

Slater-Marietta Elementary School
Together We Learn

George Champlin, Principal

100 Baker Circle
Marietta, South Carolina 29661



Greenville County Schools

Dr. Burke Royster, Superintendent

Strategic Plan

2012-2013 through 2017-2018

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--|
| 1. PRINCIPAL _____ | Mr. George Champlin _____ |
| 2. TEACHER _____ | Mrs. Mary Nelson _____ |
| 3. PARENT/GUARDIAN _____ | Mr. Sam Robertson _____ |
| 4. COMMUNITY MEMBER _____ | Mr. Scott Catoe _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Mr. Terry Eihl _____ |
| 6. Read to Succeed Reading Coach _____ | Mrs. Elizabeth Nix _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Claudine Mailloux & Elizabeth Nix</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Administrative Assistant</u>	<u>Candice Stanton</u>
<u>Title I Facilitator</u>	<u>KelliJo Lowe</u>
<u>Guidance Counselor</u>	<u>Kristin Krinock</u>
<u>Teacher</u>	<u>Kelly Jordan</u>
<u>Teacher</u>	<u>Kala Jacks</u>
_____	_____
_____	_____
_____	_____

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

- X **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- X **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- X **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- X **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- X **Collaboration**
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X **Developmental Screening**

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

X **Half-Day Child Development**

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

X **Developmentally Appropriate Curriculum for PreK-3**

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

X **Parenting and Family Literacy**

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

X **Recruitment**

The school makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

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

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

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Introduction

Slater-Marietta Elementary strategic plan was developed to document the changes and progress our school has made while working towards continuous improvement what we do. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

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

The school and community members were invited to participate in developing the narrative for our plan. Staff meetings, grade-level planning, the Parent-Teacher Association (PTA) meetings, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school’s vision across the curriculum. PTA meetings, teacher web sites and weekly newsletters communicate pertinent information to the community.

<u>School Profile</u>	<u>Mission, Vision, Beliefs</u>	<u>Student Achievement</u>	<u>Professional Development</u>
J. Morgan	C. Hagan	A. Fortune	R. Smith
D. Holtzclaw	S. Bennett	C. Isbell	P. Megee
C. Nees	C. Tilley	J. Harris	
E. Nix	W, Trusty	L. Simmons	
K. Harris	C. Mobley	C. Johnson	
C. Johnson	A. Kilgore	E. Plessinger	
L. Anderson	W. Looper	T. Buchanan	

<u>Teacher & Admin. Quality</u>	<u>School Climate</u>	<u>Action Plan</u>	<u>Challenges & Accomplishments</u>
W. Parker	M. Faucette	D. Seyffert	A.Hall
P. McKittrick	L. Moody	A. Cagle	K. Greene
M. Nelson	G. Roberts	C. Janosky	L. Mlay
S. Rawson	B Windham	D. Tesner	M. Masaki
K. Barton	B. Lee	J. Childs	L. McKinney
R. Banks	R. Taylor	T. Smeeks	L. Willkey
J. Ratliff	W. Looper	B. Cody	
	J. Toole		

Executive Summary

Needs Assessment for Student Achievement

- Slater-Marietta has maintained an average report card rating and an average growth rating for three years with the current year having an at-risk rating in growth.
- The weakest component of the ELA assessment in 2012, Writing, which had some improvement in 2013 but a decline again in 2015 and 2016
- The school has seen observed a measurable decrease in Science to 62.3% from 74.3% meeting state standards. There was a slight decrease to 67% in 2016.
- The school experienced a slight decrease in Social Studies scores from 75.3% to 74% of students meeting state standards in 2014 but have increased to 82% in 2016.

Needs Assessment for Teacher and Administrator Quality

- Slater-Marietta has 100% highly qualified teachers.
- 58% of the teachers have earned a Master's Degree.
- Two teachers have National Board Certification.
- According to the ASSIST survey, parents feel the strengths of the teachers and administration are communication of learning progress, and effective support of student learning and opportunities to be involved at the school.
- According to the ASSIST survey, parents feel the areas to improve are meeting the individual needs of students and providing positive feedback on student progress and behavior on a more consistent basis.
- According to the ASSIST survey, students feel the strength of Slater-Marietta's teachers and administrators is their desire to want every student learning and doing their best work while providing adequate resources for learning.

- The students at Slater-Marietta did not indicate any specific areas of weakness on the ASSIST survey.

Needs Assessment for School Climate

- The students saw the strengths of Slater-Marietta's climate are teachers care about their students, they expect good behavior and work, and the school is safe and clean.
- The students felt the areas to improve are student behavior in the classroom and common areas of the school.
- Parents felt the strengths of the school climate are a safe learning environment and facilities to support learning.
- Almost all parents are satisfied with the learning, social, and physical environment as measured by the State Report Card Survey but feel there is room for improvement in home/school relationship.

Slater-Marietta is met with the following challenges:

- Unmet physical and/or mental health needs
- Lack of early childhood stimulation
- Lack of resources and/or support from home
- High number of absences and/or tardies
- Lack of sleep, adequate nutrition, and general care

Slater-Marietta has celebrated the following accomplishments:

- Designated as a Title I Reward School for Performance – among the highest performing Title I schools in a given year
- Met AYP for the 7 times in a row

- Students are meeting their target growth on MAP tests
- Our technology training focuses on current best practices.
- Professional Development is effective, applicable, and on-site.
- All staff trained in Balanced Literacy using the Fountas and Pinnell model.
- Cliff's Valley residents volunteered around 3,000 hours.
- Title I funds used to decrease class size and provide reading and Math intervention.

School Profile

Slater-Marietta is a K4 to fifth grade elementary school located in northern Greenville County, in the city of Marietta, South Carolina. The current school facility, built in 2003, consists of 38 regular classrooms as well as one computer lab, science lab, music room, art room, media center, cafeteria and a breezeway attaches the original gymnasium. The student attendance rate of 94.9% is an average for our school. We currently have approximately 480 students in attendance.

Slater-Marietta serves all children in the four rural towns of Marietta, Slater, Cleveland and the unincorporated areas of Travelers Rest. The primary industry of the immediate area is textiles. Several sewing plants, commercial farms and smaller businesses are located in the area.

The majority of the students enrolled come from the community that thrived during the textile era. Changing industry, unemployment, poor housing conditions, limited education and dependence on assistance programs have affected many families. The demographics reflect a range from low to middle socioeconomic levels.

The demographics of Slater-Marietta Elementary indicate that there is an overwhelming need for parental involvement in the development of parenting skills, in the students' education and positive school/parent communication techniques. Since becoming a Title I school in the fall of 2009, our Title I Facilitator and the newly added Parent Involvement Coordinator schedules and provides parental programs monthly. Our school guidance counselor and social worker also contribute to our community involvement. An adult continuing education program is located in the neighboring Slater Hall to help parents complete their education by earning a GED.

As a Title I school, Slater-Marietta Elementary School is held accountable for student progress by ensuring standards-based learning. Additional faculty has implemented intervention for all grade levels. Title I funds have afforded the additional teachers for intervention and one teacher to decrease class size. Teachers meet and plan lessons based on data gathered from the following: SCPASS, SC Ready, Iowa Test of Basic Skills (ITBS), Measure of Academic Progress (MAP), District-wide writing samples, balanced literacy benchmark assessments based on Fountas and Pinnell, AIMS Web (kindergarten-1st grade and special education), and teacher observation. Our highly-qualified and dedicated teachers and staff are committed to the students of Slater-Marietta.

School Leadership

George Champlin, Principal, served in the U.S. Navy from 1979-1985. He received an Associates Degree from Tomlinson College and Bachelors of Education Degree from Lee University. In 1993, he received his Masters of Education Degree from Clemson University in Guidance and Counseling Services. He completed his post-graduate studies through Clemson University and received certification in Educational Leadership in 2007. Mr. Champlin entered administration in the fall of 2009, after serving as guidance counselor at Stone Academy. He also served as school counselor at Bakers Chapel Elementary and Alexander Elementary School. Mr. Champlin has served students in Greenville County schools since 2002. He is a National Board Certified Counselor (Retired) and is a Licensed Professional Counselor (Retired) in the state of South Carolina. .

Candice Stanton, Administrative Assistant, has 16 years of experience in education. She holds a bachelor's degree in Speech and Communication Studies from Clemson University, a master's degree in Elementary Education from Converse College, and an Educational Specialist degree in School Leadership and Supervision also from Converse College. Her first years in education were spent in the classroom as a fourth and fifth-grade teacher in Spartanburg School District 5. She was employed with Spartanburg District 5 for 11 years before moving to Greenville County. During her time in the classroom, she gained experience with curriculum writing, gifted and talented instruction, and single-gender education. In 2009, Mrs. Stanton began her career outside of the classroom assisting teachers as an Instructional Coach at Thomas E. Kerns Elementary School in Greenville County. Currently, Mrs. Stanton serves as the Administrative Assistant at Slater-Marietta Elementary School.

Claudine Mailloux, Instructional Coach, joined the faculty at the beginning of the 2013-2014 school year. Mrs. Mailloux has been in Greenville County Schools for 11 years. Previously, Mrs. Mailloux taught 5th grade at Fork Shoals School. She holds a Bachelor's degree from Fairleigh Dickinson University in psychology and a Master's of Arts in Teaching.

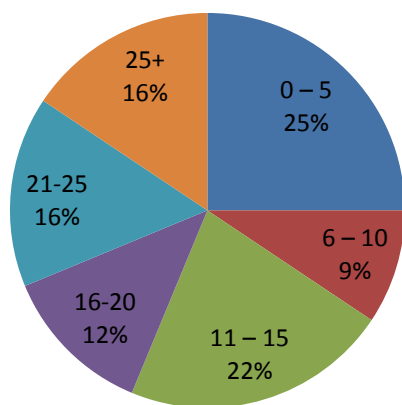
KelliJo Lowe, Title I Facilitator, has been a Title I Facilitator for several years and has taught 2nd, 4th, and 5th grades. Mrs. Lowe earned her initial teaching certificate from the University of Central Florida, my M.Ed. from Southern Wesleyan, and my Ed.S. from Clemson University. I am certified in early childhood, elementary, ESOL, and administration and supervision.

Kristin Krinock, Guidance Counselor, also joined the faculty at the beginning of the 2013-2014 school year. She attended Nova Southeastern University and received a B.S. in Psychology and a M.Ed. in Elementary School Counseling from Clemson University. She is also a member of the Palmetto State School Counselors Association.

School Personnel

All teachers at Slater-Marietta Elementary School are highly qualified according to the No Child Left Behind Act. According to the State of South Carolina Annual School Report Card for 2015, Slater-Marietta has 50% of teachers with advanced degrees, 88.2% continuing contract teachers, and 94.5% returning from the previous year. Teacher attendance in our school is 94.6%. The average professional development days per teacher are 2.9. Slater-Marietta has a faculty of a principal, administrative assistant, 23 classroom teachers in grades 4K-5th, plus 2 full-time teachers of special education, a part-time teacher who serves the gifted and talented students, a speech pathologist and one ESOL teacher. All three kindergarten classes have paraprofessionals. We also have an art teacher, music teacher, physical education teacher, media specialist, two full-time and two part-time interventionist, and speech teacher. The school personnel are also comprised of a Title 1 Facilitator, Guidance Counselor, Social Worker, Instructional Coach, full time nurse, attendance clerk and secretary.

Years of Teaching Experience



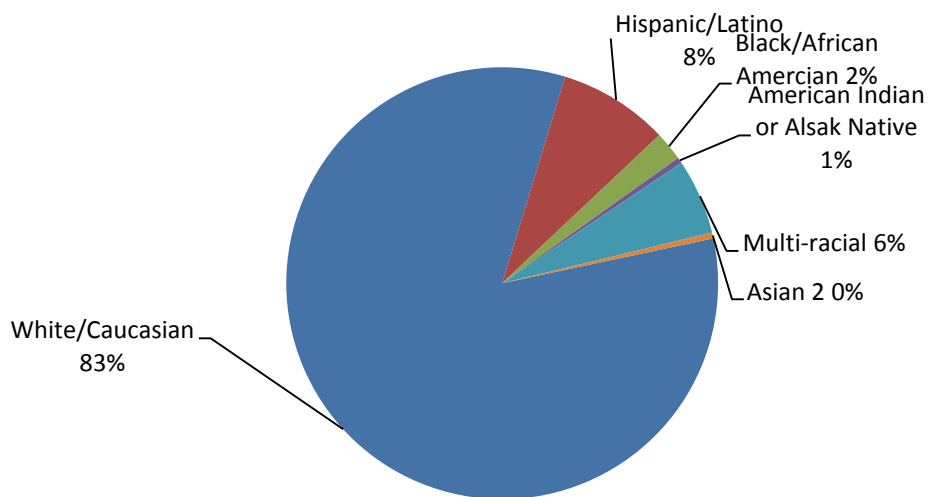
Our teachers have a wide range of teaching experience. Thirty-four percent of our teachers have been teaching less than 10 years. Thirty-two percent of teachers have in excess of 20 years' experience in the classroom. Two of the teachers hold National Board Certification. Most of the teachers are certified in either Early Childhood or Elementary Education, and some hold multiple certifications.

Mentoring Program for New Teachers to Slater-Marietta

Slater-Marietta Elementary consists of eight new teachers to our school: a 2nd grade teacher, (2) 4th grade teachers, 5th grade teacher, Challenge Teacher, Science Lab teacher, Art teacher and Media Specialist. Each classroom position has been assigned a mentor. The mentors' duties include instructional, procedural, emotional, managerial, parental, and personal support. Each mentor and new staff member meets monthly to review specific needs.

Student Population

Currently, 460 students are enrolled at Slater Marietta in K4-5th grade. According to PowerSchool, the ethnic distribution of our school includes: 8 percent Hispanic/Latino, 83 percent White, 2 percent African-American, 5 percent of multi-racial, 1 percent American Indian or Alaska Native and 2 percent Asian. Though many of our students are driven to school or walk, students are also transported to school on four regular education bus and local day-care facilities.



The student attendance rate is 94.9 percent. The school's retention rate is 1.3 percent. The percent of students served by Gifted and Talented is 4.7 percent. Students classified with disabilities other than speech is 16.5 percent. 13.4 percent of students qualify for ESOL (English for Speakers of Other Languages). 3 percent of students attend Speech.

Academic and Behavioral Features, Programs, and Initiatives

Balanced Literacy

Beginning in June 2012, our faculty received training in a Balanced Literacy model founded by renowned literacy experts Irene Fountas and Gay Su Pinnell. This systemic approach to literacy includes teachers instructing students in whole group, small groups, and individually. Teachers will match books and texts to students at their levels, making instruction more individualized and meaningful.

Response to Intervention (RTI)

Due to the changes in the federal IDEA laws for identifying students for placement in a special education class, the Greenville County School District has developed a Response to Intervention plan to help remediate at-risk students before they fail and provide a more accurate identification of students with learning disabilities. Identification of students in K5 & 1st is done with the AIMsWeb computer based assessment. MAP (Measures of Academic Progress) is used as an identifier for students in 2nd through 5th grade. Those students identified are served

until results of ongoing progress reports show that they are no longer in need of intervention help.

Team Planning

Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have five common planning times each week that are used for team planning. Professional Learning Communities will be fully implemented in the 2016-2017 school year. Also consistent use of common assessments, grade levels can monitor and discuss student progress and adjust plans as needed.

Reduced Class Size

Research shows that a reduced class size aids in student performance at primary grade levels and with populations of higher poverty. We are dedicated to continuing to have smaller classrooms by using some of our Title I funds to pay for one additional classroom teacher.

Technology

We believe that technology is a valuable tool to help students learn. Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard) for which all teachers have had training. Teachers also have access to Promethean items such as ActivExpressions and ActiVotes which help to engage learners by letting them remotely answer questions through selecting a multiple choice answer or texting a response.

The computer lab contains 30 computers for student use. Classes visit the lab once a week and teachers can sign up for additional times. We have three mobile laptop labs that are available for check-out. Individual classrooms also have several computers as well. The entire school has a wireless Internet connection.

All teachers have an iPad for teacher and iPad minis for student use. Students have access only under teacher supervision and can use it to practice skills with apps, take pictures or record video and/or sound, and many other functions related to school. The school also has additional iPads to check out for classroom use.

Located in the media center are Nooks, Kindles and digital cameras that can also be checked out for use in the classroom.

Many computer programs are used to aid in increased student achievement. Imagine Learning is used in the classroom and lab for individualized instruction for each student's unique learning needs. Students work on activities primarily in English Language Arts and Math at their own levels and progress at their own pace. Teachers can also create additional assignments and assessments and are able to track student performance. Another computer program available is RAZ-kids. Students read books at their own levels and complete activities that help with comprehension. English in a Flash is a program used by our English Language Learners to work on learning the English language.

Character Education

Building character is an essential component in becoming responsible citizens. Our guidance counselor spends time teaching character education lessons using the 7 Habits of Happy Kids in each teacher's classroom once a month. We also support character education programs, such as Terrific Kids.

Extra-Curricular Activities

Upper elementary students who have demonstrated responsible behaviors, both academically and in character, have the opportunity to participate in extra-curricular activities. Students in grades 3-5 elect student council representatives each year. They meet each month and plan service projects. Our fifth grade students create and produce our news morning show with the help of our challenge teacher and media specialist. This morning show gives students the opportunity to showcase their talents along with giving them responsibility outside of the classroom. Additional activities include:

- Chorus
- Media Center Helpers
- NewsTeam
- Safety Patrols
- Soccer Club
- Student Council

Clubs

The 4th and 5th students participate in weekly clubs that enhance curriculum through hands-on student centered activities. The students choose one of the seven clubs in which to attend. The clubs are designed and taught by the classroom teachers, Related Arts team and Guidance Counselor. The clubs include Art, Music, Science, Technology, Character Education and Health.

Coordinated School Health

At Slater-Marietta, we are dedicated to keeping our students and staff safe and healthy. Our school participates in the Coordinated Approach to Child Health (C.A.T.C.H.) and the Safe Kids Upstate programs. Starting with the 2013-14 school year, we became a culinary school and established a wellness team to promote healthy choices for both students and staff. Our safe and healthy programs and initiatives include:

- Safety Patrols

- Red Ribbon Week
- Field Day
- Go-Slow-Whoa foods in the cafeteria

Academic Excellence

We feel it is important to encourage and celebrate academic excellence with our students. Our academic programs and initiatives include:

- Goal setting using MAP (Measures of Academic Progress) testing to show growth in Math and Reading from Fall to Spring
- Quarterly academic and attendance awards

Parent Involvement

Parents are of vital importance to us and we grow and nurture their children. We feel a strong relationship is necessary for student success. Our parenting programs reflect the needs expressed to us by our parents and include:

- Math, Science and Literacy nights
- Parent Volunteer Program
- Monthly Parent Workshops

Mission, Vision, and Beliefs

Each year the faculty and staff of Slater-Marietta Elementary School revisit our mission, vision, and beliefs.

Mission Statement of Slater-Marietta Elementary School

The mission of Slater-Marietta Elementary School is to provide a quality education to build the foundation needed to grow academically and socially which in turn will empower each student to be responsible, productive citizens and future leaders.

Vision

At Slater-Marietta we strive to empower children to become Collaborative Learners, Engaged Students and Productive Citizens. To achieve this goal, the school climate and classroom environments will be structured so that students will be encouraged to foster positive constructive relationships with their peers that will allow them to work together and attain academic success. This will lead students towards being highly engaged in their work and developing a personal interest in producing quality products in multiple mediums that focuses on established curriculum. Finally, this will empower Slater-Marietta students to actively participate in a positive and productive manner during their elementary education years and beyond.

Beliefs

We believe:

- All students can learn.
- All students can learn best in a safe, nurturing environment that is supportive and inviting.
- All students should be active participants in the educational process, and assume increased responsibility for learning and problem solving.
- All students will be productive life-long learners with the support of their home, school and community.
- All students have the right of equal access to educational opportunities.
- All students' education must include intellectual, emotional, social, physical, and character development.

Data Analysis and Needs Assessment

Student Achievement

Slater-Marietta relies on test scores from the SCPASS, SC Ready, Measuring Academic Progress (MAP), and the Iowa Basic Skills (ITBS) Test to assess student achievement. In the Spring of 2015 ACT Aspire. Slater-Marietta sets high achievement expectations for our students. We are committed NCLB guidelines. We want to continually improve student performance on standardized tests. Slater-Marietta earned an Average or Good Report Card Rating for the three years as determined by the South Carolina Department of Education. The ESEA Federal Accountability Rating Scale changed. In previous years, you either met adequately yearly progress by meeting all of your objectives or not.

	Absolute Rating	Growth Rating	AYP
2014	Average	At-Risk	Yes
2013	Good	Below Average	Yes
2012	Average	Average	Yes
2011	Average	Average	Yes

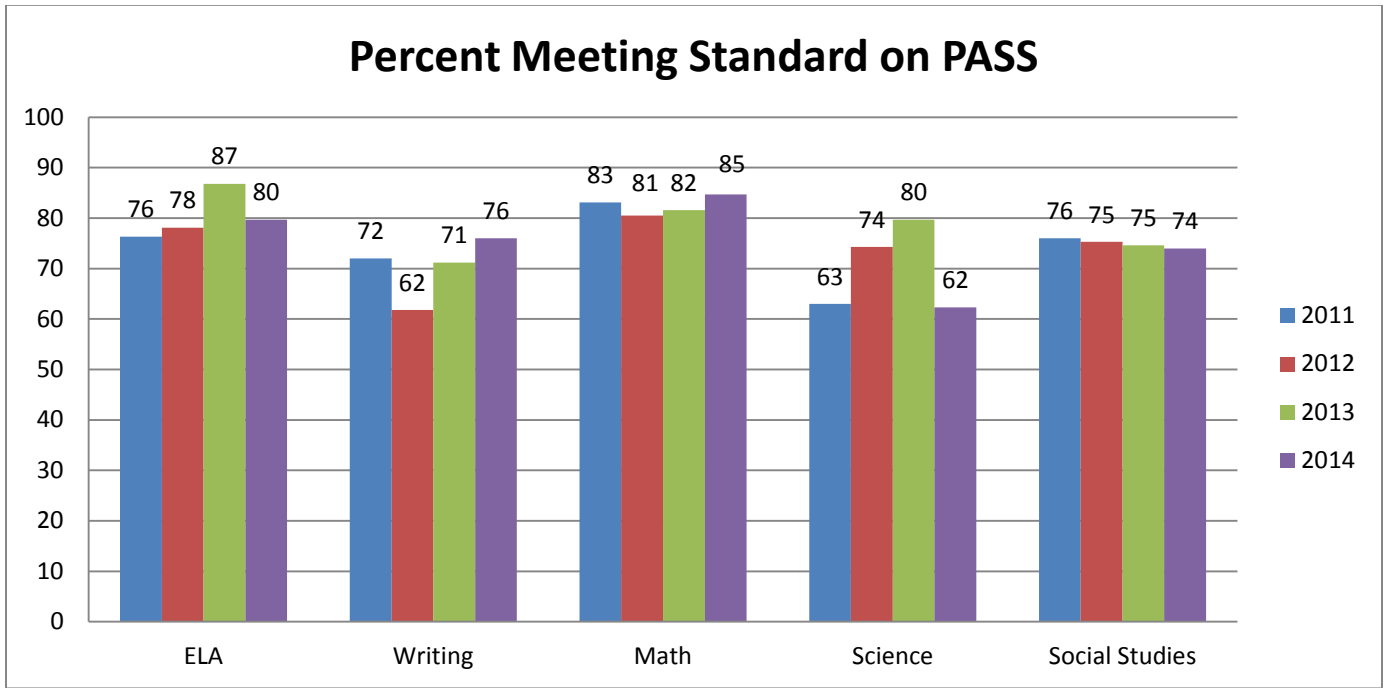
Palmetto Assessment of State Standards

Each year, students in grades three through eight are administered the Palmetto Assessment of State Standards (SCPASS) and SC Ready throughout the state of South Carolina, as mandated by state law. SCPASS test items measure student performance on the South Carolina Academic Standards in Science and Social Studies. SCReady test items measure student performance on the South Carolina College Readiness Standards in English Language Arts (includes both Reading and Writing) and Math.

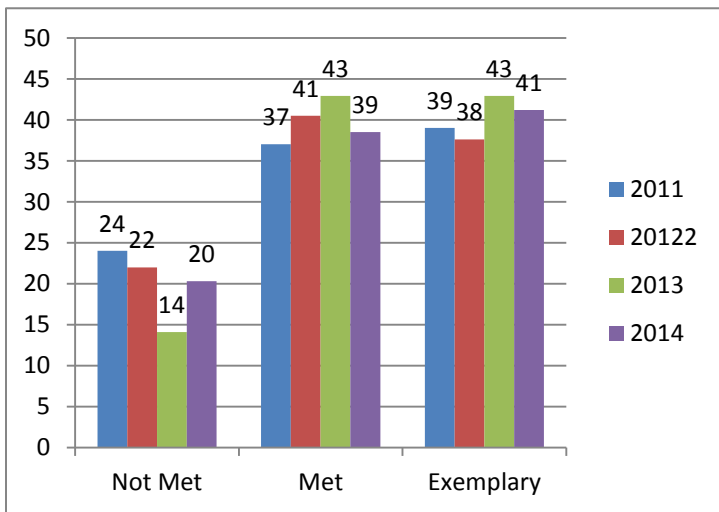
All students in grades 3rd through 8 take SC Ready. Students in grades 4th & 5th on the elementary take the science or the social studies test.

PASS Performance Levels: All Students

The graph below show our school’s Palmetto Assessment of State Standards (PASS) results of students meeting standard for each subject area for the past four years, as reported by the State Report Card.



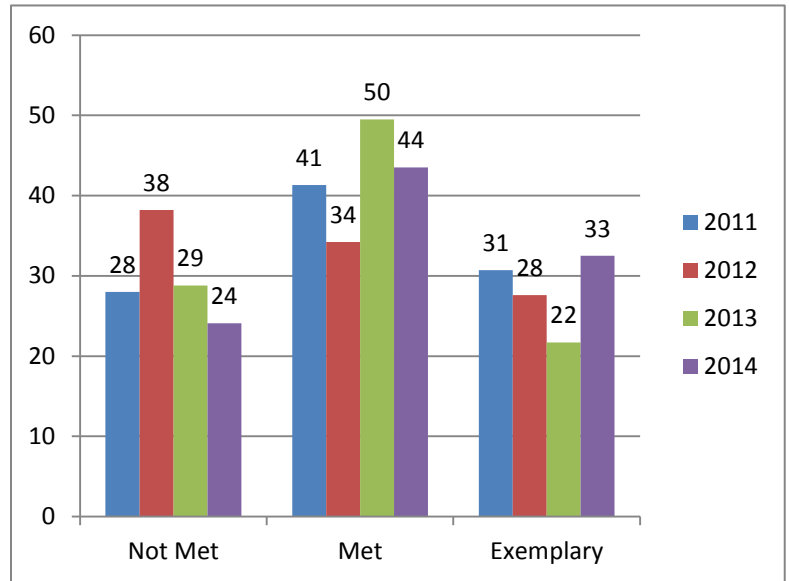
ELA



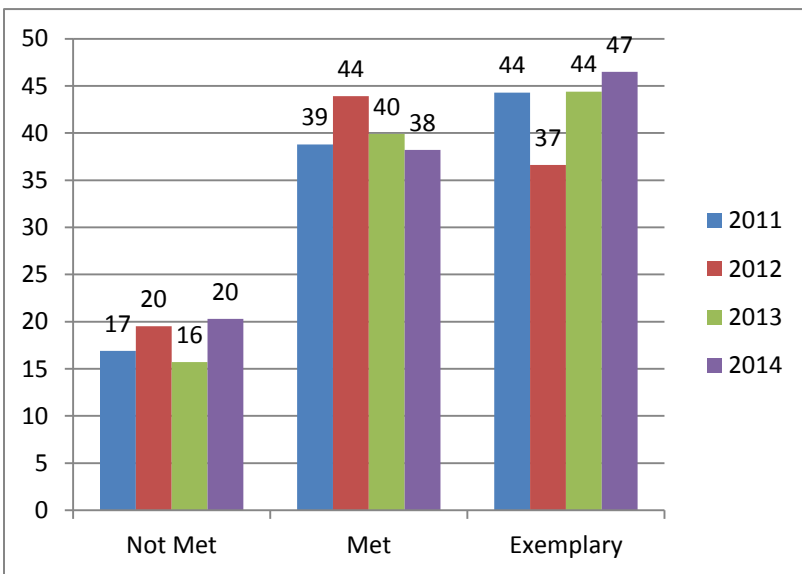
Slater-Marietta Elementary maintained similar performance levels in ELA.

In writing, Slater-Marietta sees an increase in meeting standard. The not met level decreased by 5% and the exemplary increased by 9%. This shows that the gains made in ELA more in the area of reading and research.

Writing



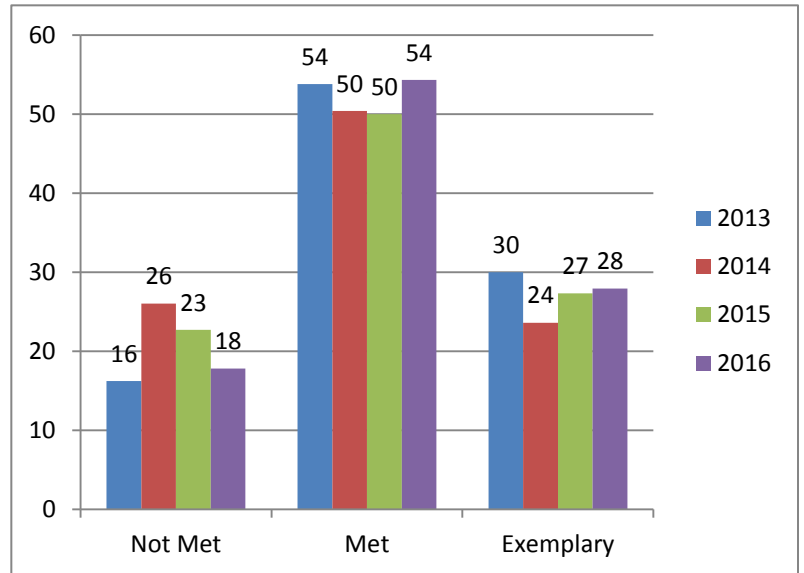
Math



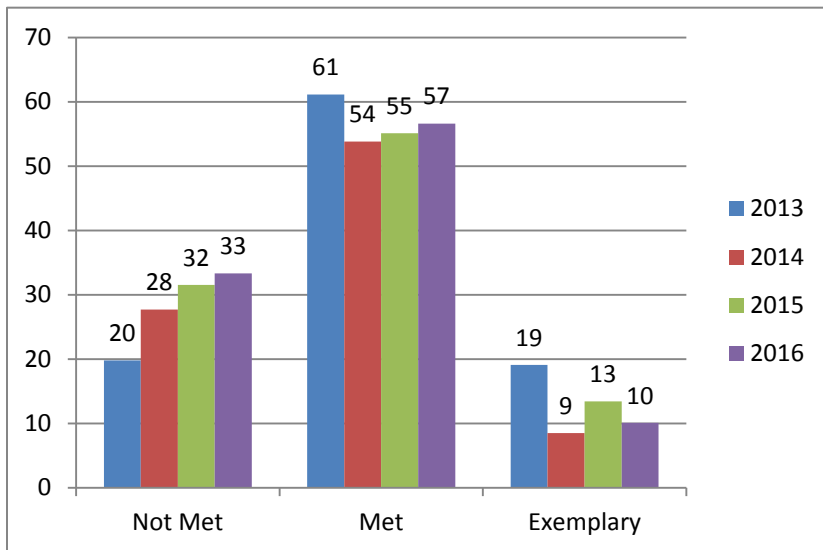
In math, performance also remained rather consistent. There was an increase in those scoring exemplary, a decrease in the met category, and a 4% increase in those scoring in the not met range.

Social Studies performance declined from what it was the previous year. The number of students scored exemplary increased by 1%. There was an increase (50% to 54%) for met and an decrease (23% to 18%) for not met.

Social Studies



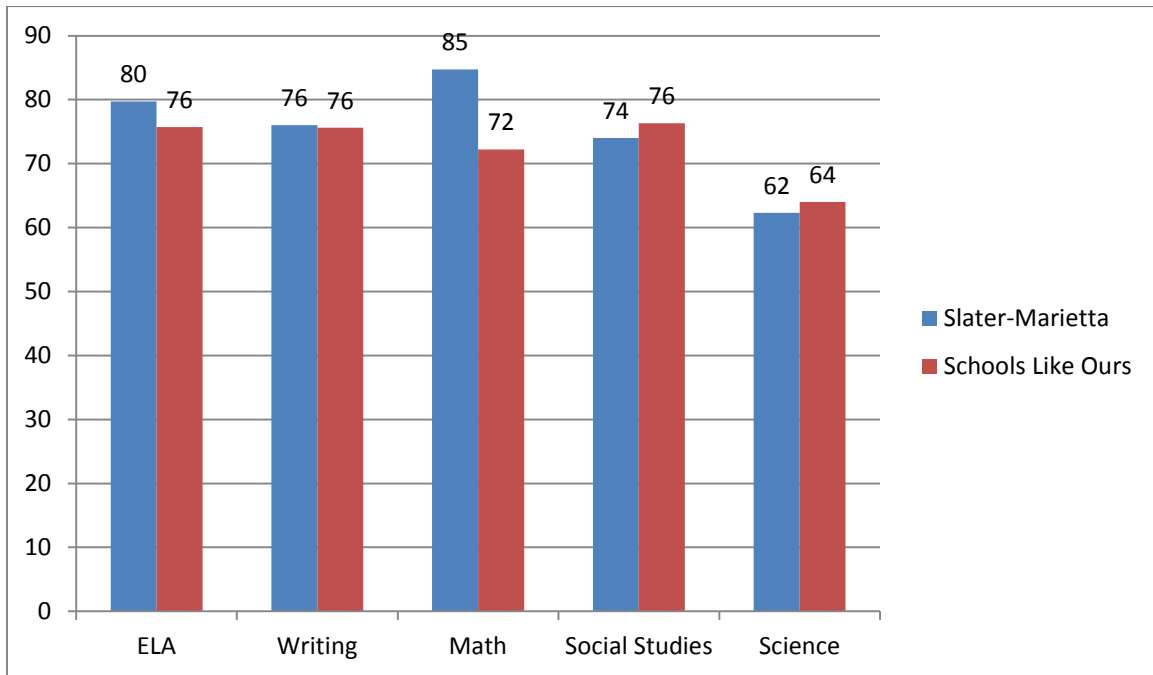
Science



For science, the not met category increased by 1%. The number of students who met standard increased by 2%, and the exemplary number decreased by 3%.

Schools Like Ours Comparison 2013-2014 PASS Data

The state compares schools with similar poverty indexes to show how we compare with other schools like ours. When Slater-Marietta is compared with schools around the state, we perform higher in the exemplary range.

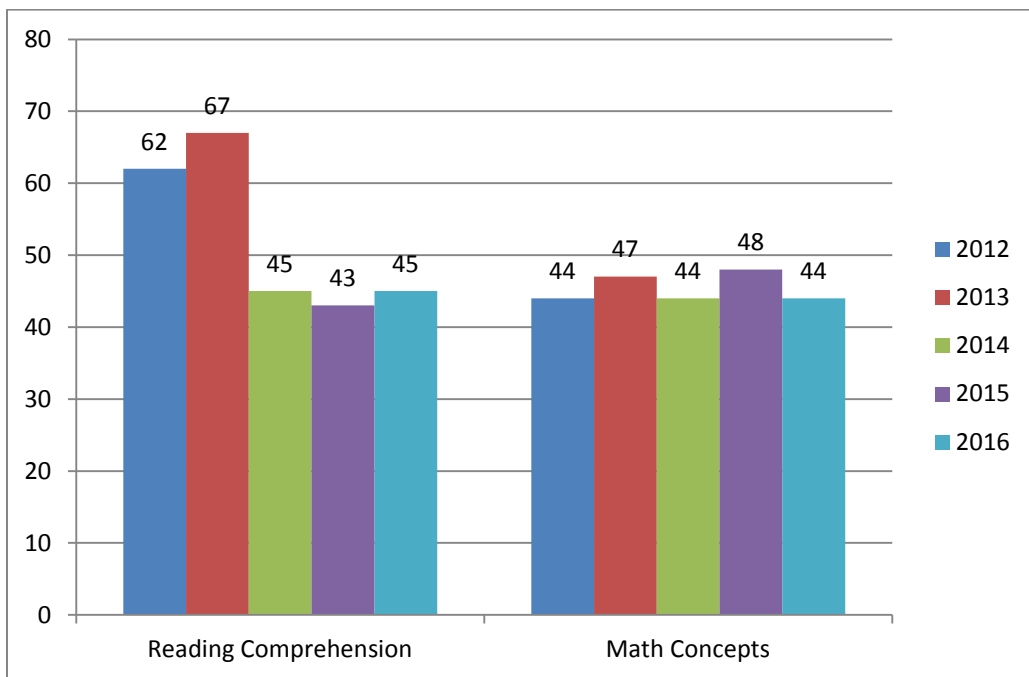


When comparing Slater-Marietta to schools with similar socio-economic make-up it performs higher in ELA and Math. Of particular interest is that the content area that trends lower for similar schools also trends lower for Slater-Marietta. While Writing are has increased further attention must be directed at Writing along with Science and Social Studies. Even though Slater-Marietta performs comparable to similar schools in the three content areas, it does trend below the district performance outcomes. For this reason the areas of Writing, Science and Social Studies should be addressed further in the needs assessment.

Slater-Marietta, like all schools in the state, administer the Iowa Test of Basic Skills to our second grade students in the fall. This is a norm referenced national standardized test. Our students are compared to a norm group comprising of students across the country. Below are our school’s results over the past three to five years.

ITBS Data

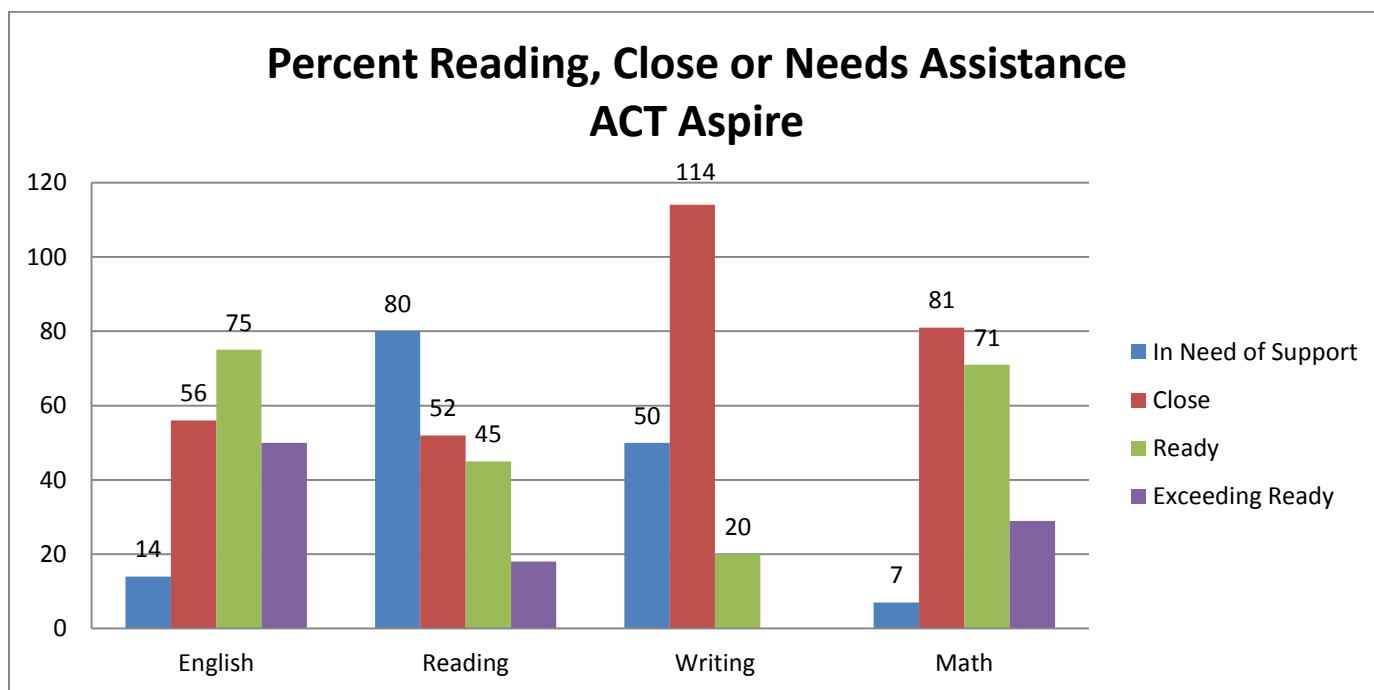
Percentile Rank of Average Student Score base on National Student Norms



The ITBS results indicate the students of Slater-Marietta have demonstrated an increase in the level of reading comprehension with the potential for growth in this area with targeted instruction. In addition, there is a demonstrated a drop in math concepts with a prior trend of consistent proficiency in solving math problems but lack of growth. This again provides specific areas to target instruction to maximize student achievement.

ACT Aspire Data

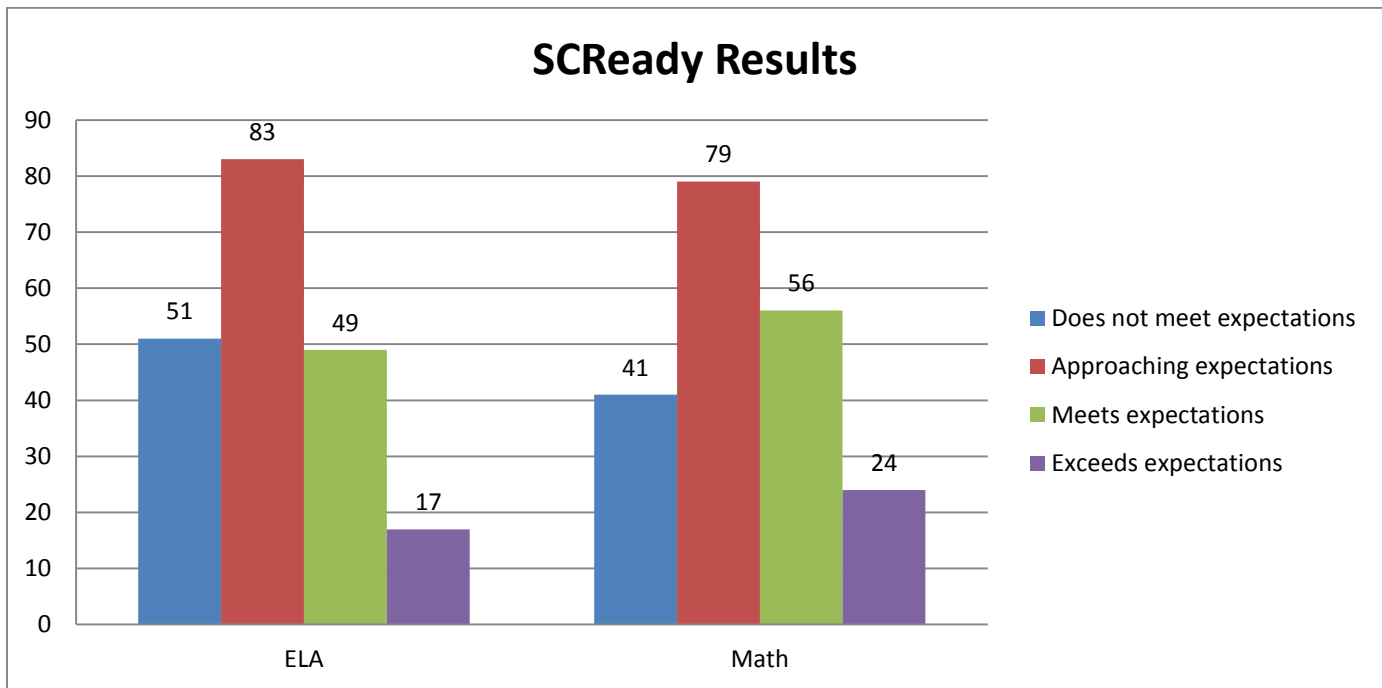
The graph below show our school's ACT Aspire results of students meeting standard, are close to meeting standard or are in need of assistance for each subject area as reported by the State Report Card



The Act Aspire results indicate students of Slater-Marietta have demonstrated consistency in math concepts with a positive trend in increased proficiency in solving math problems. This again provides specific areas to target instruction to maximize student achievement. In addition, the data indicates a weakness in Writing and Reading.

SCReady

The graph below show our school's SC results of students exceeds expectations, meets expectations, are approaching expectations or are not meeting expectations for each subject area as reported by the State Report Card



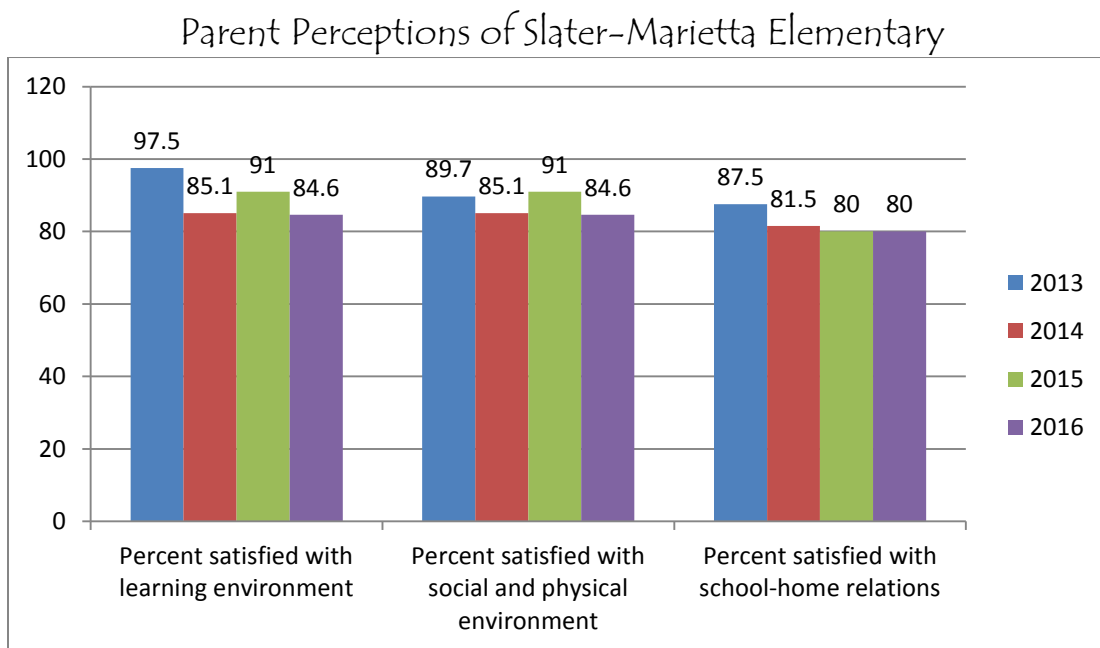
The SCReady results indicate students of Slater-Marietta have demonstrated consistency in math concepts with a positive trend in increased proficiency in solving math problems. This again provides specific areas to target instruction to maximize student achievement. In addition, the data indicates a weakness in Writing and Reading.

Student Achievement Needs Assessment

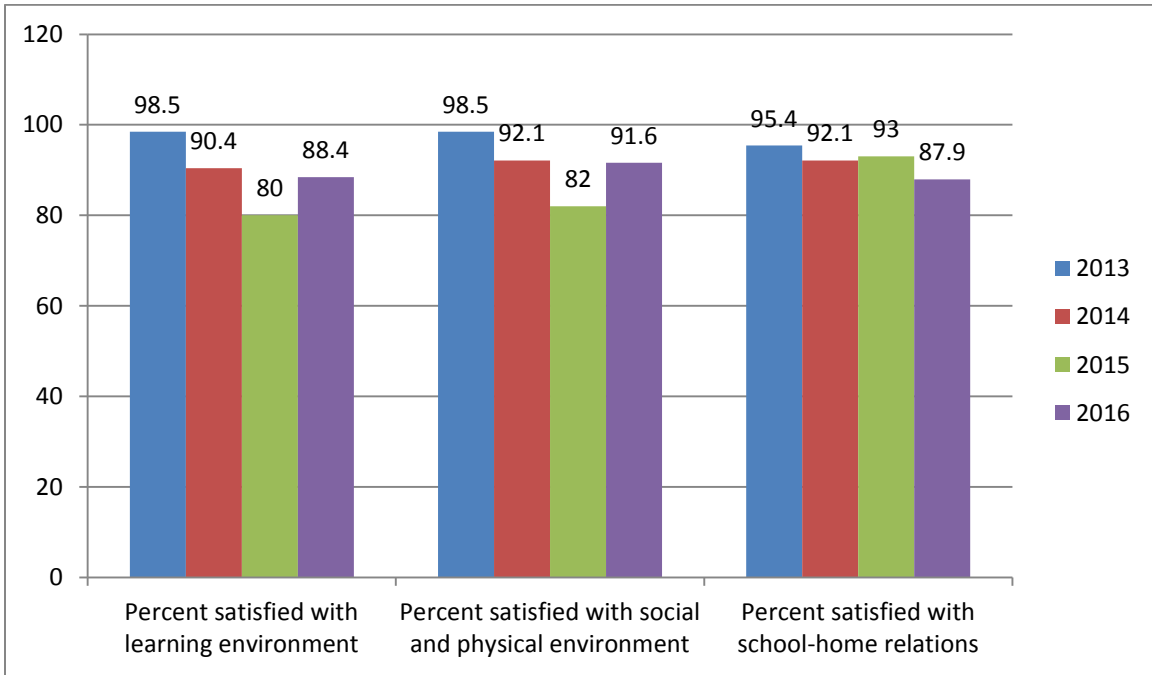
- Writing has increased over the past several years, but continues to be a weakness at Slater-Marietta Elementary.
- Lower percentage of students reached the exemplary level in writing, Science and Social Studies. When compared to other schools.
- Our disabled group was the school's lowest subgroup.
- We had an increase in Science and Social Studies from previous year.

School Climate Needs Assessment

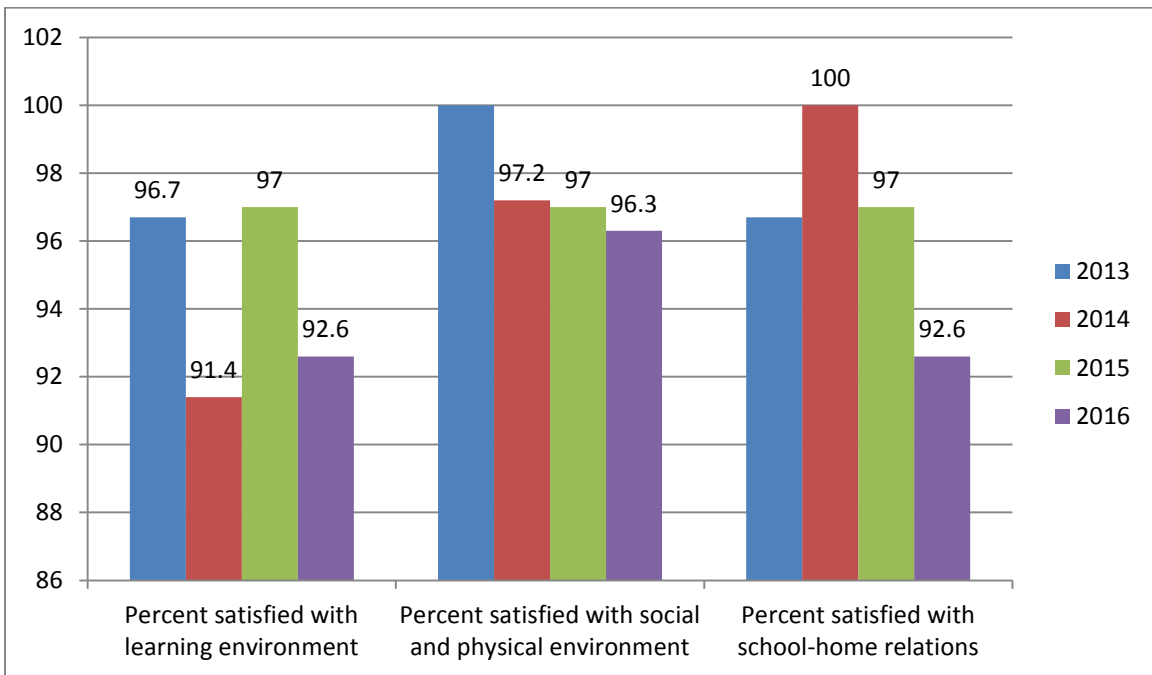
Every year fifth grade students, fifth grade parents, and teachers take a state department survey. The results of the survey are published in the school report card. Below are the results of the three questions published annually from the survey.



Student Perceptions of Slater-Marietta Elementary



Teacher Perception of Slater-Marietta Elementary



After reviewing and analyzing the surveys, we feel that overall our school climate shows that we have a slight decrease in satisfaction of the environment for learning at our school. Because the survey results reported on the School Report Card only target 5th grade students and parents, we feel there is a need to gather data from all students and parents throughout the school year so that we can better gauge our school climate satisfaction. We will continue to gather feedback from the staff throughout the year and continue efforts so that our school environment remains excellent. Student learning environment is definite strength for our school, and we will continue our actions for success in these areas.

Teacher and Administrator Quality Needs Assessment

Based on our data, we have considered what direction we need at our school in order to accomplish meeting the demands of the school and district priority initiatives.

1. Offer more individualized professional development sessions and mentoring that is focused on both district and school wide initiatives.
2. Increase the communication and collaboration among all staff throughout the school.
3. Expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use.

Professional Development

On-going professional development activities are aligned with the school goals. The Professional development calendar provides school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

Approach

As we reviewed areas in our program needing improvement, it was evident that our professional development efforts should have a common focus. Professional development opportunities are based upon the implementation of state standards, improvement in writing and Balanced Literacy instruction as well as to support our school goals.

Using the findings listed in previous sections of our portfolio, we decided on several strategies and activities that would help close the gap in student achievement.

Content

We focused our professional development this year on increasing student achievement with an emphasis on Writing including how to implement that across the curriculum. This year we have spent our local professional development hours studying best practices, Common Core Standards, and our continuing implementation of Fountas and Pinnell Balanced Literacy.

School-wide emphasis has been placed on implementing the state standards with emphasis on creating a deeper understanding of the levels of learning. This ensures that lessons and supplemental activities reflect effective teaching techniques, increase rigor within the instructional day thus enhancing student learning. Teachers work together as a grade level in developing quality lesson plans that meet the standards. Teachers participate in grade level conversations on assessing student learning and improving delivery of instruction.

Professional Development			
Date	Title/Instructor	Time	Number of Points
Writing K4, K5, 2nd & 3rd, Specials & RA			
9/12/2016	Primary ELA In-Service S. Shamis, Title I Academic Specialist, ELA	8am-3pm	7
9/15/2016	Intermediate ELA In-Service S. Shamis, Title I Academic Specialist, ELA	8am-3pm	7
10/21/2016	Primary In-Service S. Shamis, Title I Academic Specialist, ELA	8am-3pm	2
10/19/2016	Intermediate ELA In-Service S. Shamis, Title I Academic Specialist, ELA	8am-3pm	2
1/18/2017	Primary ELA In-Service S. Shamis, Title I Academic Specialist, ELA	8am-3pm	7
1/17/2017	Intermediate ELA In-Service S. Shamis, Title I Academic Specialist, ELA	8am-3pm	7
3/13/2017	Primary In-Service S. Shamis, Title I Academic Specialist, ELA	8am-3pm	2
3/16/2017	Intermediate ELA In-Service S. Shamis, Title I Academic Specialist, ELA	8am-3pm	2
Math 1st, 4th & 5th, Specials & RA			
9/13/2016	Math In-service Erica Lewis, Title I Academic Sp, Math	8-10 10-12 12-2	2
11/1/2016	Math In-service Erica Lewis, Title I Academic Sp, Math	8-10 10-12 12-2	2

12/13/2016	Math In-service Erica Lewis, Title I Academic Sp, Math	8-10 10-12 12-2	2
2/7/2017	Math In-service Erica Lewis, Title I Academic Sp, Math	8-10 10-12 12-2	3
4/4/2017	Math In-service Erica Lewis, Title I Academic Sp, Math	8-10 10-12 12-2	3
4/5/2017	Math In-service Erica Lewis, Title I Academic Sp, Math	8-10 10-12 12-2	2
Technology Integration			
9/12 & 9/13/16	Technology Integration Kevin Roper, Technology Title I Facilitator	8am-3pm	3
10/19 & 10/21/2016	Technology Integration Kevin Roper, Technology Title I Facilitator	8am-3pm	3
1/17 & 1/18/2017	Technology Integration Kevin Roper, Technology Title I Facilitator	8am-3pm	3
3/13/2017	Technology Integration Kevin Roper, Technology Title I Facilitator	8am-3pm	3
Tech Tuesday			
TBA	Tech Tuesday Topic to be determined based on need	3:00-5:00	2
TBA	Tech Tuesday Topic to be determined based on need	3:00-5:00	2
TBA	Tech Tuesday Topic to be determined based on need	3:00-5:00	2
TBA	Tech Tuesday Topic to be determined based on need	3:00-5:00	2
TBA	Tech Tuesday Topic to be determined based on need	3:00-5:00	2
TBA	Tech Tuesday Topic to be determined based on need	3:00-5:00	2
TBA	Tech Tuesday Topic to be determined based on need	3:00-5:00	2

Digital Leadership Corp

8/30/2016	Coaches Present at Slater	All day rotation in classrooms	
9/28/2016	Coaches Present at Slater	All day rotation in classrooms	

10/10/2016	Professional Development at Armstrong	All day	
11/29/2016	Coaches Present at Slater	All day rotation in classrooms	
12/5/2016	Professional Development at Slater	All day	
12/13/2016	Coaches Present at Slater	All day rotation in classrooms	
1/9/2017	Professional Development at Heritage	All day	
1/31/2017	Coaches Present at Slater	All day rotation in classrooms	
3/6/2017	Professional Development at Gateway	All day	
3/28/2017	Coaches Present at Slater	All day rotation in classrooms	
4/21/2017	Coaches Present at Slater	All day rotation in classrooms	
5/18/2017	Coaches Present at Slater	All day rotation in classrooms	
5/22/2017	Coaches Present at Slater	All day rotation in classrooms	

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	33	
School Actual			
District Projected	X	53	56
District Actual (ES only)	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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	40	
School Actual			
District Projected	X	59	63
District Actual (ES only)	56		

Baseline data to be established in 2015-16.

SC READY % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

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

Students in Poverty	*		
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SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

SCPASS SCIENCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	66.7		
School Actual				
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

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

SCPASS SOCIAL STUDIES

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	percentile	45		

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	percentile	44		

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

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
MAP Testing	Sept & March 2013-2018	Instructional Coach	N/A	District Funding	MAP Scores
Math Enrichment (4 th & 5 th Grade)	Sept – May 2013-2018	Cliff Volunteer	N/A	Local Funds (copying)	MAP test score data
Teacher data spreadsheet analysis	Sept-May 2014-2018	Teachers, Instructional Coach, Administration	N/A	None	Review of spreadsheets during conferences with administration
Map Test Analysis for formative planning	Sept & March 2013-2018	Teachers, Instructional Coach, Admin	N/A	None	Analysis sheet
Common Assessment Data & Item Analysis for unit tests	Sept-May 2014-2018	Teachers, Instructional Coach, Admin	N/A	None	Review of data during grade level meetings
Balanced literacy framework support	Aug. 2013-May 2018	District Title I Academic Specialists, instructional coach, Administration, teachers	\$9,000	Title I	Review of reading level data
Calendar math across all grade levels	Sept 2013-May 2018	Teachers	N/A	None	Test Scores
Inclusion of all special education	Sept 2013-May 2018	Special Education Teachers/ Regular	N/A	None	Test Scores

students		Education Teachers			
Continue to evaluate and modify programs of instruction for special education students during pull-out classes	Sept 2013-May 2018	Special Education/Regular Education teachers/Administration	N/A	None	Running Records and Benchmarking
Provide time to analyze standardized test scores and disaggregate the data to determine strengths and weaknesses	Yearly	Administration/ Instructional Coach	N/A	None	Data Charts
Provide support for grade level planning meetings	Weekly	Instructional Coach	N/A	None	Minutes
Utilize the 7 Habits to develop lessons on study skills, organization, test taking, and social skills	Sept 2013-May 2018	Guidance Counselors/ Teachers	N/A	None	Test Data
Special education consultation for teachers	Yearly	Sp. Ed. Teachers Regular Ed. teachers	N/A	None	Emails, conversations, accommodation plans
Teach writing in the inclusion class for resource students	August 2015-May 2018	Special Education Teachers	N/A	None	Growth charts, test data

Develop curriculum focused nights/workshops to promote understanding and interest in each content area.	August 2013-May 2018	Teachers/ Instructional Coach/Administratio n and Title I Facilitator	\$6,000	Title I Funds	Parent Involvement
Fully implement the use of Activotes and Active Expressions	August 2013-May 2018	Teachers/ Media Specialist/ Instructional Coach	N/A	None	Flip charts/assessmen ts and class participation

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain 100% highly qualified faculty

ANNUAL OBJECTIVE: Maintain 100% highly qualified faculty

DATA SOURCE(S): Professional Development Calendar

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue the implementation of professional learning communities	2013-2018	Teachers/ Instructional Coach, Administration	N/A	None	Agendas, minutes
Continue the mentor/mentee program for new teachers.	2013-2018	Instructional Coach/ Principal	N/A	None	Agendas
Teacher/staff observations	2013-2018	Administration	N/A	None	Observation notes
Student Learning Objectives/fall, winter, and spring conferencing	2013-2018	Administration / Teachers	N/A	None	Goals sheets and conferencing notes

STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.3	96.1	96.4	94.9	94.9		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 98.2% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	98.2	97.5	85.1	91.0	84.6		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 91.5% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.5	95.5	97.5	99.5	100
School Actual	94.4	98.5	90.4	80.0	88.4		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.0 (ES,MS. & HS)	83.8 (ES, MS, & HS)		

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100% annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	96.7	91.4	97.0	92.6		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 96.4% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	92.9	89.7	85.1	91.0	84.6		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

STUDENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 95.7% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.7	100	100	100	100
School Actual	90.0	98.5	92.1	82.0	91.6		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100% annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	97.2	97.0	96.3		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue to update the school crisis plan with best practices.	Yearly	Administrative Assistant	N/A	None	Updated plan
Provide annually anti-bullying training for students.	Yearly	Guidance Counselor	\$250	Local funds	SC Children's Theatre Program
Conduct regular safety drills to ensure appropriate responses to emergencies.	Monthly	Administrative Assistant	N/A	None	Response Times
Provide annual parenting workshops on topics parents indicate are needed at the school.	Yearly	Title I Facilitator/Administration/Parent Involvement Coordinator	N/A	Title I Funds	Handouts
Provide opportunities for parental involvement in the school.	Daily	Parent Involvement Coordinator	N/A	Title I Funds	Sign-in sheets
Communicate school goals and progress annually.	Yearly	Principal	N/A	None	PTA, SIC Meetings
Communicate school news, policies, and events on an annual basis.	Weekly	Principal	N/A	None	Newsletters, emails, social media
Provide weekly communication to parents about school	Weekly	Principal	N/A	None	Newsletters, emails, website, social media and

and classroom news					phone
School report to the community	Yearly	Administration, Instructional Coach, SIC, PTA	N/A	None	Website, Report to the Community
Attendance interventions	Quarterly	Administration, Attendance Clerk, Guidance Counselor Social Worker	N/A	None	Attendance Rate