

Taylors Elementary School

Excellence in Achievements,
Actions and Attitudes



School Portfolio

**Guided Self-Study Report utilizing AdvancED and SC SDE Protocols
Scope of Action Plan: 2013-2014 through 2017-2018**

Annual Update for 2017

Kindergarten – Fifth Grade

Rhonda Rhodes, Principal

809 Reid School Road ~ Taylors, SC 29687 Phone: 864-355-7450

Web Site: www.greenville.k12.sc.us/taylorse/

The School District of Greenville County

Dr. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

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

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Melissa Tillery		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Rhonda Rhodes		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Lisa Owen		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 809 Reid School Road, Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-7450

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

Taylors Elementary School Strategic Plan ~March 2016

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	Rhonda Rhodes
2. TEACHER	Monica Brackett
3. PARENT/GUARDIAN	Kim Geer
4. COMMUNITY MEMBER	Marti Bisson
5. SCHOOL IMPROVEMENT COUNCIL	Melissa Tillery
6. Read to Succeed Reading Coach	Lisa Owen
7. School Read to Succeed Literacy Leadership Team Lead	Lisa Owen
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>
All teachers included in process	
Reviewed by SIC and PTA Board	
RTI	Ellen Griffith
Media Specialist	Sally Nuss
Teacher/ Literacy Mentor	Steffanie Martin
Teacher/ Literacy Mentor	SashaTeal

***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.

N/A **Half-Day Child Development**

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

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

PURPOSE

The purpose of the self-study is twofold:

- To **improve the effectiveness** of Taylors Elementary School
- To **provide assurance to the public regarding the educational quality of our school** by obtaining reaffirmation of our accreditation from AdvancED

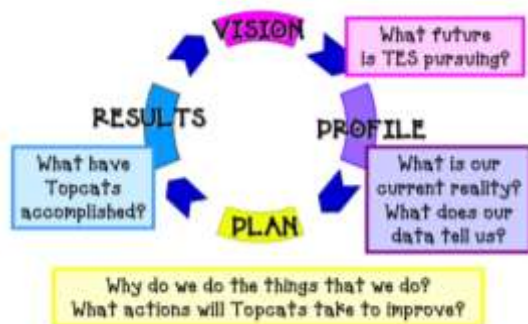
Our School Strategic Plan was developed to document changes and progress our school has made while working to continuously improve everything we do. This document provides an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our plan describes our school and includes actual evidence of our work. It describes who we are, our school vision, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. This document describes how we build and utilize our plan for the purpose of increasing student learning—our ultimate goal.

OVERVIEW OF THE SELF-STUDY PROCESS and STAKEHOLDER INVOLVEMENT

The principal and other members of the School Leadership Team remain central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process in its entirety. This committee meets monthly and serves as the decision-making authority on reports, policies and procedures. All stakeholders, including staff, PTA Executive Board and School Improvement Council (SIC) have roles and responsibilities. Representatives from this team serve as resource persons and provide support and input for all stakeholders at PTA Executive Board meetings and SIC meetings.

Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community.



Knowing how essential this process is to our continuing success, stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in a comprehensive editing process and taking part in the kinds of discussions that the self-study process is designed to facilitate. As a result of our shared experiences, we continue to learn how best to add value to the lives of our students and enrich our community. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

School Portfolio Team Members, Roles, and Committees

Executive Summary

Rhonda Rhodes- Principal
Monica Brackett- Instructional Coach

School Profile

Rhonda Rhodes- Principal
Monica Brackett- Instructional Coach
Joseph Stowe- Assistant Principal
Betsy Crowe- Resource Teacher
Thomas McAuliff- Teacher
Sara Duncan- Teacher
DeeAn Hadley- Attendance Clerk
Sally Nuss- Media Specialist
Nelda Kay- Guidance Counselor

Mission/Vision/Beliefs

Rhonda Rhodes- Principal
Monica Brackett- Instructional Coach

Data Analysis/Needs Assessment

Rhonda Rhodes- Principal
Monica Brackett- Instructional Coach
All Classroom Teachers

Action Plan

Rhonda Rhodes- Principal
Monica Brackett- Instructional Coach
All Classroom Teachers

Professional Development Plan

Rhonda Rhodes- Principal
Monica Brackett- Instructional Coach
Joseph Stowe- Assistant Principal
All Classroom Teachers

Executive Summary

The Executive Summary looks at student achievement data, teacher and administrator quality data, school climate data, significant school challenges, and significant awards, results or accomplishments over the past three years.

Student Achievement Data

- Student attendance remains steady at around 97%.
- Our enrollment increased significantly from 2012-2013 and remains steady for the 2016-2017 school year. Our ethnicity enrollment remains steady for all subgroups. Over the last five years the FARMS student numbers also remain steady.
- Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained steady over the last three years.
- The 2016-2017 MAP scores show that 35% of students have met their target RIT in Math. The percentage of students meeting their target RIT in Reading is 47.1%
- Second grade students had over 50% of the students meet or exceed their expected RIT growth in Reading.
- Taylors' second grade students are higher than the district expectation of 50% on both the COGAT and the ITBS/Iowa at 56% in reading, 52% in math, and 57% on COGAT.
- Three 2nd grade students qualified for the Charles Towne Center

Teacher and Administrator Quality Data

- The average teacher attendance is on the rise from 94.6% in 2014-2015 to 95.03% in 2015-2016.
- The Leadership Team with input from the staff has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program.
- Mrs. Rhodes, our Principal, is the chair of South Carolina Association of School Administrators (SCASA) Innovative Ideas Institute Conference (I3).
- Mrs. Rhodes is the President Elect of the SCASA Elementary Division.
- Mr. Stowe, our Assistant Principal, was accepted and completing the Assistant Principal Institute of Greenville County Schools.
- Mrs. Rhodes serves as a Principal Mentor for Greenville County Schools.

Significant School Challenges

- Over the last five years Taylors Elementary has experienced several changes in leadership positions. Mrs. Rhodes is the third building principal and the Instructional Coach has changed five times. In addition, we have a new Assistant Principal this year, Joseph Stowe.
- Higher need for students to receive Mental Health Services; as a result, Taylors Elementary employs a full-time Mental Health Counselor.

- Many two working parent families have difficult time attending school events or being actively involved in their child's education.

Significant Awards, Results, Accomplishments

- Four Discovery Educator Lead Learners
- Four Google Certified Educators who serve as Adjunct Trainers in our school and across GCS
- GoNoodle Ambassador
- SeeSaw Ambassador
- One teacher participating in the Instructional Coach Institute for GCS Schools
- Six Teacher ADEPT Evaluators on Staff for GCS
- Three National Board Certified Educators
- PTA President serves on District PTA Board
- AimsWeb scores for the 2015-2016 school year show improvement in all targeted grade levels due to the intensive intervention of the RTI program.
- South Carolina Green Steps School
- Safe Kids School
- PTA OAK Leaf Award – Recognition of Membership
- PEP Literacy Grant Recipient
- Golden Apple Winners
- State Level Reflection Student Winners
- Healthy Schools Live Well School
- SC Honors Choir member
- Three teachers selected as South Carolina Life Changers

Taylors Elementary School: Excellence in Academics, Actions and Attitudes!

Taylors Elementary offers a diverse learning community with teachers who promote student-centered instruction. Our year has focused on defining excellence and committing to creating a school environment where student needs are first. All decisions reflect a student-centered culture.

Raising student achievement is our primary goal. Our Vertical Teams have facilitated conversations and actions among our staff to strive for continuous improvement. We are utilizing data teams to create common assessments and use data to drive instruction. We continue to grow in the area of Balanced Literacy as a means to support and accelerate every child at Taylors Elementary School with the addition of two literacy mentors to continue on-site training. Additionally, we are an Inclusive Strategy School. We strive to identify the strengths and learning needs of all students by offering inclusion-based learning. Inclusion is available for identified special education students whose learning can be maximized and supported in a regular education setting.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and sharing ideas with colleagues at faculty meetings and in-services. Summer Academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers also attend the Upstate Technology Conference to learn new ideas, and fulfill technology proficiency requirements.

In October 2015, our school went through a Technology Refresh program. Fifty-two laptops were ordered for teachers and six desktops for office staff. Our computer lab was updated with 30 new desktops and we ordered 30 Chromebooks for a new upstairs lab. With refresh, we were able to reimage the old laptops and desktops and distribute these to classrooms for daily use. In addition, PTA

gave us funds to order 30 Chromebooks to be distributed for classroom use and on-line state testing. Additionally, in 2016, local funds purchased 90 Chromebooks giving us a total of 180 schoolwide. Classrooms were also given multiple iPads for student use. TechKnow Tuesdays were designed to enhance instructional technology and these sessions are led by our district, principal, and staff of Taylors Elementary. We currently have three adjunct Google Instructors for our district who are classroom teachers at Taylors, in addition to four Discovery Education Digital Leadership Corps teachers on site. We also have a Black Magic Studio in our library to project our morning news show schoolwide. Technology is enhancing our assessments and providing a higher level of engagement for student learning at Taylors

Quality teacher leadership is nurtured and encouraged at our school. Our design of staff development includes the structure of our Wednesdays. Our Faculty Council and Committees meets on the first Wednesday of each month to guide decision making for our school and serve as an advisory team to our administration. From the transformation of traditional teacher meetings to FBI Meetings, Focus on Better Instruction, teachers lead with best practices and presentations from our professional book study. The third Wednesday allows PLC's to create, design and analyze assessment for student learning. Vertical Teams meet on the final Wednesday for discussion of standards, data, and common assessments.

Our school counseling department has partnered with Greenville Mentoring to provide training to interested mentors and currently paired twelve volunteers to students who benefit from this support. Additionally, our Watch DOGS (Dads of Great Students) program continues to grow and encourage positive male role models to spend a day volunteering in overall school operations for the day. This year we have been fortunate enough to have a full time mental health counselor placed in our building 5 days a weeks to provide services to students and families through Greenville County Mental Health.

In a concentrated effort to make "every minute count" at Taylors, we participate in the Universal Breakfast Program, providing a free, healthy, and nutritious breakfast to all students. Additionally, we have formed some early morning peer-mentoring groups, and opened our computer lab for students to enhance their mathematical skills with the Compass Learning program in grades second through fifth. We have several after school programs for enrichment: Art, Chorus, Green Team, Student Council and, Topcat Visionary Leaders. We have also partnered with the Greenville Hospital System and have five trained Girls on the Run (GOTR) Coaches and twenty-four girls who have joined the GOTR program. These girls will culminate their participation with a 5K Run in May. There are two coding/robotics clubs that meet after school. One club is for grades 2-3, and the other is for grades 4-5. These groups meet twice a month.

Life Savers, a positive character education program, is overseen by our guidance counselor, is implemented school-wide. Each grade level has a list of required behaviors, consequences for disregarding them, and reinforcements for good citizenship. The proposal for the 2017-2018 school year is to implement "The Leader in Me" program to reinforce positive behaviors, and good citizenship. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention. Our ultimate goal for our school counseling program is to become a RAMP School: Recognized ASCA Model Program.

Students Ambassadors, a leadership opportunity for third through fifth grade students continues this year through the School Counseling Department. Two responsible students from each classroom were selected to serve as school and classroom greeters in order to help new students become oriented with the school and participate in service projects for the community. A group of fifth graders was also chosen to participate in the Fuss Busters program to become peer mediators when students are having conflicts and need to talk things through. Other peer mentoring programs are in the works for implementation.

Great things are happening at Taylors Elementary! It is a time of growth and commitment to excellence. We are building on our growth with a 91.3, A, ESEA Rating, and striving to meet the challenges of the
Taylors Elementary School Strategic Plan ~March 2016

future. From our school tagline, “Excellence in Academics, Actions and Attitudes” we are defining what excellence is and more importantly, what it takes to attain it.

Taylors Elementary School Profile

Taylors Elementary is moving toward The Leader In Me program which incorporates the seven habits to become an effective leader. We function as a Professional Learning Community with collaborative teams, studying best practices for instruction and maintaining our commitment to continuous improvement.

Using the Dufour PLC Model, we are learning to more effectively analyze student learning results. The collection and understanding of data on both our own teaching and our students’ learning have greatly improved. As we continue to strive to improve student achievement, the staff is trained in Balanced Literacy as a means for instruction. Along with support in South Carolina Standards and Inclusion, the staff feels that we are meeting the needs of all learners. Ultimately, our goal in continuous improvement is for children to understand what is expected and to be able to chart their own growth. Children are setting goals and reflecting on their academic improvement. We believe that, as children understand where they are headed academically, they will become empowered to work towards goals.

Raising student achievement is our primary goal and an ongoing challenge; faculty has strengthened its focus on curriculum. Utilizing current state academic learning standards, teachers have created Pacing Guides and Curriculum Maps, with the resources provided through the school district, for every grade level and made these available to families. Team collaborative planning sessions have provided teachers opportunities for blending their talents and areas of expertise to guarantee that all students experience a rigorous and uniform curriculum. Vertical team planning allows for teachers to see how various standards are being addressed across grade levels. Teachers are committed to seeking strategies that will be most effective for each lesson taught. We are striving to identify the learning profile of every student and to offer learning opportunities that address learning styles and preferences. Students with IEPs are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Inclusion is encouraged for all identified students that can be supported in the regular education environment. Every teacher maximizes learning for above-average students, making sure that those who finish learning tasks early are spending their time on clearly defined, challenging objectives.

One initiative to address struggling kindergarteners and first through third graders is the addition of Response to Intervention (RTI). We identify students at risk for poor learning outcomes, provide research-based interventions and monitor student progress. Started in the fall of 2008, this program provides services to first graders that meet criteria identified by AIMSweb Early Literacy Benchmarks. Kindergarten teachers are trained in and implement ERI for kindergarten students identified as “At Risk” by the AIMS Web Test of Early Literacy. During the 2012-2013 school year, RTI and math interventions for first grade were eliminated due to funding. We can report that allocations were arranged to provide RTI to first grade, as

well as a five second grade students, for the 2013-2014 and 2015-2016 school year. During the 2016-2017 school year students in grades K-3 were served by two RTI reading teachers and a literacy coach. Benchmark scores drastically improved with the interventions.

In efforts to challenge more students and promote critical thinking skills, we have a Trial Challenge Program. Students are identified for meeting one area in the requirements as a Gifted Learner. This position has increased from a .4 to a .8 in order to serve a broader base of students and create academic rigor.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and by sharing ideas with colleagues at faculty meetings and in-services. Summer Academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers are currently trained in Balanced Literacy training. Two teachers are currently trained as Literacy Mentors to become in-house experts to provide support for all teachers in the area of literacy instruction. Our staff participated in a school wide book study: Reading Strategies, Jennifer Seravallo.

The turnover in principal and instructional coach over the last four years has had an impact on the professional development program at Taylors Elementary. Since 2011-12 the Taylors staff has had three principals and five instructional coaches. We are currently putting structures into place to ensure a program with continuity and quality that will ensure our staff with a professional development program that meets their professional need. Additionally, we are growing teacher leaders. Teachers are selected to serve on Faculty Council for a two year term to promote consistency and serve as a voice for all staff and advisory board to the principal.

A strong mentoring program, the M & M's (Mentors and Mentees), inspires and encourages new teachers, as it strengthens working relationships and improves our overall program. With the addition of new faculty members, we developed a summer welcoming workshop to help learn the mission of Taylors Elementary School. This group has met throughout the year to provide support for Induction Level teachers and those new to Taylors Elementary.

To further promote academic success, PTA events are curriculum-based. Past PTA honors include SC PTA Outstanding Unit of the Year, SC PTA Principal of the Year, SC PTA Support Staff of the Year, and SC PTA Enrichment Programs of the Year. The current PTA is eager to regain the recognitions. In addition, School Improvement Council (SIC) takes an active interest in the everyday workings of the school. Parental involvement is encouraged and celebrated with many opportunities to participate in school life. The SIC is working to enhance the Watchdog Program in order to encourage positive male role model participation within the school.

To strengthen the writing program, each class chooses a "The Write Ingredient," student whose works are selected for display during the month and they are invited to a special tea. As they sip their "tea", munch a snack, and listen to the administration read a story, each child receives a special treat bag. "Writing Celebrations" have brought a whole new perspective to our writing program. Parents enjoy coming to celebrate student writing.

To help students' academic motivation, each nine weeks we recognize perfect attendance, honor roll, and Terrific Kids in a grade level ceremony. Principal Honor Roll celebration is hosted by administration.

Our assistant principal and staff have implemented a "Visionary Leaders" program designed to motivate selected boys in our school to achieve and model leadership qualities. Male teachers on staff assist with this program. These boys have attended Saturday workshops and university settings in addition to their bimonthly meetings. They dress for success each Monday of the school year. Our school counselors have implemented several programs to help students with MAP scores and attendance.

Alternative assessment techniques are evident throughout the curriculum. Teachers incorporate scoring guides for evaluation purposes. Rubrics are utilized to guide students through activities and projects, as well as to assess their work. Fountas and Pinnell Benchmarks are given to all grade levels to assess reading levels, areas of strength, and specific areas of weakness. Students are also given the opportunity to retest if they received a failing grade on an assessment. The district Math benchmark test is utilized throughout the year to assess student growth and readdress teaching strategies to help maximize potential growth of each student. Kindergarten uses DRA-2, a state reading literacy assessment that allows for monitoring of student growth. Data teams utilize formative assessment to guide and direct the instructional delivery and academic achievement of all students. Teams meet after school to create common assessments, analyze the results, and devise a plan to achieve and excel student mastery of learning standards.

Initiated October 2006, Measures of Academic Progress (MAP) is one tool used to target student strengths and weaknesses in Math and Reading. MAP data helps teachers to measure student progress. The NWEA site gives teachers a specific blueprint of areas where students need additional academic assistance and which skills have been mastered. The measurements changed in 2016 which has created a slight adjustment and inconsistency in results.

Another tool designed to assess students and provide common assessments is Compass Odyssey. Teachers can create common standards-based formative assessments to help guide them in identifying individual student's strengths and weaknesses. A Learning Path is then designed by the program for each student based on needs.

A language proficiency assessment is administered in the Spring to ELL students in kindergarten through fifth grade. Students take four sub test in reading, writing, listening, and speaking. The combined scores give each student a language proficiency level for use by the ESOL and classroom teacher to ensure students are receiving accommodations as needed.

Since the inception of state testing, Taylors' teachers have teaching standards a priority. Strategies for addressing higher level thinking skills have been presented during in-services, so all teachers are aware of those questions and activities which provide students with practice in analytical and critical thinking, problem-solving, and evaluation. SC PASS is used to assess science and social studies. We are currently preparing our students to take SC Ready in the Spring of 2017 in the areas of ELA and Math. Our students will take the on-line testing in these areas with the exception of ELA..

LifeSkills, a positive character education program overseen by our guidance counselor, is implemented school-wide. Each grade level has a list of required behaviors, consequences for disregarding them, and reinforcements for good citizenship. Dedication to these plans, coupled with strong support from administration, has promoted good citizenship and a climate of mutual respect. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention. Our school counseling program is currently applying to be a RAMP School: Recognized ASCA Model Program to ensure a high quality comprehensive school counseling program.

With guidance from our PE teachers, the school nurse and cafeteria manager, we are implementing CATCH (Coordinated Approach to Child Health). Students are immersed in an environment that supports and encourages a healthy lifestyle. Our cafeteria has begun the Healthy Lunch program and this encourages a school-wide focus on healthy lifestyles. The CATCH committee has provided exercise videos using staff members and students for classes to use daily. Also, the team is providing water bottles to all students to encourage proper hydration.

Great strides have been made in technology with direction from many facets within the school. An increasing number of teachers are taking advantage of the computer training offered through the district. All teachers have a laptop. Classrooms are equipped with a Promethean Board, mounted LCD Projector, and computers. Each grade level has a Chromebook cart to share and utilize for classroom instruction. Being fully networked makes WTES (morning news program), Internet research and email available to all classes. Taylors currently has three district Google and iPad trainers. Each classroom has three iPads for student use. With the use of PTA funds, Taylors added thirty additional Chromebooks and the projector for the cafeteria. Each classroom now has at least 5 computers/Chromebooks/iPads for student use.

Taylors Elementary has a multi-award winning web site, which provides parents and community members with a comprehensive view of our school, each classroom, important news and upcoming events. Every teacher also has a class site, facilitating communication with parents, reminding students of homework assignments, and sharing exciting classroom news.

A two-time winner of the Red Carpet School Award means we do an outstanding job of creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education.

Taylors is working to become more involved in the larger community. The school participates in Jump Rope for Heart for the American Heart Association as well as the March of Dimes Read-A-Thon. Student council also collects food for needy families throughout the school year, in addition to starting a Giving Tree at Christmas where students brought in gloves, hats, and scarves for needy children. Several PTA programs also incorporate a Community Blood Drive. Our faculty and staff visited Greer United Ministry for a tour and to deepen our partnership to help families in need.

Although we are delighted with the progress we have made in recent years, we are eager to meet the challenges of the future, especially in the areas of increased student achievement and technology. Our faculty is excited about the wonderful possibilities that lie before us in the years to come.

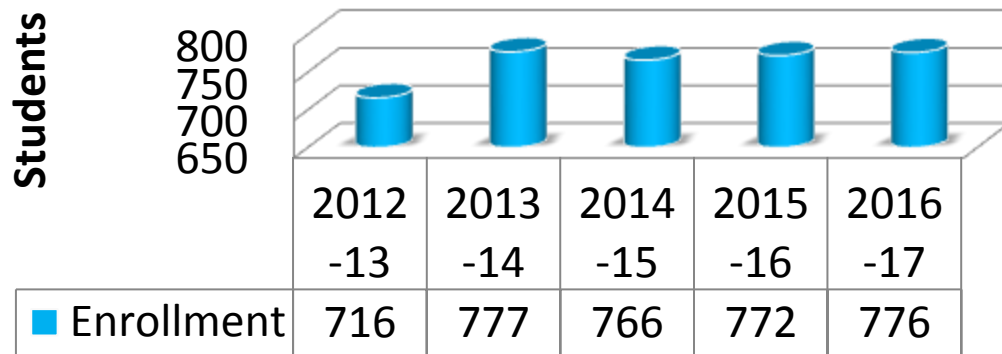
Demographic Discussion of the School Community

Taylors Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylors Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year. The walls are multi-faceted and windows face various directions. The architectural design is symbolic of the learning community within: a many-faceted instructional program for diverse student needs, solid academic offerings, students of many nationalities viewing the world through different windows of opportunity, and a supportive school climate.

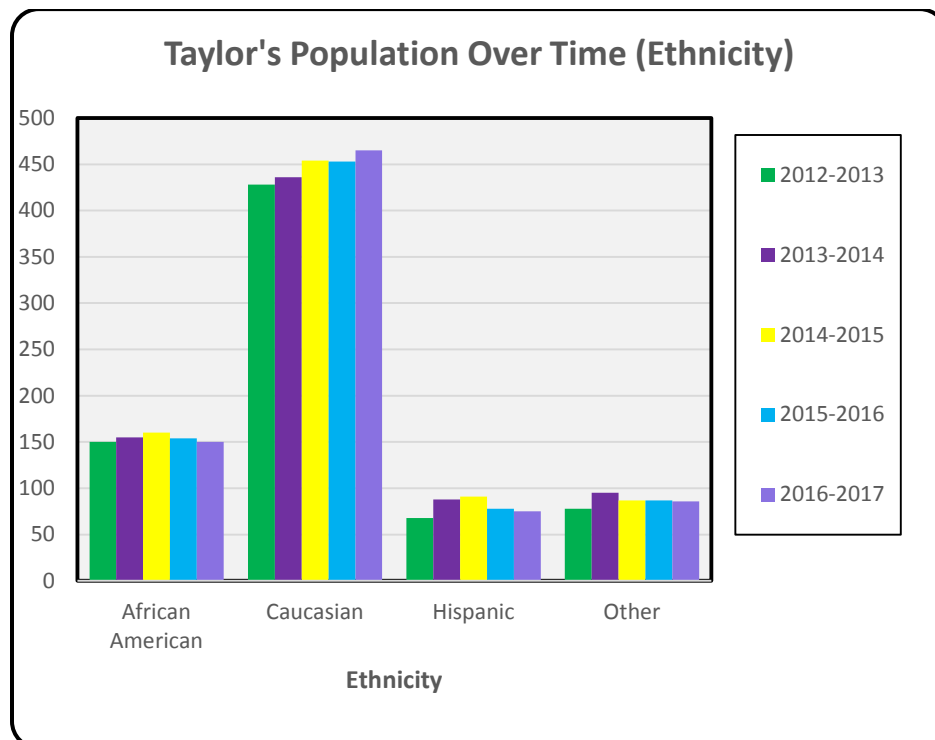
We serve a culturally diverse population of students: Vietnamese, Arabic, Chinese, Greek, Egyptian, Ukrainian, and Spanish speakers. As an Inclusive Based and Satellite Autism school, students with individual education plans are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Teachers maximize learning for all students, providing personalized learning for challenge and support. Response to Intervention (RTI) is designed to address struggling readers in Kindergarten through second grade.

In efforts to close the achievement gap, our school has designed special programs to meet these needs: For example, our TopCat Visionary Leaders focus on achievement of males, our Early Morning Academic Group serves primarily students who are on Free/Reduced Lunch status and our master schedule reflects the push for an Inclusion Based instructional program.

Enrollment



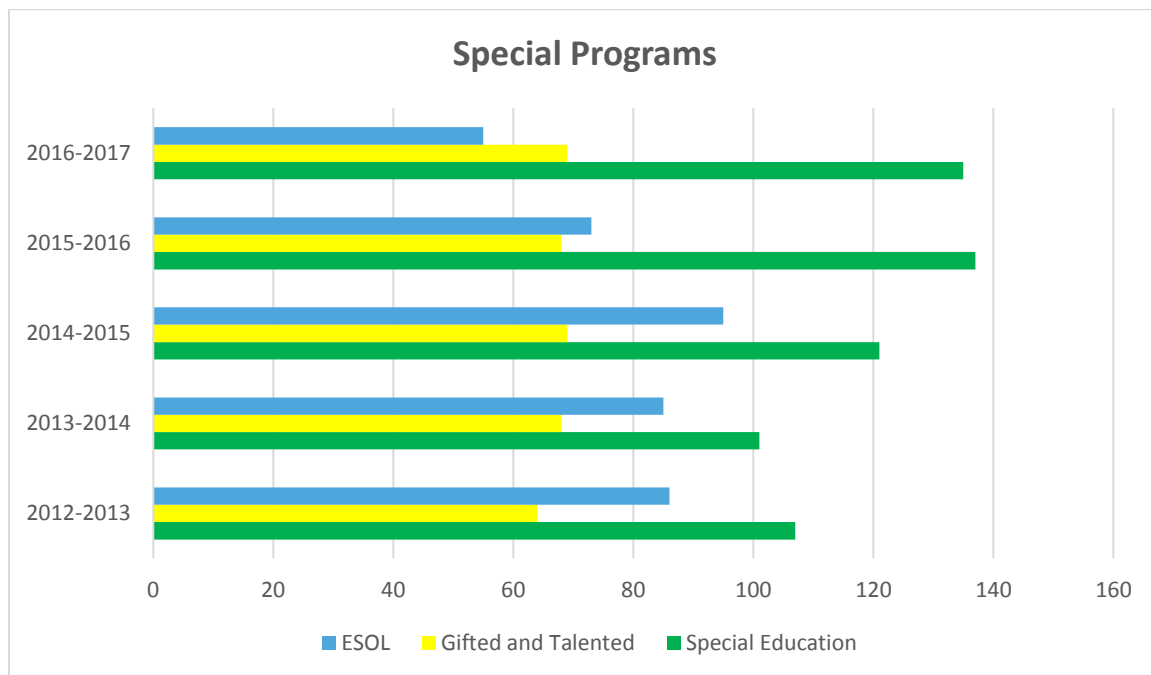
Demographics 2012-2017



Our enrolled increased significantly from 2012-2013 and remains steady for the 2016-2017 school year. Our ethnicity enrolled remains steady for all subgroups. Over the last five years the FARMS student numbers also remain steady. Of the 51% FARMS, 85% of those students receive Free Lunch and only 15% receive Reduced Lunch Status.

FARMS Population 2012-2017

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
FARMS	53.0%	56.0%	54.0%	52.0%	51.0%
Full Pay	47.0%	54.0%	46.0%	48.0%	49.0%



Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained steady over the last three years.

School Year	Student Attendance
2011-2012	96.9%
2012-2013	96.5%
2013-2014	97.1%

2014-2015	96.5%
2015-2016	96.7%

Average Daily Student Attendance

Attendance Data provided by SDE School Report Card. Student attendance remains steady at around 97%.

Summary of School Leadership, Administrative Structures and Partnerships

Administration sets high expectations for students and staff. Teachers are monitored for the implementation of state standards to ensure quality education for all children. Mrs. Rhodes is in her third year as principal at Taylors Elementary. She comes with ten years of experience in this role. In fall of 2016, Mr. Stowe joined the Taylors Elementary as Assistant Principal. This is his first year as the Assistant Principal of Taylors Elementary but has brought with him a solid record as an experienced Administrative Assistant for Greenville County Schools.

Parents serve as volunteers and provide services to help enhance and enrich the learning environment. Programs where businesses contribute time and materials include the American Heart Association (Jump Rope for Heart), Kiwanis Club (Terrific Kids), Crisis Response Training (Safe and Drug Free Schools), Chick-Fil-A (Top Cat Accolades), and Family Dentistry Health (Crystal Apple). Currently, we are sponsoring an active WatchDOGS program (Dads of Great Students) to provide positive male role models to all students. Additionally, we have regular trained mentors from Upstate Mentor who meet weekly with assigned students and provide a one on one mentoring relationship.

Analysis and Narrative of School Personnel Data

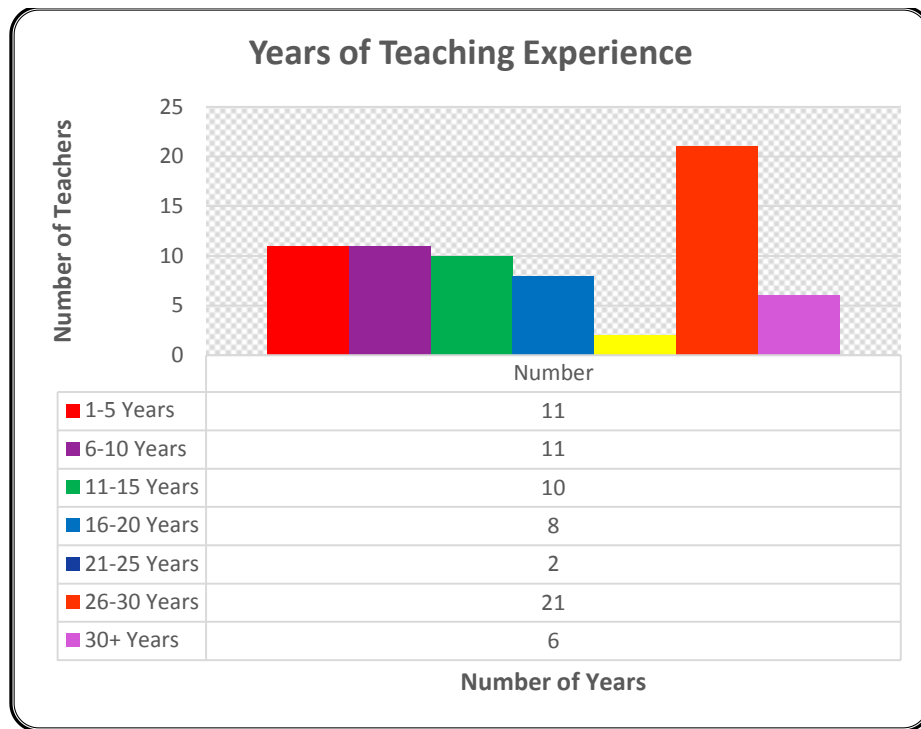
The Taylors staff shares high expectations for student success. Taylors boasts a certified staff of 56 for the 2016-2017 school year. This staff includes administrators, classroom teachers, a library media specialist, three related arts teachers, three part-time related arts teachers, an RTI teacher, a literacy coach, a part-time gifted and talented teacher, a full-time school counselor position, two part-time school counselors, two administrators, seven paraprofessionals, a media clerk, a full-time speech pathologist, a part-time speech pathologist, an ESOL part-time teacher and an instructional coach. Three full-time resource teachers serve students in kindergarten through fifth grade through both pull out and inclusion services. A K-2 developmental class with one teacher and two paraprofessionals address the needs of a targeted population. Being an Autism Satellite School, we also have a full time ASA staff member to assist classified students. Support personnel available to assist with students needs include district psychologists, curriculum coordinators, speech and language pathologists and technology specialists. Additional personnel include the school nurse, a receptionist, an attendance clerk, a secretary, a plant engineer, four custodians, and a cafeteria manager and six food and nutritional service workers.

Taylor's staff has had consistent attendance over the last five years. Each year, we have met the attendance requirements for AYP.

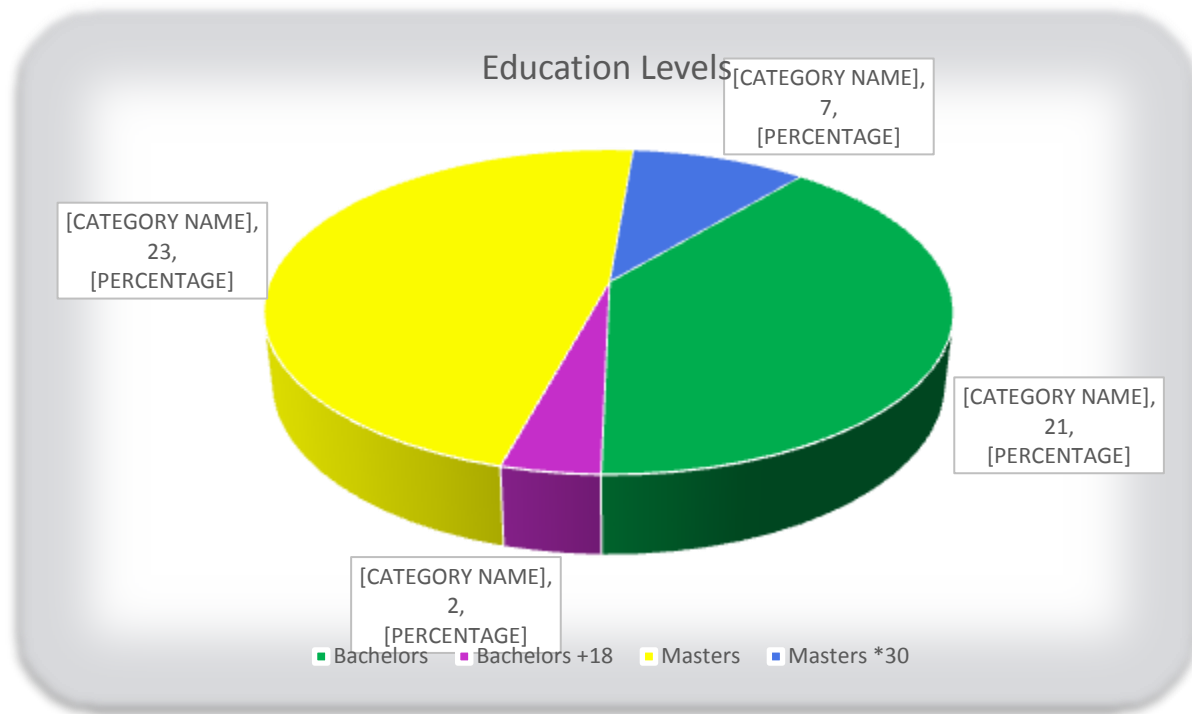
School Year	Teacher Attendance
2011-2012	95.3%
2012-2013	94.7%
2013-2014	94.8%
2014-2015	94.6%
2015-2016	95.0%

Certified Staff Experience 2016-2017

The teaching experience of the certified staff ranges from one year to forty-two years with the majority of the experience in the 1-20 year range (40 teachers). The years of experience spent specifically at Taylor's Elementary range from one year to 32 years. The greatest number of the certified staff at Taylor's has been at the school for 1-10 years.



This certified staff at Taylors is not only extremely educated, but they have diverse interests as well. All of the regular classroom teachers are certified in Early Childhood or Elementary Education, with many certified in both. Our administrators are certified as classroom teachers and spent many years teaching. Four of the staff are Nationally Board Certified. Elementary Guidance and Counseling degrees are held by four of our staff. Other certifications held by staff members are: Gifted and Talented, Speech, Special Education LD, Special Education EMD, Library Science, Physical Education, Art, Music, English as a Second Language, Elementary Principal/Administrator/Supervisor, Reading, and Communication and Disorders.



Our certification percentages almost mirror the experience percentages with 43% of the staff with a Bachelor's degree and 57% of the staff with a Master's degree and above.

The current positions held at Taylors Elementary are:

- | | |
|---|--|
| 1 – Principal | 1 – Developmentally Delayed Teacher and – 2 Assistants |
| 1 – Assistant Principal | 6 – Grade 1 Teachers |
| 1 – Instructional Coach | 5 – Grade 2 Teachers |
| 2.0 – Guidance Counselors | 7 – Grade 3 Teachers |
| 0.8 – Challenge Teacher | 5 – Grade 4 Teachers |
| 4.2 – Related Arts Teacher (1.4 of each area) | 5 – Grade 5 Teachers |
| 1 – Secretary | 3 – LD/Resource Teachers |
| 1 – Attendance Clerk | 1.6 – Speech Therapists |
| 1 – Office Clerk | 0.8 – ESOL Teacher |
| 1 – Nurse | 1 – Literacy Specialist |
| 1 – Media Specialist | 1 - RTI |
| 1 – Media Clerk | |
| 5 – 5K Teachers and 5 – 5K Assistants | |

MISSION, VISION, VALUES AND BELIEFS

AdvancED Accreditation Standard 1: Vision and Purpose

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Mission Statement: Excellence in Achievement, Actions and Attitudes

Vision Statement: Our vision is to provide a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to society.

Statement of Beliefs:

- We believe in providing high quality teaching and a challenging curriculum where all students can be successful!
- We believe in promoting positive behaviors and good citizenship through our Life Skills recognition program.
- We believe in being a "Green School" and teaching students to use resources wisely.
- We believe in building support for the school through positive and meaningful relationships with all stakeholders.

AdvancED Accreditation Standard 3: Teaching and Learning A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

The following are the curriculum, instruction, assessment, and environmental factors that we value and that justify our shared vision and support effective learning for our students:

Curriculum: Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity. Students are afforded opportunities to engage in learning and assessment out of school with community members.

Curriculum must include:

- Research-based models
- Have relevance to everyday life experiences
- Addressing the standards
- Incorporating cross-curricular experiences
- High expectations for all students
- A balanced approach

Instruction: Teaching must be varied and creative to meet the individual needs of students.

Instruction must include:

- Alignment of school vision with instructional focus
- Guided discovery/active inquiry
- Student-centered approaches
- Research-based models
- Innovative teaching and challenging programs
- Connections to real-life situations and prior knowledge
- Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns, keeping journals)
- Opportunities for students to decide performance criteria and methods

Assessment: Assessments are methods used to better understand the current knowledge that a student possesses. Assessments can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

Assessment must:

- Address diverse learning styles and respect multiple cultures
- Guide classroom instruction
- Be content appropriate and linked to academic learning content
- Varied and continuous
- Utilized by teachers to build new information based on student strengths
- Provide opportunities for students to engage in self-assessment
- Provide prompt feedback

Environment: Our school provides a nurturing environment committed to achieving excellence. We share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.

Environment must include:

- An exceptional staff that works and shares as a collaborative team
- A parental community that feels valued as full participants in their child's education
- Leadership that is supportive, encouraging, and fosters positive changes
- Meaningful learning experiences for all stakeholders
- An atmosphere that supports each student's academic, personal, and social growth
- A safe, healthy, stimulating, motivating learning environment
- Increase the number of volunteer hours by 10% from 10,889 in the year the year 2011-2012 to 11,978 in the year 2017-2018.
- Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- Increase the use of parents utilizing the parent portal by 5% each year.

The following information that describes our school can be found following the link on our school and district site:

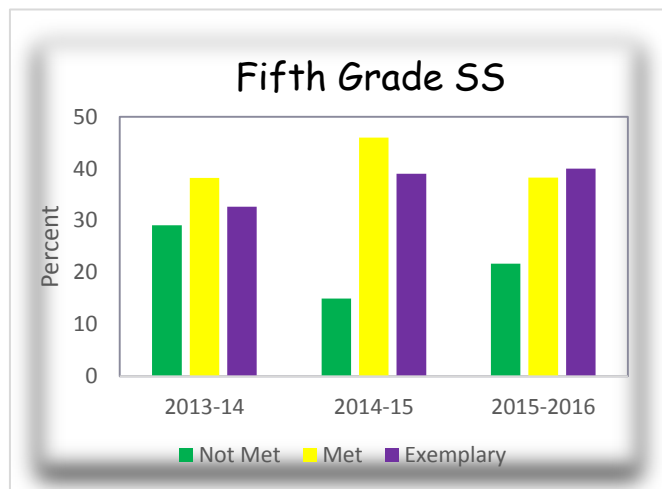
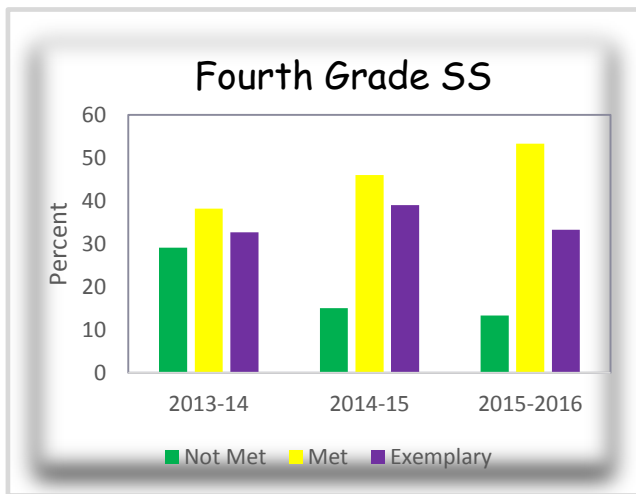
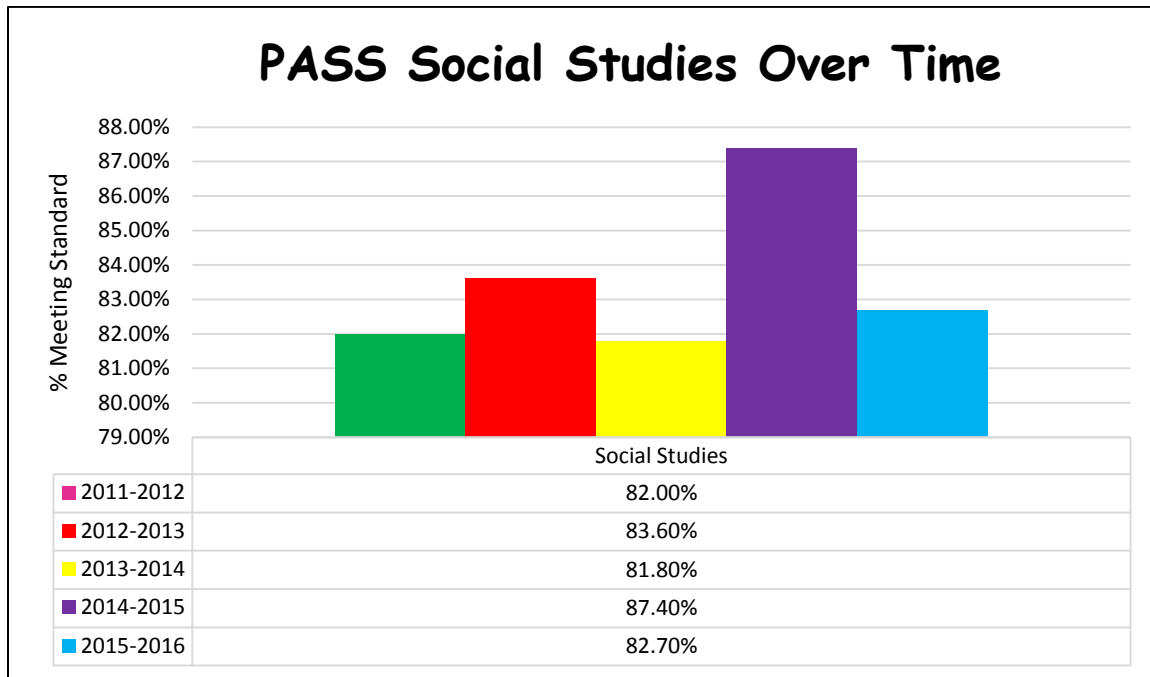
<http://www.greenville.k12.sc.us/Schools/docs/profiles/taylors.pdf>

Data Analysis and Needs Assessment

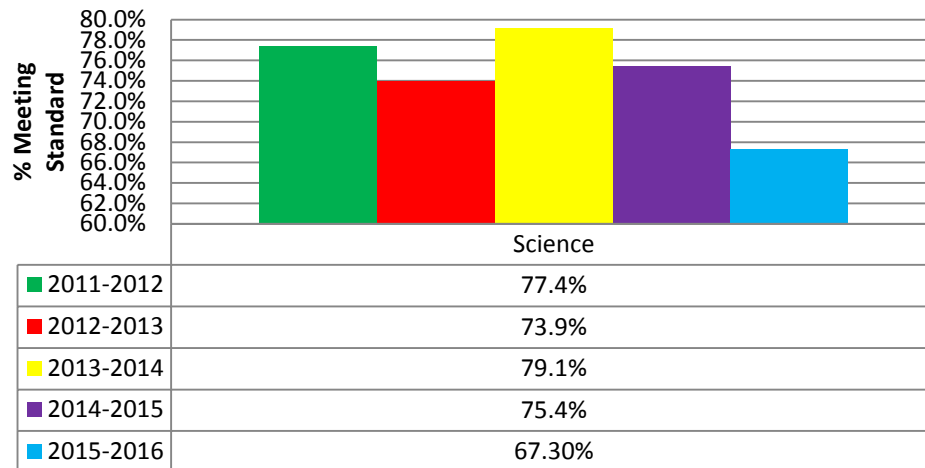
Student Achievement Needs Assessment

The PASS scores from 2015-2016 showed that Taylors Elementary students scores in Social Studies declined from 2013-2014. In 4th grade Social Studies, the percent of students scoring met increased greatly from 2014-2015. The Science scores also showed a decrease from the years before. The focus of the 2016-2017 school year has been on increased professional development in Science and creating more hands-on activities for students.

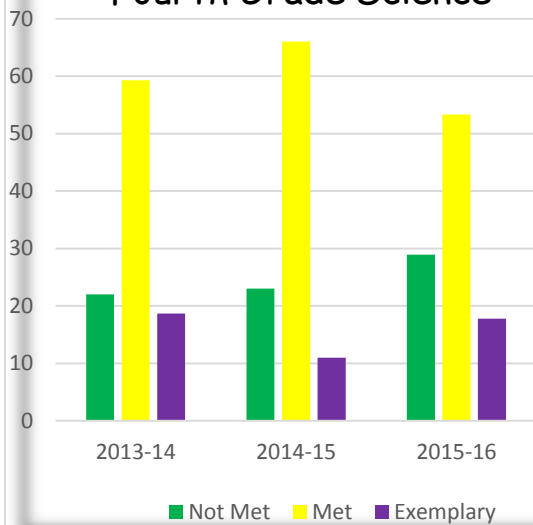
Palmetto Assessment of State Standards Results Longitudinal PASS Data



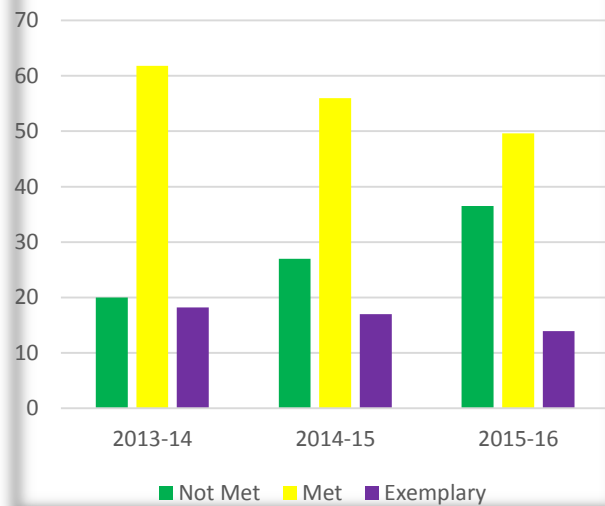
PASS Science Over Time



Fourth Grade Science

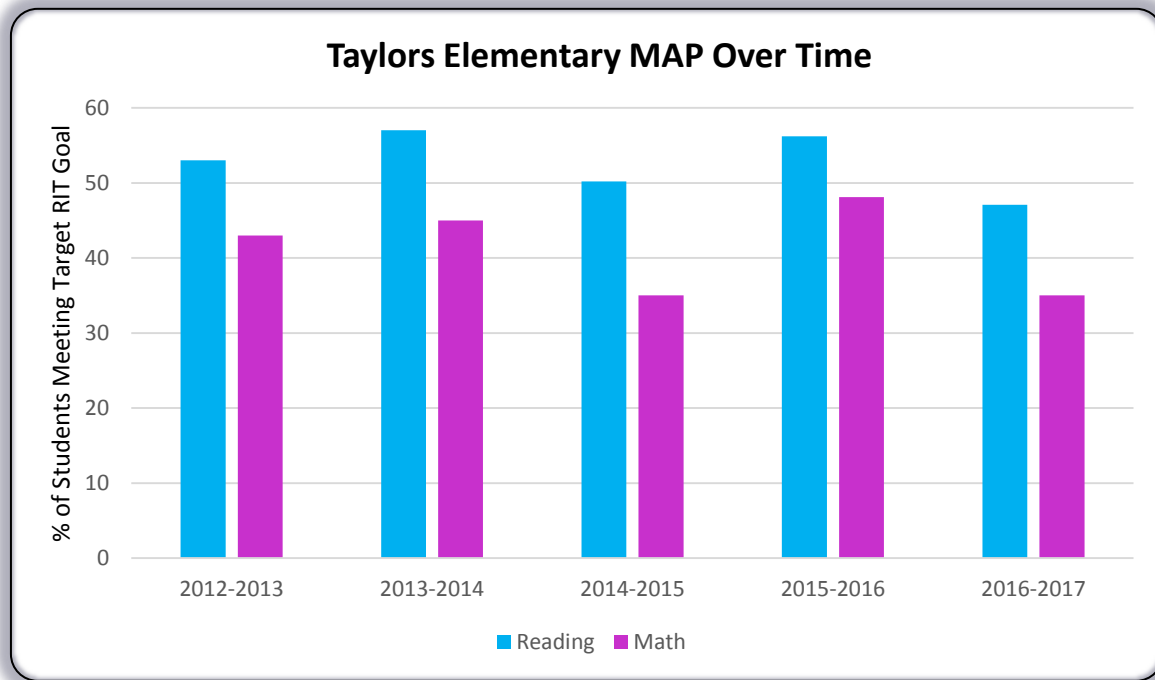


Fifth Grade Science



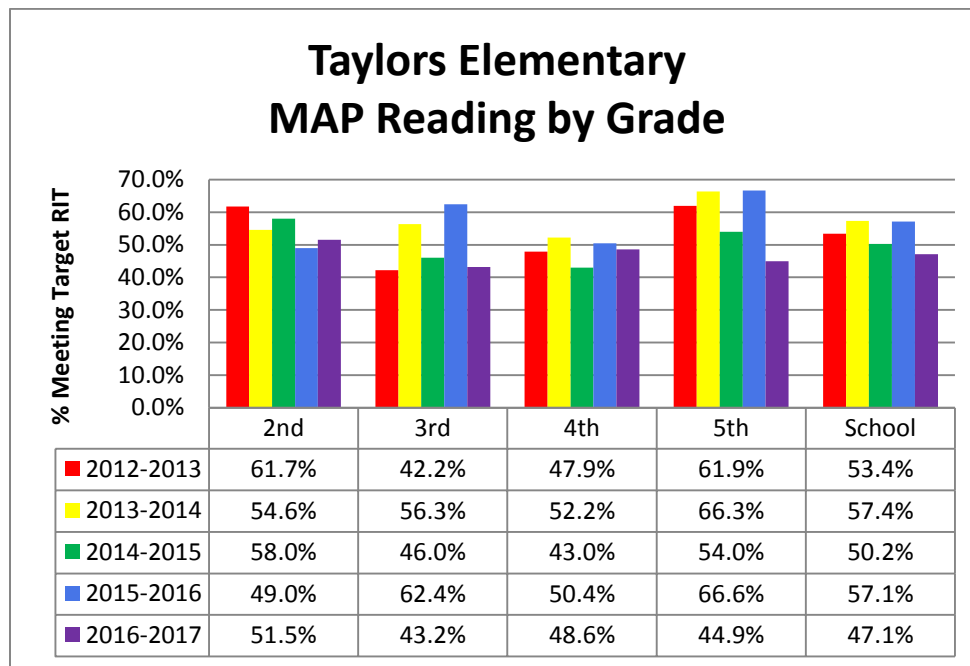
MAP

MAP data is used to monitor student in our Action Plan and in individual classrooms. This informative data identifies the percent of students meeting target RIT growth. The Student Growth Summary Report tracks Fall to Spring data for second through fifth grade in Math and Reading.

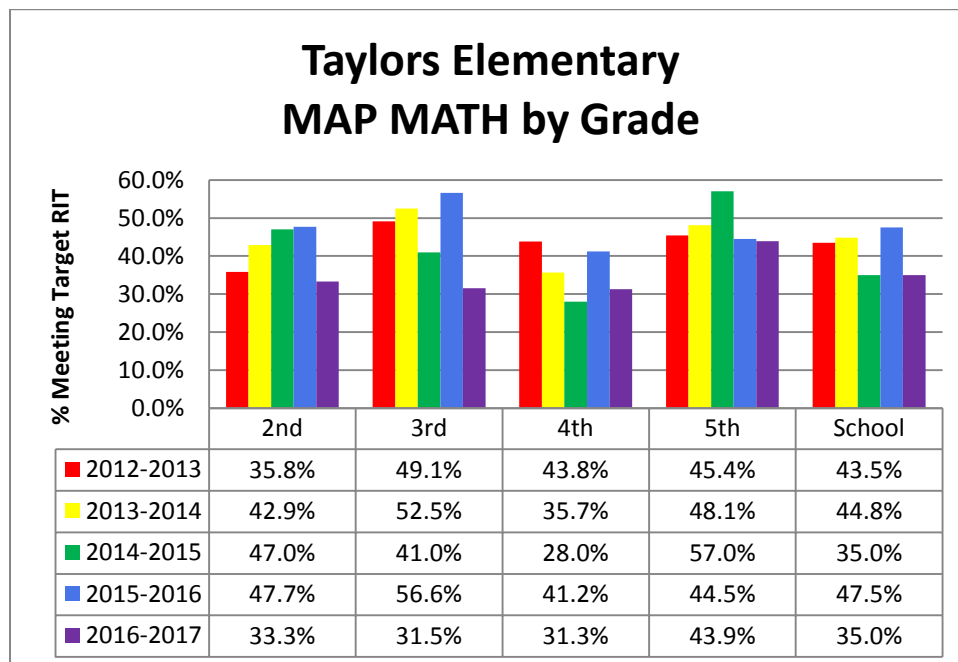


The percentage of students that met their target RIT in Reading and Math has seen a rise and a fall since 2014. With new Math standards being fully implemented, we have seen a decrease in MAP math scores. Reading also saw a decrease in 2016-2017 even with Balanced Literacy continuing to be implemented.

In 2015, new Norms were established for Math and we saw an increase in each student's RIT goal in 2015-2016. However, in 2016-2017, we saw a decrease of students meeting their Target RIT goal. Students were required to make 12 to 15 points growth across the board, even if they scored high on the Fall testing. Even with students making double-digit gains, many students failed to reach their Target RIT goal.



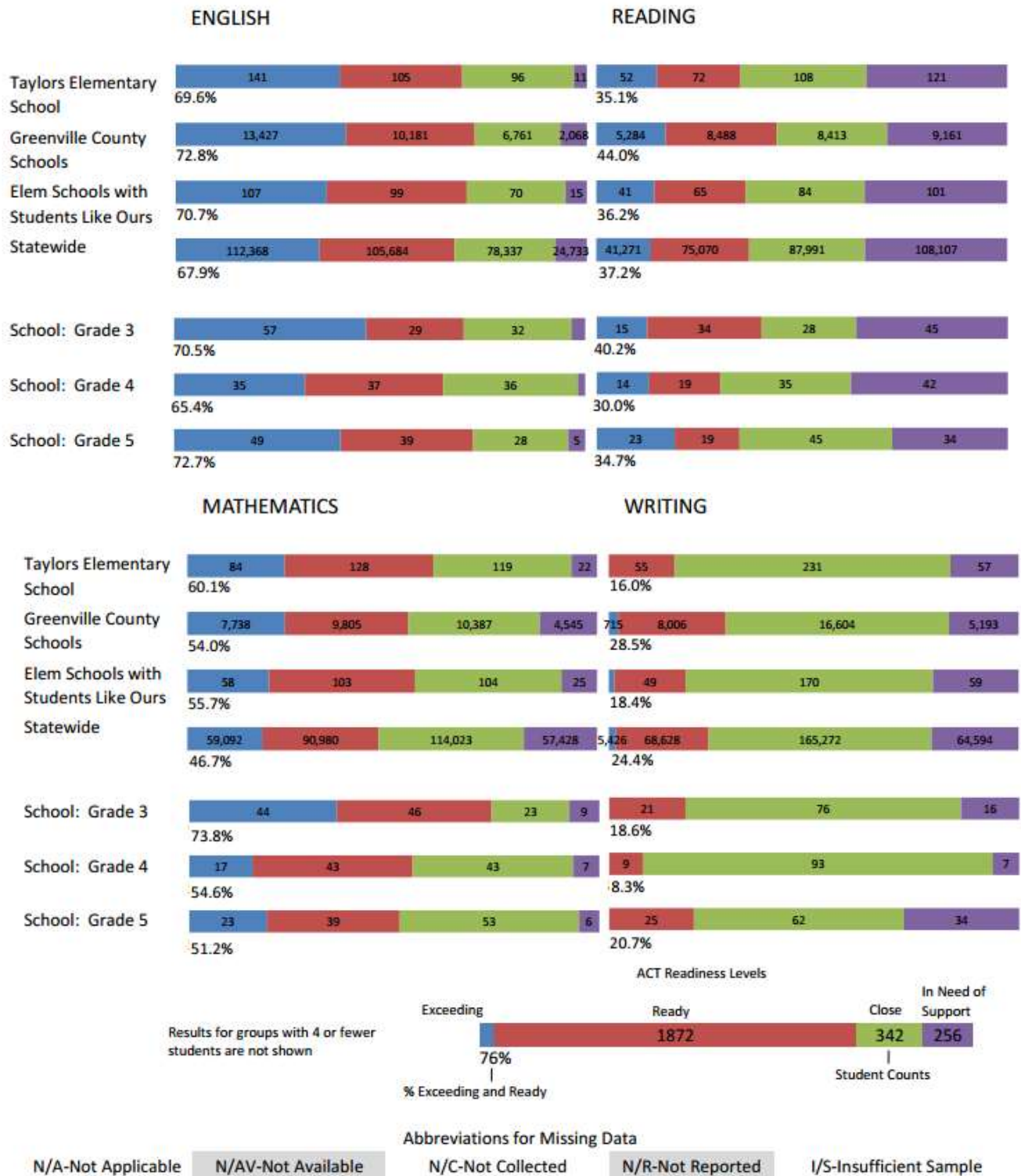
The percentage of students meeting their target RIT increased in second grade. 3rd and 5th saw a dramatic decrease of students meeting target RIT, while 4th saw a slight decrease.



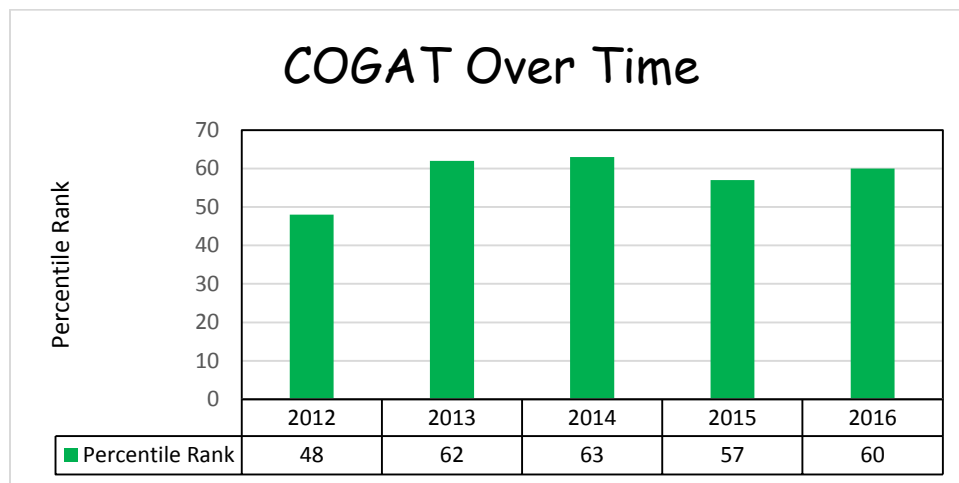
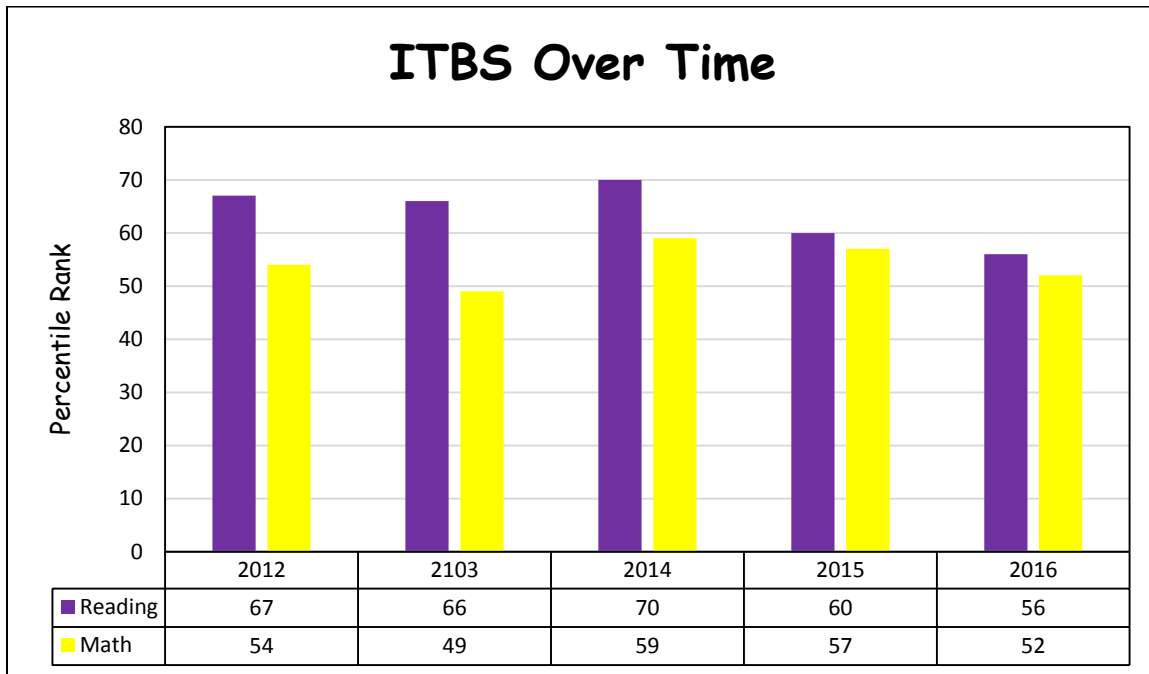
Math MAP scores are significantly lower than reading scores. The percentage of students meeting their target RIT went down in all grades this year.

ACT Aspire

ACT Aspire was given for the first and only time in April 2015. Students in grades 3-5 were assessed in English, Reading, Writing, and Math.



ITBS and COGAT Data over Time



The goal is to stay at or above the 50th percentile compared nationwide on ITBS/Iowa. Taylors second grade students are significantly higher on both the COGAT and the ITBS/Iowa.

Response to Intervention

One initiative to address struggling Kindergarten, First, Second and Third Grade students is the addition of Response to Intervention (RTI). We identify students at risk for poor learning outcomes, provide research-based interventions and monitor student progress. Started in the fall of 2008, this program provides services to first graders that meet criteria identified by AIMSweb Early Literacy Benchmarks. Kindergarten teachers and paraprofessionals are trained in and implement ERI (Early Reading Intervention) for kindergarten students identified as “At Risk” by the AIMS Web Test of Early Literacy. During the 2012-2013 school year, RTI and math interventions for first grade were eliminated due to funding. We can report that allocations were arranged to provide RTI to first grade, as well as targeted second grade students, for the 2013-2014 school year. Scores for the 2016-2017 school year show improvement in all targeted grade levels due to the intensive intervention of the RTI program.

RTI AimsWeb Benchmarking Data

Percent of Students at/above Benchmark

2016-2017

Kindergarten

	Fall	Winter	Spring
Letter Name Fluency	71/ 51%	71/ 59%	Window not open yet
Letter Sound Fluency	75/ 60.4%	75/ 62.4%	Window not open yet

*Kindergarten students are screened at the beginning of the year, and RTI services begin at the end of first quarter after progress monitoring those students who were at-risk in the fall. The criteria for scoring at or above the Benchmark increases from the fall to winter screening.

First Grade

	Fall	Winter	Spring
Nonsense Word Fluency	89/ 66%	59/ 47%	Window not open yet
Oral Reading Fluency	74/ 55%	74/ 56%	Window not open yet

*As students in first grade learn more about long vowels, they tend to apply those more during winter benchmarking and the percentage of students scoring at or above the benchmark criteria tends to decrease.

Strategies to Increase Student Learning

Teachers at Taylors Elementary School keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered through learning labs, school based learning, and PD offered by our district and through a nearby university, in addition to attending conferences.

We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. Small groups have helped meet individual needs in reading and math.

To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. At each grade level, teachers work together as a team and function as a Professional Learning Community. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Vertical Teams, Grade Level Teams and data analysis promote a collaboration and platform for professional growth and learning.

Using Student Achievement Data

We have systematically tried to use data to inform our decisions about instructional programs. The new teacher evaluation instrument, PAS-T, promotes student achievement data in the decision-making process. As part of teacher evaluation process, teachers develop Student Learning Objectives using baseline data and set learning target goals. A beginning, mid year and final conference is held with administration to review student achievement and create support in attaining the learning goals

For example:

- MAP allows us to track and disaggregate data more effectively.
- Procedures in place have allowed us to track student achievement by grade level and class.
- The use of the strategic plan process and the PAS-T evaluation system has helped us implement more effective methods of tracking student achievement.
- AIMSweb is being used to progress monitor kindergartners in targeted areas.
- Fountas and Pinnell reading benchmarks are being used to measure reading growth
- Math Benchmarks are being utilized to measure growth in mathematical concepts.
- Compass Odyssey has been used as a progress monitoring/benchmark to follow student learning.

Student Support Systems

Recognizing that some students need support in addition to what is available in the classroom; Taylors Elementary School has worked with the district to provide a variety of special services.

- We have three full-time resource teachers who work with students with identified learning differences and gaps in achievement. We also have one self-contained class for students with more pronounced identified learning differences.
- Two RTI specialists pull small groups of students in first and second grades for reading support.
- A Gifted and Talented teacher pulls students that qualify based on the required minutes of service. She also has started an Enrichment program this year in grades 2-5 for students who have partially qualified for the GT program.
- When a teacher believes that a student has special needs that require attention, the student is referred to the school's Assistance Team (A-Team). The team is to determine student needs and to align them with resources that are available through the school, district, or community.
- An ESOL teacher is committed to providing language support to students new to the English language and in assisting families with school communications.
- Two speech and language pathologist serve students with identified language deficits.
- An extended-day program enriches and extends the school day curriculum.
- Taylors Elementary provides break areas designed for sensory breaks and interventions for students with special needs.

Summary of Progress

We have a clear path for increasing student achievement. We know how to implement content and performance standards in our classrooms. The implementation of Profession Learning Communities (PLC) and common formative assessments have assisted in improving our efforts to align instruction with standards. We are utilizing RTI in kindergarten through second grade to help students become better readers. We are providing broadened inquiry based instruction in the classrooms including balanced literacy, and created partnerships with local agencies to support student and family needs. We have also learned to disaggregate student achievement results more effectively and analyze our school processes.

Next Steps

Our work is quite focused and there is broad buy-in by our stakeholders in the school community of our vision. Our goal is to implement the vision throughout the school and in every classroom.

To accomplish this, we plan to:

- Implement the Leader in Me program for the 2017-2018 school year
- Examine student assessment data regularly, as a whole faculty and in vertical teams
- Increase teacher/student conferencing regarding student achievement; have students develop annual individual goals, two academic and one behavior
- Collect authentic assessment data for use in action research
- Share our classroom successes and Best Practices, so that every child in the school will benefit from each teacher's talents
- Consider findings from data analysis in lesson planning/ use of data teams
- Benchmarking using the Fountas and Pinnell Assessment kits

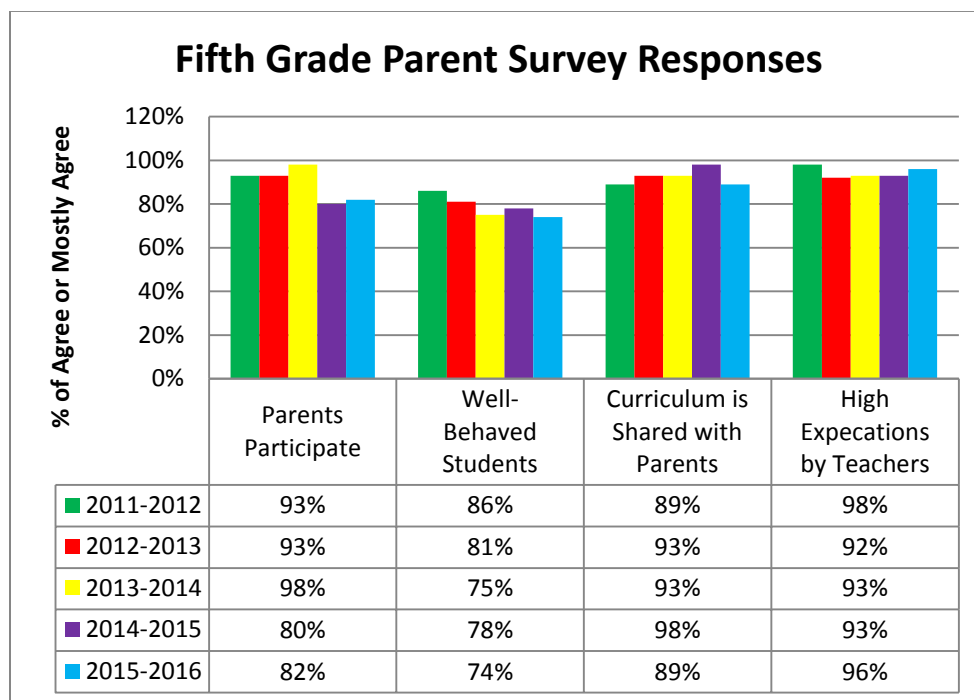
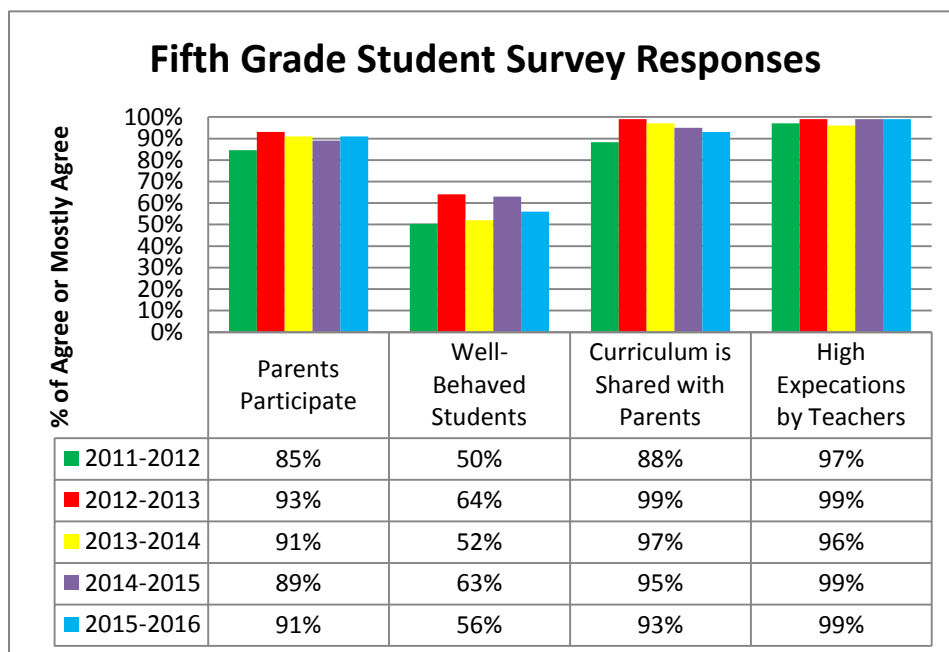
ACHIEVEMENT GAPS AND ROOT CAUSES

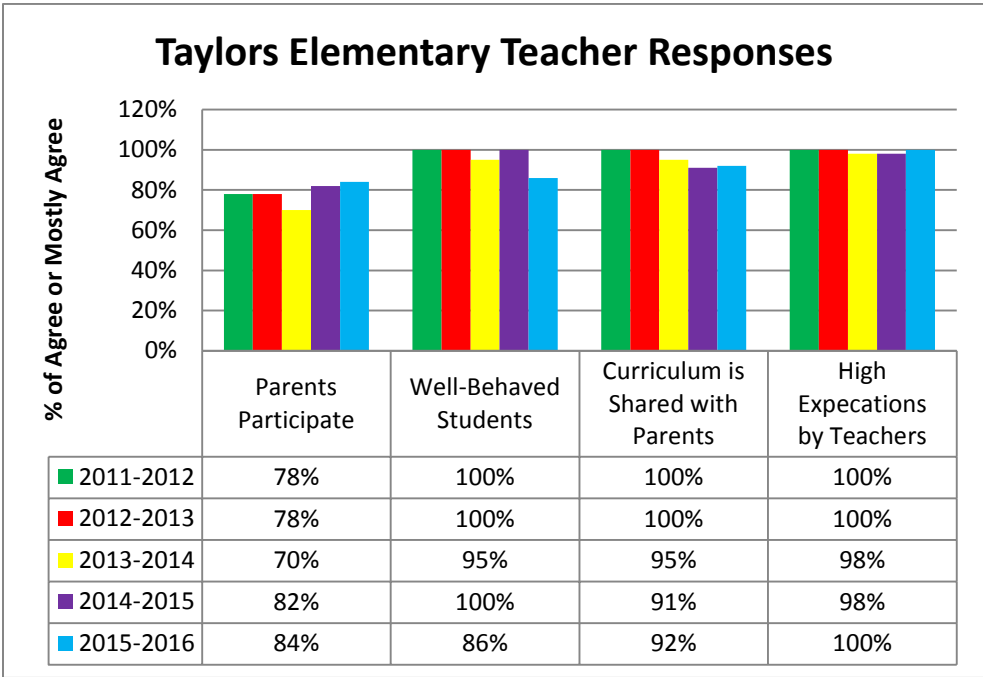
We continue to look at our data to ensure the best instruction for all our students. Recognizing a gap exists between disabled and non-disabled students as well as other small groups, we have restructured the scheduling of our school day to more effectively address the needs of our struggling learners. Our hope is to receive credit in all subgroups as measured on the state report card. We are looking forward to next year with scheduling and placement of students with special needs. The teachers are more familiar with inclusive practices and we hope to see gains.

Analysis of school-wide data is used to target areas in our commitment to close the achievement gap. When examining the curriculum, the need for differentiated instruction and strong curriculum alignment with standards may be factors. It is also important to note that SC has identified a large number of standards to be addressed, especially in third grade, fourth grade and fifth grade.

School Climate Needs Assessment

Data obtained for the School Climate Reports was compiled from the SC SDE Survey that was administered in February 2011-2015.





SDE Report Card Evaluations by Teachers, Students and Parents

Per SDE criteria, only fifth graders and their parents were surveyed.

2012 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	41	137	86
% satisfied with the learning environment	100%	78.8 %	95.3%
% satisfied with social and physical environment	100%	85.3 %	95.3%
% satisfied with home-school relations	100%	85.3 %	90.7%

2013 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	40	198	52
% satisfied with the learning environment	100%	87.7%	92.3%
% satisfied with social and physical environment	100%	90.9 %	92.4%
% satisfied with home-school relations	94.9%	92.9 %	94.3%

2014 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	43	101	40
% satisfied with the learning environment	97.6%	90.0%	87.5%
% satisfied with social and physical environment	100%	89.1%	97.5%
% satisfied with home-school relations	81.4%	93.1%	72.5%

2015 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	45	121	72
% satisfied with the learning environment	98%	84%	90%
% satisfied with social and physical environment	98%	82%	93%
% satisfied with home-school relations	93%	89%	76%

2016 SC Annual Report Card Survey

Survey Questions	Teachers	Students	Parents
Number of surveys returned	49	109	55
% satisfied with the learning environment	97.9%	89.0 %	90.9%
% satisfied with social and physical environment	98.0%	88.3 %	94.2%
% satisfied with home-school relations	93.9%	92.8 %	85.2%

The SC SDE Surveys are administered each spring. Responses indicate we are on the right track to continuous improvement. Although the age level of students who participated in the survey (10-11 year olds) needs to be taken into consideration when weighing responses, student responses were very positive. Certain responses can be expected from this age level.

After a careful review of this survey and other inventories the following conclusions reflect patterns and trends evident from the input of stakeholders:

- Although a high percentage of parents rated the school in a positive manner, a stronger level of parental involvement, both in the home and at the school level, needs to be targeted.
- In-school suspension and a character education initiative are two strategies we are using to address discipline concerns.
- Teacher-created curriculum maps have kept our school community focused on moving all students forward.
- Web sites provide parents with current information, but perhaps there needs to be more training on how to access that information.
- Also, incentives for families to attend curriculum night need to be incorporated.
- Training on how to access the Student Portal may need to be included in targeting our home/school relations.
- Expectations were considered at a high level by parents, teachers and students.

Teacher and Administrator Quality

TAYLORS ELEMENTARY 2016-2017 Professional Development Calendar

Date	Activity	Responsible Party
August 9, 2016 8:00-3:00	Teacher Workday # 1 Opening Day FBI Staff Breakfast/All Staff Meeting Staff Luncheon Certified Only Meeting	Rhonda Rhodes Joseph Stowe Nelda Kay Katie Allen
August 10, 2016 8:30-10:00	Teacher Workday # 2 New Teacher Orientation	Rhonda Rhodes
August 11, 2016	Teacher Workday # 3 Meet the Teacher 3:00-6:00	Rhonda Rhodes
August 12, 2016	Teacher Workday #4	Rhonda Rhodes Monica Brackett
August 15, 2016	Teacher Workday #5	Rhonda Rhodes
Date to be announced	ERI Training for RTI (If needed for new staff members)	Rhonda Rhodes Lisa Owen Ellen Griffith
August 16, 2016	First Day for Students	
August 15- October 2016	Kindergarten Readiness Assessment	Joseph Stowe Monica Brackett Kindergarten Teachers
Aug. 17, 2016	Grade Level Meetings	Monica Brackett
August 24, 2016	Vertical Team Meetings	
August 25, 2016	New Intermediate Hires Literacy Training	ELA District
August 29, 2016	3 rd Grade Math PD	Tami Finley
August 30, 2016	New Primary Hires Literacy Training	ELA District
August 31, 2016	MAP Proctor Training	Monica Brackett Teachers
September 1-30, 2016	Fall MAP Testing	Monica Brackett Homeroom Teachers Special Ed Teachers ESOL Teacher
September 1, 2016	4 th Grade Math PD	Tami Finley
September 7, 2016 3:00-4:00	Faculty Council	Rhonda Rhodes Grade Level Chairs
September 5, 2016	Labor Day Holiday	
September 13, 2016	K5 Math PD	Tami Finley
September 14, 2016 3:00-5:00	FBI Professional Development	Rhonda Rhodes Monica Brackett Google Trainers
September 19, 2016 3:00-4:00	Vertical Team Chairs Meeting (quarterly)	Rhonda Rhodes

September 20, 2016	2 nd Grade Math PD	Tami Finley
September 20, 2016 3:00-4:30	TechKnow Tuesday— Seesaw	Monica Brackett Google Trainers Keri Lewis
September 21, 2016 3:00-4:00	Grade Level Meetings (Common Assessment / Data Discussion)	Rhonda Rhodes Grade Level Chair
September 22, 2016	New Intermediate Hires Literacy	ELA District
September 26, 2016 3:00-4:00	RTI Leadership Team Meeting	Lisa Owen Ellen Griffith Administration Grade Level Representatives
September 28, 2016 3:00-4:00	Vertical Team Meetings -(1 point) How a PLC works / MAP data	Rhonda Rhodes Monica Brackett Vertical Team Chairs
October 4, 2016	1 st Grade Math PD	Tami Finley
October 5, 2016 3:00-4:00	Faculty Council	Rhonda Rhodes Grade Level Chairs
October 12, 2016 3:00-5:00	FBI Professional Development- Student-Centered Learning: Culture	Rhonda Rhodes Monica Brackett Google Trainers
October 13, 2016	Workday/Exchange Day #1—turn in 7 after contract hours to IC	Rhonda Rhodes Monica Brackett
October 14, 2016	Workday/Exchange Day #2—turn in 7 after contract hours to IC	Rhonda Rhodes Monica Brackett
October 18, 2016	TechKnow Tuesday- Google Drive/ Docs	Monica Brackett Thomas McAuliff Cole Brown
October 19, 2016 3:00-4:00	Grade Level Meeting—How are we using the online resources in our planning and instruction?; Second Grade COGAT/IOWA Testing inservice	Rhonda Rhodes Joseph Stowe Monica Brackett
October 26, 2016 3:00-4:00	Vertical Teams Meetings - (1 point)	Rhonda Rhodes Monica Brackett Vertical Team Chairs
October 24-26, 2016	COGAT Testing Second Grade	Joseph Stowe Monica Brackett 2nd Grade Teacher
October 27-28, 2016	IOWA Testing Second Grade	Joseph Stowe Monica Brackett 2nd Grade Teacher
November 2, 2016 3:00-4:30	Faculty Council- Data Analysis	Rhonda Rhodes Grade Level Chairs
November 9, 2016 3:00-5:00	FBI—Strategies to Deescalate Behaviors	Rhonda Rhodes Monica Brackett
November 10, 2016 3:15-4:30	Mentor/ Mentee TEAM Gathering	Rhonda Rhodes Joseph Stowe Monica Brackett
November 14, 2016	Vertical Team Chairs Meeting	Rhonda Rhodes

November 15, 2016	TechKnow Tuesday- GAFE training	Monica Brackett Cole Brown Thomas McAuliff
November 16, 2016 3:00-4:00	Grade Level Meetings	Rhonda Rhodes Monica Brackett
November 23-25, 2016	Thanksgiving Holiday—No School	
November 29, 2016	TechKnow Tuesday- GAFE training	Monica Brackett Cole Brown Thomas McAuliff
November 30, 2016	Rubicon Atlas Focus Group	Sue Florence
December 1-14, 2016	Optional MAP Winter Testing Begins	Monica Brackett Homeroom Teachers
December 5, 2016	2 nd Grade Math PD	Tami Finley
December 6, 2016	K5 Math PD	Tami Finley
December 7, 2016 3:00-4:00	Faculty Council	Rhonda Rhodes Grade Level Chairs
December 19, 2016- January 1, 2017	Winter Break Holiday—No School	
January 4, 2017 3:00-5:00	Faculty Council	Rhonda Rhodes Grade Level Chairs
January 9, 2017	5thGrade Math PD	Tami Finley
January 11, 2017	Grade Level Meetings	Rhonda Rhodes Monica Brackett
January 13, 2017	Workday/Exchange Day #3—turn in 7 after contract hours to IC	Rhonda Rhodes Monica Brackett
January 16, 2017	MLK Day Holiday-- No School	
January 17, 2017	TechKnow Tuesday- Forms & Sheets	Technology Team
January 18, 2017 3:00-4:00	FBI—(Professional Development) –Mindfulness in School	Rhonda Rhodes
January 19, 2017	5 th Grade Math PD	Tami Finley
January 23, 2017 3:00-4:00	RTI Leadership Team Meeting	Lisa Owen Ellen Griffith Administration Grade Level Representatives
January 24, 2017	Personalized Learning PD	Rhonda Rhodes Monica Brackett
Jan. 25, 2017	Vertical Team Meeting	Rhonda Rhodes Team Chairs
February 1, 2017 3:00-5:00	Faculty Council	Rhonda Rhodes Grade Level Chairs
February 6- March 15, 2017	ELL Testing	Rhonda Rhodes Caridad Garcia
February 6, 2017 3:00-4:00	Vertical Team Chair Meeting	Rhonda Rhodes
February 8, 2017 3:00-5:00	FBI—Professional Development – Leader in Me Presentation (2 points)	Rhonda Rhodes Monica Brackett
February 15, 2017	Grade Level Meetings	Rhonda Rhodes Monica Brackett

February 20, 2017	Presidents' Day Holiday—no school	
February 14, 2017	TechKnow Tuesday	Technology Team
February 15, 2017 3:00-4:00	Grade Level Meetings	Rhonda Rhodes Grade Level Chairs
February 21- March 9, 2017	GT Testing Window	Wendy Trusty
February 22, 2017 3:00-4:00	Vertical Team Meetings – (1 point) Common Assessments	Rhonda Rhodes Monica Brackett Vertical Team Chairs
March 1-31, 2017	MAP Spring Testing	Joseph Stowe Monica Brackett 2nd-5th Teachers
March 1, 2017 3:00-5:00	Faculty Council	Rhonda Rhodes Grade Level Chairs
March 8, 2017 3:00-5:00	FBI—Leader in Me presentations in house, Science/ Discovery training	Rhonda Rhodes Keri Lewis teachers
March 15, 2017 3:00-4:00	Grade Level Meetings	Rhonda Rhodes Grade Level Chairs
March 16-17, 2017	Make-Up Days #1- #2	
March 22, 2017 3:00-4:00	Vertical Team Meetings – Strategic Plan and Read to Succeed Plan(1 point)	Rhonda Rhodes Monica Brackett Vertical Team Chairs
March 28, 2017	TechKnow Tuesday- Sheets and Forms	Monica Brackett Thomas McAuliff Cole Brown
April 5, 2017	FBI- SC Ready & SC PASS training	Rhonda Rhodes Monica Brackett
April 10-17, 2017	Spring Break—No School	
April 21-June 2, 2017	SC Ready & SC PASS Online Window	
April 18, 2017	TechKnow Tuesday- Creating Online Assessments	Technology Team
April 19, 2017 3:00-4:00	Grade Level Meetings	Rhonda Rhodes Grade Level Chairs
April 26, 2017	Vertical Team Meeting/ Faculty Council – (1 point)	Rhonda Rhodes Monica Brackett Vertical Team Chairs
May 3, 2017 3:00-4:00	Faculty Council	Rhonda Rhodes Grade Level Chairs
May 10, 2017 3:00-5:00	FBI—Staff Development	Rhonda Rhodes
May 15, 2017 3:00-4:00	RTI Leadership Team Meeting	Lisa Owen Literacy Coach Administration Grade Level Representatives
May 16, 2017	TechKnow Tuesday	Monica Brackett Technology team
May 24, 2017 3:00-4:00	Vertical Team Meeting – (1 point)	Rhonda Rhodes Vertical Team

		Chairs
May 29, 2017	Memorial Day	
May 31, June 1, 2, 2017	Half Days	Rhonda Rhodes
June 5, 2017	Workday	Rhonda Rhodes
June 6 , 2017	Workday—Exchange Day #4—Turn in 7 after contract hours to IC	Rhonda Rhodes Monica Brackett

**The Instructional Coach will meet with grade levels twice a month for professional development activities.

TAYLORS ELEMENTARY 2017-2018 Professional Development Calendar

The school focus will be The Leader In Me Training and Implementation of Year One. Faculty and staff will undergo a two day training over the summer and a leadership training day in August upon our return.

Additionally, our focus in literacy will be on-going and sustained support in the area of Shared Reading as part of our balanced literacy curriculum.

The Writing Strategies, by Jennifer Serravello, will be an on-going professional book study to facilitate writing instruction for all students. Continued support in the area of Interactive Notebooking will be sustained and developed in the areas of science, math and social studies.

Common Formative assessments and data teams will be followed in professional learning communities. Common formative assessments will continue in the areas of math, English/Language Arts and social studies.

Learning labs for reading strategies will be utilized and led by our Literacy Mentors on shared reading.

Support for Induction and New to Taylors teachers will be scheduled quarterly and throughout the year with assigned school mentors.

Continued support for inquiry based learning in the areas of science and mathematics will be provided.

Techknow Tuesdays will continue monthly in the areas of GAFE and Discovery Education to prepare for our 1:1 implementation for the 17-18 school year. Additionally, Learning Labs will be practiced to observe modeling of Discovery Education Lead Teachers.

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		
School Actual	48.4		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

STRATEGY: Activity	Timeline	Person	ESTIMATED COST	FUNDING	Indicators of
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		<u>Responsible</u>		<u>SOURCES</u>	<u>Implementation</u>
1. Disaggregate test data to determine strengths and needs in instruction	2013-2018	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
2. Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	2013-2018	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Vertical team Minutes Faculty Council Minutes Leadership Team Minutes
3. Provide additional instructional support to students in grades K-2 through the RTI program	2013-2018	Administrators Teachers Instructional Coach RTI Teachers (2.0)	2.0 Certified Teaching Positions	District Funded	Quarterly RTI Reports
4. Provide support for teachers to utilize Rubicon Atlas in lesson planning	2013-2018	Administrators Teachers Instructional Coach District Consultants	None	None	Lesson Plans Curriculum Maps
5. Provide continued professional development in Balanced Literacy- <u>The Writing Strategies</u> book by Jennifer Seravallo	2013-2018	Administrators Instructional Coach Literacy Mentors District Consultants	\$1500	District Funds PTA Local Funds	Lesson Plans Observations Session Attendance
6. Recognize academic excellence and improvement in writing for all grade levels	2013-2018	Administration Teachers Media Specialist	\$650 Materials Certificates WritingResources	PTA Local Funds	Write Ingredient Program Writing Display
7. Utilize Compass Learning software to enhance instruction and continue learning at home	2013-2018	Administrators Teachers Instructional Coach	None	District Funds	Compass Reports

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

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

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

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

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

	BASELINE 2015-16	2016-17	2017-18
School Projected	X		
School Actual	55.8		
District Projected	X	59	63
District Actual (ES only)	56		

Baseline data to be established in 2015-16.

<u>STRATEGY: Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>Indicators of Implementation</u>
1. Disaggregate test data to determine strengths and needs in instruction	2013-2018	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
2. Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	2013-2018	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Vertical team Minutes Faculty Council Minutes Leadership Team Minutes
3. Provide additional instructional support to students in all grades with technology	2013-2018	Administrators Teachers Instructional Coach Technology Team	\$5000	PTA Local Funds	Software Reports
4. Provide support for teachers to utilize Rubicon Atlas in lesson planning	2013-2018	Administrators Teachers Instructional Coach District Level Consultants	None	None	Lesson Plans Curriculum Maps
5. Provide continued professional development in math best practices	2013-2018	Administrators Instructional Coach District Level Consultants	\$1500	District Funds PTA Local Funds	Lesson Plans Observations Session Attendance
6. Utilize Compass Learning software to support Student Learning Objectives and provide at home resources	2013-2018	Administrators Teachers Instructional Coach	None	District Funds	Compass Reports

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	*		

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	*		

<u>STRATEGY: Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>Indicators of Implementation</u>
1. Testing coordinators will ensure all eligible students are tested on SC Ready	2013-2018	Building Testing Coordinators	None	District Funds	School report to district/ state
2. Information will be shared with families via the school website, school newsletter, teacher newsletters, school marquis, and communication blasts	2013-2018	Testing Coordinators Administration Teachers	None	None	Copies of Communication

☒ 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 75.9%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 74.9%.

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

	BASELINE 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	75.4	68.7		
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.*

<u>STRATEGY: Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>Indicators of Implementation</u>
1. Disaggregate test data to determine strengths and needs in instruction	2013-2018	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
2. Provide time for team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	2013-2018	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Vertical team Minutes Faculty Council Minutes Leadership Team Minutes
3. Encourage teachers to utilize science lab and to integrate hands-on lessons to teach science concepts	2013-2018	Administrators Teachers Instructional Coach Science Contact District Science Consultant	\$2000	PTA Local Funds	Lesson Plans Observation Invoices
4. Provide support for teachers to utilize Rubicon Atlas in lesson planning	2013-2018	Administrators Teachers Instructional Coach	None	None	Lesson Plans Curriculum Maps
5. Provide professional development in Science best practices.	2013-2018	Administrators Teachers Instructional Coach District Science Consultant	\$500	None	Lesson Plans Observations PD Attendance

☒ 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 87%.

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 85%.

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

	BASELINE 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	87.4	84.1		
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.*

<u>STRATEGY: Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>Indicators of Implementation</u>
1. Provide time for team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	2013-2018	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Vertical team Minutes Faculty Council Minutes Leadership Team Minutes
2. Purchase materials to integrate Social Studies and ELA	2013-2018	Administrators Teachers Instructional Coach District SS Consultant	\$1000	PTA Local Funds	Lesson Plans Observation Invoices
3. Provide support for teachers to utilize Rubicon Atlas in lesson planning	2013-2018	Administrators Teachers Instructional Coach District Level Consultants	None	None	Lesson Plans Curriculum Maps
4. Provide continued professional development in SS best practices.	2013-2018	Administrators Teachers Instructional Coach	None	PTA Local District Funds	Lesson Plans Observations PD Attendance Literacy Mentors

☒ 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	70 th percentile	60 th percentile	56 th percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	59 th percentile	57 th percentile	52 nd percentile	

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

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

<u>STRATEGY: Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED</u>	<u>FUNDING</u>	<u>Indicators of</u>
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			<u>COST</u>	<u>SOURCES</u>	<u>Implementation</u>
1. Provide time for team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	2013-2018	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Vertical team Minutes Faculty Council Minutes Leadership Team Minutes
2. Provide additional instructional support to students in grades K-2 through the RTI program	2013-2018	Administrators Teachers Instructional Coach RTI Teachers	2.0 Certified teaching positions	District Funded	Quarterly RTI Reports
3. Provide support for teachers to utilize Rubicon Atlas in lesson planning	2013-2018	Administrators Teachers Instructional Coach District Level Consultants	None	None	Lesson Plans Curriculum Maps
4. Provide continued professional development in Balance Literacy	2013-2018	Administrators Instructional Coach District Level Consultants Literacy Mentors	\$1000	District Funds PTA Local Funds	Lesson Plans Observations Session Attendance
5. Utilize Compass Learning software to enhance instruction and continue learning at home	2013-2018	Administrators Teachers Instructional Coach	None	District Funds	Compass Reports
6. Work with K-2 teachers to integrate listening skills into their curriculum since IOWA and COGAT are oral tests	2013-2018	Administrators Instructional Coach	\$500 Materials to teach listening skills	Local Funds	Lesson Plans Invoices
7. Gifted and Talented teacher will work with 2 nd Graders on test-taking strategies	2013-2018	Administrators GT Teacher	None	None	Guidance Lesson Plans

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Provide professional development to ensure each certified staff member is highly qualified.

ANNUAL OBJECTIVE: Provide quality staff development to meet the needs of a varied staff.

DATA SOURCE(S): In-service reports; list of highly qualified certified staff members; copies of current teaching certificates

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

<u>STRATEGY: Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED COST</u>	<u>FUNDING SOURCES</u>	<u>Indicators of Implementation</u>
1. Provide mentors for new teachers to the profession and to the building	2013 – 2018	Administrators	None	None	List of Mentors
2. Provide a school professional development program that supports teacher certification requirements and requests	2013-2018	Administrators Instructional Coach	None	None	Professional Development Calendar
3. Conduct quarterly meetings for mentors, new teachers to the profession, and new teachers to the	2013-2018	Administrators Instructional Coach	None	None	Meeting Minutes

building.					
4. Provide training on the PAS-T instrument and process	2013-2018	Administrators Instructional Coach District ADEPT/PAST Personnel	None	None	Meeting Agenda
5. Conduct a faculty council book study and retreat	2013-2018	Administration Instructional Coach Faculty Council	\$2500	Local Funds	Agendas Presentation Meeting Minutes
6. Provide teachers with access to Rubicon which includes state standards, district curriculum guides, PAS-T information, and lesson plan templates	2013-2018	Instructional Coach	None	None	Folders on Google Drive
7. Provide staff development of creating Student Learning Objectives (SLO)	2013-2018	Principal Instructional Coach	\$1800	District Funds	Agenda SLO completed forms
8. Provide staff development on implementing new literacy skills	2013-2018	Instructional Coach Literacy Mentors		Local Funds	Agenda Meeting Minutes Lesson Plans Invoices
9. Provide required safety and FERPA training to staff	2013-2018	Administration Guidance Team Nurse	None	None	Agenda Certificates
10. Provide quality cross grade level discussions in content areas	2013-2018	Administration Instructional Coach Vertical Team Chairs	None	None	Agendas Meeting Minutes
11. Provide technology staff development through TechKnow Tuesdays	2013-2018	Administrations Instructional Coach School Technology Instructors	None	None	Agenda Session Attendance
12. Provide quality cross grade level discussions in content areas	2013-2018	Administration Instructional Coach Vertical Team Chairs	None	None	Agendas Minutes

STUDENT ATTENDANCE

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	96.5	97.1	96.5			
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		

<u>STRATEGY: Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>ESTIMATED</u>	<u>FUNDING</u>	<u>Indicators of</u>
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			<u>COST</u>	<u>SOURCES</u>	<u>Implementation</u>
1. Write an article in the Taylors School newsletter about the importance of attending school	2013-2018	Administration Attendance Clerk	None	None	Copy of Newsletters
2. Track student attendance	2013-2018	Administration Attendance Clerk	None	None	PowerSchool Reports
3. Recognize at-risk students and discuss interventions in admin meetings	2013-2018	Administration Guidance Team	None	None	GCSOURCE – EWRS Intervention Connection
4. Set up and hold meetings with families who children are chronically tardy	2013-2018	Administration Attendance Clerk Teacher Guidance Team	None	None	Completed intervention forms
5. Recognize on a quarterly basis students with 5 or less unexcused absences	2013-2018	Administration Attendance Clerk Guidance Team	\$100 certificates	Local Funds	List of recognized students
6. Meet with students who may be exhibiting anxiety issues about school that could affect school attendance	2013-2018	Administration Guidance Team Classroom Teacher	None	None	Documentation of conferences
7. Recognize students for perfect attendance, honor roll, and Terrific Kids	2013-2018	Administration Guidance Team Teachers	\$200 Certificates	PTA Kiwanis Club Local Funds	List of student awards Invoices
8. Provide a “Girls on the Run” program for 3 rd -5 th grade girls	2013-2018	Administration Teachers	None	None	List of students Participating
9. Provide a “Visionary Leaders” program for 3 rd -5 th grade boys	2013-2018	Administration Teachers	None	None	List of Students Participating
10. Provide a “Student Ambassadors” program for 3 rd -5 th grade boys and girls	2013-2018	Administration School Counselors	None	None	List of Students Participating
11. “Touchdown Club” created by counselors to work with students defined as truant.	2013-2018	Administration School Counselors	\$250	Local	List of Students Participating

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 95.4% in 2012 to 95.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.1 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.4	95.5	95.6	95.7	95.8
School Actual	95.4	92.3	87.5	90.3	90.9		
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 78.8% in 2012 to 90.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.1 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.1	90.2	90.3	90.4	90.5
School Actual	78.8	87.7	90.0	84.3	89.0		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

TEACHER SATISFACTION – LEARNING ENV.

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.0 percentage point(s) annually teachers who are satisfied with the learning environment. **(Maintain current 100%)**

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	100.0	97.8	97.9		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 98.8% in 2012 to 99.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.4	94.7	94.9	95.2	95.5
School Actual	98.8	94.3	95.0	94.4	98.1		
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 88.2% in 2012 to 93.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.2	90.2	91.2	92.2	93.2
School Actual	88.2	97.0	92.1	93.5	91.0		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

TEACHER SATISFACTION – SAFETY

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.0 percentage point(s) annually teachers who feel safe at school during the school day. **(Maintain 100%)**

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	100.0	100.0	95.9		
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	FUNDING	Indicators of
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			<u>COST</u>	<u>SOURCES</u>	<u>Implementation</u>
1. Participate in the Upstate Safe Kids/ Live Well Program	2013-2018	Administration Teachers PE Team	None	PTA	Safe Schools Application
2. Adhere to the district's safety policies/ plan	2013-2018	Administration Teachers	None	None	Safety Plan
3. Train staff to be first responders	2013-2018	Administration Certified Staff Classified Staff	None	District Funded	List of first responders
4. Post school-wide rules in hallways/ common areas/ classrooms	2013-2018	Administration School Counselors	\$100 for printing	PTA Local Funds	Posted rules
5. Require staff to complete district safety videos by target date	2013-2018	Administration Nurse	None	None	Certificates of completion
6. Update school website monthly with current safety information	2013-2018	Administration Nurse School Counselors School Webmaster	None	None	Updated website
7. Provide various safety programs to students (Internet safety, fire safety, walking to school safety, bike safety)	2013-2018	Administration Instructional Coach School Counselors PE Team	None	None	Program description and schedule
8. Provide a Safety Patrol program for fifth grade students	2013-2018	Administration Safety Patrol Committee	\$200	PTA Local Funds	List of patrols Picture of group
9. Provide a Leader in Me program schoolwide to promote a positive school climate	2013-2018	Administration	\$38,000	Local Funds Business Partnerships	Program Description List of PD participants