 – 2018	Teachers Instructional Coach	n/a	n/a	Work Samples Lesson Plans
We will provide additional support for students having weaknesses in Language Arts with Leveled Readers and Compass Odyssey	August –June 2013 – 2018	Teachers, I/C, Parents, volunteers	n/a	n/a	Reports from Compass Odyssey
Teachers will attend local workshops and conferences in balanced literacy and the integration of technology.	August –June 2013 – 2018	Principal	Substitutes, Conference/workshop/ travel	Professional Development Budget	Report from participants/work samples/certificates
Teachers will use “Reading Counts” as a support tool for balanced literacy.	August –June 2013 – 2018	Media Specialist Classroom Teachers	n/a	n/a	n/a
Teachers will evaluate pre, post, and F & P Benchmark Assessments in reading and writing to inform instruction.	Quarterly	Grade Level Chair IC	n/a	n/a	Curriculum Update document
Teachers will review MAP, PASS and ITBS data in Language Arts and Math	Fall 2013 - Fall 2018	IC	n/a	n/a	Completed Data Notebook
Teachers will use CCSS ELA standards and district ELA Instructional Guide.	August –June 2013 – 2018	Teachers IC	n/a	n/a	Lesson Plans
Encourage technology integration when teaching reading and writing	August –June 2013 – 2018	Teachers Principal	n/a	Refresh	Lesson Plans
Encourage integration of ELA and Social Studies through novels and children’s literature	August –June 2013 – 2018	Principal, District ELA Consultant, Instructional Coach	n/a	n/a	Lesson Plans
Use parent volunteers to work with students who are struggling academically as well as our students who are working above grade level.	August – June 2013 – 2018	Principal, PTA Volunteer Coordinator, Teachers	n/a	n/a	Parent Volunteer Log
Teachers will use current CCSS math standards and district Math Instructional	August –June 2013 – 2018	Teachers	n/a	n/a	Lesson Plans

Guide.					
The teachers will attend math workshops that model the use of math manipulatives as <i>Best Teaching Practices</i> to address and meet the diverse needs of learners.	August –June 2013 – 2018	Instructional Coach Classroom Teachers	Substitutes, Conference/workshop/ travel	Professional Development Budget	Certificates/Reports/ Work Samples
Teachers will report progress according to Greenville County Pacing Guide each quarter	Quarterly	IC	n/a	n/a	Curriculum Update document
Teachers will evaluate pre, post, and benchmark assessments in math to inform instruction	Quarterly	Grade Level Chair IC	n/a	n/a	Curriculum Update document
Teachers will participate in “Everyday Calendar Math Counts” training and implement school wide.	August –June 2013 – 2018	Teachers	n/a	Professional Development Budget	Certificate
Teachers will conference with students and parents about MAP, PASS, ITBS and ELDA scores if appropriate.	Fall 2013 – June 2018	2 <sup>nd</sup> -5 <sup>th</sup> grade Teachers	n/a	n/a	Conference Log
Students will set individual MAP RIT growth goals based on expected growth by the normed group.	Fall 2013 – June 2018	2 <sup>nd</sup> -5 <sup>th</sup> grade Teachers	n/a	n/a	Conference Log
All students who scored Not Met on PASS MATH will be recommended for Larson’s Morning Math	Fall 2013 – June 2018	IC 4 <sup>th</sup> & 5 <sup>th</sup> Grade Teachers	n/a	n/a	Conference Log
Students will participate in the Great Math Race at all grade levels with requirements to win based on grade level standards	Fall 2013 – June 2018	IC All SES staff	n/a	n/a	Log of student Race Winners

## 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 all teachers will participate in Professional Development.

**ANNUAL OBJECTIVE:** Maintain 100% of teacher participation of Professional Development.

**DATA SOURCE(S):**

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Instructional staff will participate in site visits to observe Fountas & Pinnell implementation	August –June 2013-2014	Instructional staff	Substitutes Pay	District P/D Funds	Log of school visits
Instructional staff will participate in Cycle 1 training to implement Fountas & Pinnell Balanced Literacy	August –June 2013-2014	Instructional staff	n/a	District P/D Funds	Professional Development portal log
Instructional staff will participate in Cycle 2 training to implement Fountas & Pinnell Balanced Literacy	August –June 2014-2015	Instructional staff	n/a	District P/D Funds	Professional Development portal log
Instructional staff will participate in Cycle 3 training to implement Fountas & Pinnell Balanced Literacy	August –June 2014-2015	Instructional staff	n/a	District P/D Funds	Professional Development portal log
Common Core State Standards and Learning Focused Cycle strategies will be highlighted in school-level workshops	August –June 2013-2018	Principal Instructional Coach	n/a	n/a	Portal sign-in sheets
Technology workshops provided at the school level	August –June 2013-2018	Instructional Coach	n/a	n/a	Portal sign-in sheets
Data Analysis workshops by grade level	August –June 2013-2018	Principal Instructional Coach	n/a	n/a	Portal sign-in sheets



## 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>School Actual</b>	97.0	96.7	97.4	96.7	96.5		
<b>District Projected</b>	X	X	95.0	95.0	95.0	95.0	95.0
<b>District Actual</b>	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 96.5% or higher through 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	96.5	96.5	96.5	96.5	96.5
<b>School Actual</b>	96.5	96.5	89.2	95.0	95.3		
<b>District Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>District Actual</b>	88.0*	88.1	88.1	89.8	90.1		

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

## STUDENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 88.5% in 2012 to 91% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>School Actual</b>	88.5	92.5	91.9	89.0	86.5		
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	84.5	85.0	85.5
<b>District Actual (ES and MS)</b>	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

## TEACHER SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who are satisfied with the learning environment at 97.6% or higher through 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 97.6% of teachers who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	97.6	97.6	97.6	97.6	97.6
<b>School Actual</b>	97.6	100.0	97.9	100.0	93.2		
<b>District Projected</b>	X	X	92.5	93.0	93.5	94.0	94.5
<b>District Actual</b>	98.0	92.6	93.5	93.3	91.7		

## PARENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 94.8% in 2012 to 95.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.7 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	94.4	94.7	94.9	95.2	95.5
<b>School Actual</b>	94.8	95.5	96.8	95.0	98.6		
<b>District Projected</b>	X	X	93.9	94.3	94.7	95.1	95.5
<b>District Actual</b>	93.5*	92.8	93.1	91.7	91.7		

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

## STUDENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 93.5% in 2012 to 93.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.4 percentage point(s) annually of students who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	93.5	93.5	93.5	93.5	93.5
<b>School Actual</b>	93.5	93.2	84.5	89.3	91.3		
<b>District Projected</b>	X	X	91.9	92.3	92.7	93.1	93.5
<b>District Actual</b>	90.9	90.2	89.2	91.3	91.1		

## TEACHER SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from 97.6% in 2012 to 98.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.9 percentage point(s) in 2013-2014 and maintain 98.5% or higher teachers who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>School Actual</b>	97.6 *+2.4 Don't Know"	100.0	100.0	97.7	97.7		
<b>District Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>District Actual</b>	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Encourage greater parent participation in classroom enrichment programs and P.T.A. activities such as Build-a-Book, ESOL, P.T.A., and Tutoring.	Fall 2013 – June 2018	2 <sup>nd</sup> -5 <sup>th</sup> grade Teachers	n/a	n/a	Conference Log
Schedule teacher-parent conferences					
Involve Hispanic parents in our school activities and provide translators for conferences	Fall – Spring 2013-2018	Teachers, Guidance Counselors	n/a	n/a	Conference Log
Hispanic Family Nights	Fall 2013- June 2018	Administration, Teachers, TESOL staff	n/a	n/a	Attendance Log
<b>School will participate in an “Attendance Blitz”.</b>	2013-2018	Teachers Administration Guidance Counselor Attendance Clerk	\$0	N/A	<ul style="list-style-type: none"> <li>Weekly attendance percentage totals will be calculated.</li> <li>Student made posters will be displayed around school to encourage students</li> <li>Attendance conferences will be held with administration and documentation will be kept in office.</li> </ul>
Teachers and staff will utilize School Wide Behavior/Discipline Program. <ul style="list-style-type: none"> <li>Steps, buddy teacher, parent contact, etc.</li> </ul>	2013-2018	Teachers Administrators	N/A	N/A	<ul style="list-style-type: none"> <li>Teachers will follow the steps outlined in the Handbook</li> <li>Referrals will document steps taken prior to referral to ensure program is being</li> </ul>



					used.
Teaches will conduct required Parent-Teacher Conferences and positive phone contacts.	2013-2018	Teachers	N/A	N/A	<ul style="list-style-type: none"> <li>Teachers will maintain Conference Logs as documentation in the PAS-T notebook and copies will be provided for administration each nine weeks.</li> </ul>
The counselor will conduct guidance lessons on positive behaviors and bully prevention. Bully Program for 3 <sup>rd</sup> & 4 <sup>th</sup> Cyber-Safety Program 4 <sup>th</sup> & 5 <sup>th</sup> SafeKids Night, Watch Dogs (Dads of Great Students) begin 2013-14	2013-2018	Guidance Counselor	N/A	N/A	<ul style="list-style-type: none"> <li>A schedule will be maintained by counselor and administration for classroom lessons.</li> <li>Lesson plans by guidance counselor will reflect character education units and topics for positive behaviors in school.</li> </ul>
Administration will hold attendance conferences with students and parents for excessive tardies and absences.	2013-2018	Teachers Administrators Guidance Counselor Parents Attendance Clerk District Attendance Officer	N/A	N/A	<ul style="list-style-type: none"> <li>Attendance reports will be pulled by clerk on a regular basis.</li> <li>Letters will be sent to parents regarding excessive absence/ tardy issues and copies will be maintained by administration.</li> <li>A conference intervention form will be maintained by administration after each attendance conference.</li> </ul>
Teachers and staff will highlight positive behaviors.	2013-2018	Teachers Administrators Morning News Crew Afternoon Announcements	N/A	N/A	<ul style="list-style-type: none"> <li>Teacher and staff will recognize students as they see good behaviors.</li> <li>Decreased number of referrals will indicate positive reinforcement is working</li> </ul>
The school will reward all students with	Each nine Weeks	Teachers	\$3,000	PTA	<ul style="list-style-type: none"> <li>List of students with</li> </ul>

perfect attendance each nine weeks and hold quarterly awards ceremonies for 2 <sup>nd</sup> through 5 <sup>th</sup> grades.		Administration			perfect attendance each nine weeks
Teachers and staff will utilize the Assistance Team to provide behavior strategies for struggling students.	October – February 2013-2018	Teachers Administration A-Team	N/A	N/A	<ul style="list-style-type: none"> <li>An A-Team log and meeting minutes will be kept for documentation.</li> <li>Professional development of A-Team processes and strategies will be conducted for teachers. Attendance will document participation.</li> </ul>
The school will continue partnerships with Community Groups to recognize positive behaviors. <ul style="list-style-type: none"> <li>Terrific Kids – Kiwanis</li> <li>Certificates for recognition</li> </ul>	2013-2018	Teachers Administration Kiwanis Club Business Managers	N/A	Donations	<ul style="list-style-type: none"> <li>A schedule will be sent for TK recognitions.</li> </ul>
Partner with the Simpsonville Police Department to provide an office for our community patrol officer at our school.	2013-2018	Administration Simpsonville Police Dept.	N/A	N/A	<ul style="list-style-type: none"> <li>Officer sign-in</li> </ul>

**Website Link to School Report Card:**

<http://ed.sc.gov/assets/reportCards/>

